

Academic, Research and Student Success Committee Meeting

Schedule	Wednesday, June 06, 2018, 08:30 AM — 09:30 AM CDT
Venue	University Center Fountain View Suite (UC 350)
Organizer	Melanie Murry

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1. Call to Order

Presentation

Presented by David North

2. Roll Call

Presentation

Presented by Melanie Murry

3. Approval of March 7, 2018 Meeting Minutes

For Approval

Presented by David North

THE UNIVERSITY OF MEMPHIS
BOARD OF TRUSTEES

MINUTES OF THE ACADEMIC, RESEARCH AND STUDENT SUCCESS COMMITTEE

March 7, 2018
Memphis, Tennessee

The Academic, Research and Student Success Committee of The University of Memphis Board of Trustees met at 9:00 a.m. CDT, on Wednesday, March 7, 2018, at the University of Memphis in Memphis, Tennessee.

- **CALL TO ORDER**

Chair Schaffzin called the meeting to order.

- **ROLL CALL**

University Counsel and Acting Secretary Murry Murry called the roll, and the following Committee members were present:

Trustee Douglas Edwards*
Trustee R. Brad Martin*
Trustee David North*
Trustee Carol Roberts*
Trustee Katharine Schaffzin*
Trustee Taylor Mayberry

Non-voting Trustees present for the meeting:

Trustee Springfield
Trustee Graf
Trustee Johnson

*Voting members

Secretary Murry announced the presence of a quorum.

Administrative staff, faculty and members of the media were also present.

- **Approval of Minutes – December 7, 2017**

Chair Schaffzin moved to approve the minutes of the December 2017 Academic, Research and Student Success Committee meeting. The motion was made by Trustee Edwards and was properly seconded. A voice vote was taken and the motion passed with unanimous consent.

- **New Academic Programs**

Chair Schaffzin recognized Dr. Karen Weddle-West to make a presentation on new Academic Programs.

Dr. Weddle-West presents the Ph.D. in Urban Affairs, which is designed to connect our communities with scholarships in various programs focused on urban issues in urban areas. An example of the type of work that results from the focus on urban issues is the Green Machine, which was designed to address food deserts in some of the greatest impoverished areas with the need to have access to fresh foods. Smart Cities is another example of the collaborative work with those in these areas to do interdisciplinary research that benefits the Memphis community and gets nationally recognized models to serve urban Memphis. The Ph.D. program is presented as an interdisciplinary program (with School of Urban Affairs and Public Policy) to provide a pathway for current master students to a terminal degree. It will prepare scholars to solve urban problems with advanced knowledge of interdisciplinary methodologies to conduct research and professional competence to develop more sophisticated, evidence-based research methods which will lead to career advancement.

Trustee North asked if other departments could be added to the interdisciplinary collaboration. Dr. Weddle-West responded that others can be added later and that doctoral committees must be interdisciplinary by even adding a community member. She also states that the letters of support especially show how the City of Memphis and ASSISI Foundation value our masters students in their various capacities. Trustee Edwards noted that this program has enormous potential as the only one in the THEC system and will pay rich dividends to the University and our communities. The motion was made by Trustee North and was properly seconded.

Secretary Murry also noted that approval is needed to delegate authority to the Provost to make any changes necessary to facilitate the program approval by THEC. That way, after THEC staff's review and approval, it does not have to come back to the University Board of Trustees.

Trustee Roberts noted that this is a good practice and lesson learned from the Nursing Ph.D. program approval process. Trustee Graff noted that this will require a change at THEC to accept the fact that the Board does not want to approve new academic program proposals twice. He volunteered to talk to THEC Executive Director, Mike Krause, to resolve the issue. Trustee Johnson noted that as a former THEC Chairman, the THEC Board did not want to approve extra items and that THEC should relinquish this level of oversight.

A voice vote was taken and the motion passed with unanimous consent.

Dr. Weddle-West presented that, following the external reviews with THEC and slight non-substantive revisions for the Ph.D. in Nursing, the program should be approved. Secretary Murry provided background regarding THEC's current procedure and policy; however, the general feeling is that the Board should approve programs before presentation to THEC. The motion was made by Chair Schaffzin and was properly seconded. A voice vote was taken and the motion passed with unanimous consent.

- **Institutional Mission**

Chair Schaffzin recognized President M. David Rudd to make a presentation on the University's Institutional Mission. He stated that this is a reporting technicality for THEC and not a component of the University's strategic plan mission. Chair Schaffzin asked who drafted the document. President Rudd responded that the executive team drafted from a template of required elements by THEC. Secretary Murry clarified that it is the same mission presented before, with slight tweaks. The motion was made by Trustee Edwards and was properly seconded. A voice vote was taken and the motion passed with unanimous consent.

Secretary Murry recognizes other Trustees present that are not on committee; Trustees Graff, Johnson, and Springfield.

Trustee Martin asks if there are other process improvements that would be helpful for our THEC or TBR relationships now that we are one plus year out with the new structure. Secretary Murry states that the University's Transition Taskforce has been reconvened and that clarifying and re-evaluating THEC and TBR processes can be added; a report can be provide to the Board of their findings. President Rudd noted that the THEC Commission is also re-evaluating their process as a post-mortem to the transition.

- **Carnegie I Investment Strategy**

Chair Schaffzin recognized Dr. Andy Meyers, who makes a presentation on Carnegie I Investment Strategy. Dr. Meyers discussed the process that has been in place for over a year and used in developing the University of Memphis' strategy to achieve the Research I designation by the Carnegie Foundation for the Advancement of Teaching. A committee, comprised of research support staff and faculty researchers, developed multiple proposal options that address investments and actions that would increase STEM research expenditures by 50% and increase the number of Ph.D. graduates over a five-year period. Using the 5-year, \$1 million funds, they have directly targeted the variables that weight the Carnegie I Research classification: research expenditures in STEM areas, Ph.D. production in STEM areas and the addition of non-tenure faculty and research staff to the institution. Trustee Roberts asked President Rudd if the physical infrastructure needed for this level of research has been factored into the long-term plan. President Rudd replied that the next capital request proposes a shared science building with lab and instructional space. Further, it is essential for meaningfully growth for schools/colleges such as for Engineering which is significant to a Carnegie I classification.

Dr. Meyers took a moment to recognize Dr. Art Graesser, a professor in the Department of Psychology and Institute of Intelligent Systems; he received the 2018 Harold W. McGraw Jr. Prize in Education, an inaugural Learning Science Research Prize.

Trustee Edwards asks how can the University can get to the CI classification quicker. Dr. Meyers states that the RISE money at the State level would help; however, we have great physical, human, and fiscal infrastructure challenges ahead. President Rudd states that what is

realistically required is differential funding from the State.

Chair Schaffzin recognized Bobby Prince. He announced that the new River City Partnership, which will address current challenges for the school systems and train teachers to be culturally prepared, has received a \$1 million gift from Trustee David North and Sedgwick. This gift is significant to the success of the program.

- **Charter School**

Chair Schaffzin recognized Dr. M. David Rudd, who makes a presentation on the expansion of Campus School into a possible Charter School. President Rudd opened the discussion to determine the willingness of the Board to endorse a study of the issue. Investing in the neighborhood district has created improvements, and the relationship is going well. The challenge is that Campus School is one of the highest performing schools in the Shelby County School system and the State. The University would like to explore the idea of expanding access to the neighborhood by creating a charter middle school and eventually to high school. It is believed it could be done in a no-cost or break-even way for the University. Secretary Murry suggested to not limit the study to charter schools but to also include training schools. Dr. Weddle-West clarified the definition of a training school as synonymous with a laboratory school representing best teaching and learning practices. Chair Schaffzin comments that there are a lot of academic studies that can drive school practices. She comments that there is a tremendous need in the neighborhood for this level of school. Trustee Johnson comments as a former parent of Campus School that it is one of the most diverse settings. The Board voted unanimously to endorse a study of a campus middle school.

- **Veterans Focus Population Subcommittee (Institutional Effectiveness Council) Report**

Chair Schaffzin recognized Dr. Colton Cockrum, who presents the Veterans Focus Population Subcommittee (of the Institutional Effectiveness Counsel) Report. One area of emphasis in the calculation of the University's Quality Assurance Funding (QAF) score by THEC is the number of veterans who graduate during the 2015-2020 funding cycle. In 2015-2016, the number of veteran graduates dropped dramatically (approximately 15%) earning us a total of 2 out of 5 possible points in this area. A subcommittee was established in August 2017 to look at all the focus populations that are a part of QAF. Since the Veterans group was the only focus population to score below the 3-year benchmark, the subcommittee looked at mechanisms to improve graduation numbers of this specific population for the next three years of the funding cycle. The subcommittee met bi-weekly and followed a process of information gathering, review of veteran resources, and held two meetings with veteran students. A comprehensive plan was developed to address the barriers, such as veteran students running out of funding and specific needs as they transition from service to students. Some of the initiatives implemented to improve veteran retention and graduation are creating a veteran student success team to identify and push students along, change the mission of the Veteran Center to a resource center, and scholarship commitments. Trustee Martin asked if specific scholarships are available to veterans and believes a broad-based appeal to full scholarships for veterans would be successful. Dr. Darrel Ray has reached out to alumni who are veterans to identify those who would support scholarships, while being mindful that the term scholarships can have a negative

connotation with possible GPA requirements. President Rudd states the concept will be brought forward with the Development Office to explore options and funding. Trustee Springfield offers to speak offline about the resource support programs First Tennessee provides to their employees.

- **Retention and Graduation Rates**

Chair Schaffzin recognized Ms. Bridgette Decent, who makes a presentation on using data analytics to increase retention and graduation rates. Ms. Decent presents how they use data analytics to understand the strategic use of data to increase the 6-year graduation rate, which is important to our funding as 1% increase in graduation is equal to \$300,000 in funding. The dashboard created by the Office of Institutional Research allows deans and advisors to take part in the accountability of graduating students. Dr. Weddle-West mentions that the data can be used to identify and attract students back to the University.

- **UofM Programs Offered for the Top 20 fastest growing occupations**

Chair Schaffzin recognized Ms. Bridgette Decent, who makes a presentation on programs offered for the top 20 fastest growing occupations. Ms. Decent presented the newly created Occupation and Majors report that brings in external data to analyze the top 20 fastest growing occupation groups nationally, according to the Bureau of Labor and Statistics, along with information on associated University of Memphis degree programs, enrollments, and degrees awarded in support of those occupations. Departments can see trends in degrees and enrollments as it relates to the workforce. Trustee North applauds the practical and great use of data mining to inform the University. Our freshman to sophomore retention rate just increased to over 80% and is heavily due to the data analytics we use from these type of dashboards.

- **Healthy Campus Initiative Update**

Due to time constraints, Chair Schaffzin asked that the Board refer to Dr. Ray's materials previously provided for an update.

- **Additional Committee Business**

Chair Schaffzin recognized Trustee Mayberry, who raised new committee business. In a previous meeting with Ted Townsend, Trustee Mayberry brought forth the idea of increasing or creating student centered economic development, with a focus on small business development. Trustee Roberts asked what the University already has in place that might support this effort. President Rudd mentions the CREWS Center. Further discussion reveals that perhaps the profile and marketing of the CREWS Center needs to be increased. Trustee Edwards remarks that the CREWS Center could be integrated with academic programs. Dr. Weddle-West offered to meet with Trustee Mayberry to further develop the ideas brought forth in the discussion.

Trustee Mayberry also brought forth parking as a significant issue for her and other students. President Rudd agrees that the perception is that parking is not available, but the reality is that it is not where students want it to be. Trustee Mayberry asked if we could remove the concern

about parking by offering other services such as valet. Trustee Roberts suggests the idea of a student-created application that notifies a user of empty parking spots. Trustee North suggests that despite empirical data, perceptions do not align. President Rudd mentions that valet services can be studied to determine if it is viable on campus. Trustee Martin supports the idea of an app that supports finding an empty space. Robert Jackson mentions that the University is testing such an app. President Rudd makes a commitment to look further into the issue prior to the next meeting.

- **Adjournment**

With no further business, Chair Schaffzin moved to adjourn the meeting. The motion was properly seconded and passed with unanimous consent.

4. University Student Response

Presentation

Presented by Darrell Ray

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: 12/07/17

Committee: Academic, Research, & Student Success

Presentation Title: University Student Response

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Synopsis:

Major incidents are occurring on college campuses daily. Connectivity allows the country and world to be aware of many incidents in real time. The University of Memphis has placed special attention on how we communicate with, respond to, and inform students as major incidents occur on campus a, the surrounding community, and across the country. While constantly refining and enhancing operational practices, the University has made great strides in outreach to students.

The presentation will highlight examples of institutional strategy for communicating with students for critical responses.

A blue-tinted photograph of four graduates in caps and gowns standing in front of a building with columns. The graduates are smiling and looking towards the camera. The building has a classical architectural style with large columns and windows.

Student Communication Protocol

Academic, Research and Student Success Committee

Dr. Darrell Ray

June 6, 2018

University Center



**Board of
Trustees**

JUNE 2018

- Increasing numbers of major events are occurring on college campuses.
- Advances in communication and technology, allow real time broadcasting and connect the world to each campus occurrence.
- Safety remains a campus priority, but technology has elevated student and parent expectations.
- UofM utilizes the standard tools as peers (email, social media, press releases, emergency alert texts, etc.).
- Campus leadership actively work to provide rapid response to all constituents based on circumstances.

- Title IX
 - Direct messaging to campus based on location and timing of the report
 - Cooperation with Memphis PD for reporting and investigation
 - Comprehensive collaboration for investigation and response (Office of Institutional Equity, Campus Police, Dean of Students, Legal Affairs, etc.)
 - Campus Town Hall
 - Critical Conversation
 - Increased campus training and education
 - Pursuit and receipt of grants to expand efforts
 - State Grants (prevention specialist)
 - SMU Research Collaborative (bystander intervention)
 - Healthy Campus Initiative (internal work group)

- Free Speech Concerns (Fall 17)
 - Lectures with Journalism faculty
 - Critical Conversation with local attorneys and campus leadership
 - Intentional programming from Student Affairs and academic departments
 - President assembled work group of faculty, staff, and students to discuss strategy for campus response and outreach
- Racial Incident (Spring 18)
 - Direct response to students that reported incident within hours
 - Press release drafted within 12 hours
 - Scheduled and advertised campus forum within 24 hours
 - Follow up programming by Multicultural Affairs and Student Leadership & Involvement within 48 hours

- Emergency Response & general safety (weather, campus or city safety, etc.)
 - Direct messaging to campus and all media platforms
 - Prompt decisions to ensure safety of campus

- To construct careful messages to be viewed by multiple audiences that are responsive, informative, and direct them appropriately
- Lack of understanding on when the university is restricted by law or engaged in an active investigation
- Delays in responses for incidents that occur off campus
- False perceptions about the numbers of occurrences when inaccurately compared to other campuses

- Direct Feedback
 - Pizza w/ the Prez – multiple times per semester for students to directly interact with and ask questions of Dr. Rudd
 - VP Student Affairs Advisory Board – composed of positional leaders and general students to provide feedback and offer suggestions on impacting the student experience
- General Open Sessions and Education
 - Town Halls – coordinated based on
 - Critical Conversations (Academic Affairs)
 - Let’s Talk
- General Communication Tools
 - New Student Orientation messaging
 - Parent & Family newsletter
 - Websites
 - Broadcast emails
- Email and phone call response times to student complaints
- Staff presence at major student events

Questions/Comments

5. Academic Programs

Presented by Karen Weddle-West

5.1. Non-Substantive Program Revisions

For Approval

Presented by Karen Weddle-West

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
For Approval

Date: June 6, 2018

Committee: Academics, Research, & Student Success Committee

Presentation Title: Approval of Programs
Doctor of Liberal Studies (revised)
BS in Commercial Aviation
MS in Biostats

Presented by: Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

Background:

The Doctor of Liberal Studies, BS in Commercial Aviation and MS in Biostats were previously approved by the Board of Trustees. Subsequent to the BOT approval and per THEC Policy No. A1:0 New Academic Programs – Approval Process, the program was presented to THEC for review and approval. In response to the THEC review and approval process, which included visits from external reviewers, the original program proposals were updated to reflect non-substantive revisions which are included in the meeting materials.

Committee Recommendation:

The Academics, Research, & Student Success Committee recommends the final approval of the programs: Doctor of Liberal Studies, BS in Commercial Aviation and MS in Biostats with the non-substantive revisions as reflected in the meeting materials,

Non-Substantive Program Revisions

Doctor of Liberal Studies

Curriculum

- 1 – Provided example trajectories of imagined students in both the body of the proposal as well as in Appendix D demonstrating how students with various Master’s degrees might matriculate through the program.
- 2 – Provided rubrics for Dissertation/Capstone Project in Appendix F.
- 3 – Clarified instructor rotation of the Liberal Studies Seminar course whose topics vary by instructor.
- 4 – Outlines the details of the Comprehensive Exam process for the program including, but not limited to, the number of committee members, number of questions asked by each committee member in the written portion, and the length of time allowed for the oral defense.
- 5 – Clarified the interdisciplinary model whereby graduate students at the University of Memphis could enroll in any graduate course available to them across campus.

Admission

- 1 – Clarified admission standards and specific requirements for admission.

Support and Staffing

- 1 – Clarified a marketing budget and plan.
- 2 – Acknowledged that further administrative staffing needs may arise if the program grows significantly.

BS in Commercial Aviation

Curriculum

- 1 – Provided an additional advanced aviation course option for upper division credit.

Support and Staffing

- 1 – Updated the Aviation Coordinator salary to better align with industry standards.

MS in Biostats

1. Curriculum
 - a. Increased the level of mathematics and computation in a biostatistics methods course;
 - b. Replaced option of comprehensive exam plus an elective course with a written comprehensive exam plus a master project focusing on data analyses for a research project
2. Students
 - a. Revised admission requirements to include required necessary mathematical, computational, and statistics background;
 - b. Revised enrollment # and attrition rates;
 - c. Revised marketing and recruitment plan

5.2. Doctor of Physical Therapy

For Approval

Presented by Karen Weddle-West

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
For Approval

Date: June 6, 2018

Committee: Academics, Research, & Student Success Committee

Presentation Title: Approval of New Academic Programs: Doctor of Physical Therapy

Presented by: Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

Background:

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

A need exists in the Memphis area and the Mid-South region for a greater number of generalist physical therapists capable of evaluating and treating diverse patients through direct access. The Mid-South region represents a unique blend of backgrounds, cultures and traditions which includes urban, suburban and rural locations. The medical needs of citizens within the Mid-South region are not met by the number of current physical therapy professionals. As such, the School of Health Studies at the University of Memphis proposes the development of a new Doctor of Physical Therapy program to address the needs of our diverse region.

The development of a Doctor of Physical Therapy program will benefit Memphis and the Mid-South region as well as the School of Health Studies and the University of Memphis. A large proportion of undergraduate and graduate students within the School of Health Studies and across the University of Memphis intend to pursue a career in physical therapy. As such, a Doctor of Physical Therapy program at the University of Memphis would enhance both the quality and quantity of undergraduate students within the School of Health Studies, College of Arts and Sciences and other related academic programs. Job placement rates for graduates of DPT programs is greater than ninety percent nationally, with the University of Tennessee Health Science Center boasting a 100% graduate employment rate within six months of graduation.

In response to the current medical needs of Memphis and the Mid-South region as well as the high and growing interest of our students in the profession of physical therapy, we have developed a Doctor of Physical Therapy program within the School of Health Studies.

This program proposal has been considered and approved by the respective College or School faculty and Deans. Subsequently, the program was considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The program was also considered and approved by the Provost and President of the University.

Committee Recommendation:

The Academics, Research, & Student Success Committee recommends approval of the Doctor of Physical Therapy as contained in the meeting materials and delegates authority to the Provost to make any changes necessary to facilitate program approval by THEC.



School of Health Studies

Letter of Notification &
New Academic Program Proposal (NAPP)
Doctor of Physical Therapy (DPT)

Proposed Implementation Date: August 2021

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MEMORANDUM

TO: Dr. M. David Rudd
President, University of Memphis

FROM: Dr. Richard Bloomer
Dean, School of Health Studies

DATE: May 1, 2018

SUBJECT: Doctor of Physical Therapy Program

President Rudd,

Attached is the School of Health Studies' proposal for the Doctor of Physical Therapy program (DPT). The program and degree were approved in the spring of 2018 by the University Council of Graduate Studies. The proposal conforms to the THEC format for their required Letter of Notification.

A need exists in the Memphis area and the Mid-South region for a greater number of generalist physical therapists capable of evaluating and treating diverse patients through direct access. The Mid-South region represents a unique blend of backgrounds, cultures and traditions which includes urban, suburban and rural locations. The medical needs of citizens within the Mid-South region are not met by the number of current physical therapy professionals. As such, the School of Health Studies at the University of Memphis proposes the development of a new Doctor of Physical Therapy program to address the needs of our diverse region.

The development of a Doctor of Physical Therapy program will benefit Memphis and the Mid-South region as well as the School of Health Studies and the University of Memphis. A large proportion of undergraduate and graduate students within the School of Health Studies and across the University of Memphis intend to pursue a career in physical therapy. As such, a Doctor of Physical Therapy program on the campus of the University of Memphis would enhance both the quality and quantity of undergraduate students within the School of Health Studies, College of Arts and Sciences and other related academic programs. Job placement rates for graduates of DPT programs is greater than ninety percent nationally, with the University of Tennessee Health Science Center boasting a 100% graduate employment rate within six months of graduation.

In response to the current medical needs of Memphis and the Mid-South region, as well as the high and growing interest of our students in the profession of physical therapy, we propose to develop a Doctor of Physical Therapy program within the School of Health Studies. Thank you for considering this proposal. We look forward to hearing from the Board of Trustees and THEC regarding its status.



Letter of Notification (LON) and
New Academic Program Proposal (NAPP) Checklist Policy
A1.0 New Academic Programs: Approval Process

Program name, degree designation and CIP code:

Doctor of Physical Therapy Program

DPT

CIP code: 31.51.2308.00

Proposed implementation date:

Fall 2021

Academic Program Liaison (APL) name and contact information – The APL will serve as the information resource on academic approval actions and notification for the institution.

Dr. Jasbir Dhaliwal

Professor, Vice Provost (Academic), and Dean of the Graduate School

The University of Memphis

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Memphis, TN 38152

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Purpose and Nature of Program

The School of Health Studies at the University of Memphis proposes to offer a Doctor of Physical Therapy (DPT) program. The primary goal of the proposed degree program is to train candidates in the science and practice of physical therapy. To achieve this goal, a lockstep program with a single entry point will be offered. The combination of foundational sciences, clinical sciences, practice-based courses and clinical internships will provide graduates with the cognitive and psychomotor skills to competently practice physical therapy.

Alignment with state master plan and institutional mission – Explain how the proposed academic program is consistent with the state’s economic development, workforce development and research needs (as applicable) as well as the mission and strategic direction statement of the institution.

Feasibility Study – Provide supporting documentation addressing:

- **Student interest for the proposed academic program.**
- **Local and regional need/demand for the proposed academic program.**
- **Employer need/demand as demonstrated in a market analysis or similar evidence of the employer need and an assessment of the employment opportunities of the program (i.e., number of anticipated job openings) in appropriate service area(s) demonstrated through an employer needs assessment, current labor market analysis, future workforce**

projections during the first 7 years (doctoral programs).

- **Future sustainable need/demand as evidenced in letters from employers of increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond the three years of the program, if approved.**

Institutional Need for the Program

The mission of the University of Memphis supports the development of highly skilled healthcare professionals to facilitate better healthcare in the greater West Tennessee area. Therefore, a priority of the proposed program is to develop skilled and capable entry-level physical therapists to address the myriad of healthcare issues experienced by west Tennesseans. In developing the entry-level DPT program at the University of Memphis-Lambuth campus in rural Jackson, Tennessee, we seek to develop independent physical therapists with sufficient knowledge and clinical skill to address the wide array of physical therapy needs associated with rural locations. Further, we seek to support the local, regional and national medical communities through innovative teaching of the integrated nature of biological systems across the human lifespan.

An overarching focus in the School of Health Studies involves the improvement of human health through the understanding of the multi-factorial nature of human health to include the effects of diet, physical activity and behavior on healthy and unhealthy systems. As the population ages, the demands placed on healthcare professionals will change with increasing focus on the serious deleterious effects of advancing age, cardiorespiratory disease, and neurovascular and neurodegenerative disease on health, well-being and disability of the population. Data from the Shelby County Community Health Assessment (2015) indicate that a number of health problems and health disparities are disproportionately represented among vulnerable populations. Cardiovascular disease, for instance, has a host of behavioral risk factors such as sedentary lifestyles and concurrent musculoskeletal/neuromuscular disorders. In addition, physical inactivity, sleep deprivation, and the widespread availability of heavily-processed foods contribute to the development of obesity, which may result in myriad further negative health-related consequences. Obesity and its devastating consequences have reached alarming levels. More than 35% of Shelby County residents are considered obese, 15% are diabetic and 36% are pre-diabetic. Moreover, large proportions of the population suffer from obesity- and/or diabetes-related disease including hypertension (39%), heart disease (12%), arthritis (38%) and obesity-related cancers (3%). While the etiology of obesity is complex, it is clear that physical inactivity and poor lifestyle choices (specifically, nutritional intake) play primary and fundamental roles. This is no different across the state of Tennessee, with very similar figures noted for both obesity and diabetes, and a heart disease rate projected to reach 1.9 million cases by 2030. With obesity often comes impairments in physical function and mobility, usually requiring manual and functional treatment by a trained professional. The skillset of licensed physical therapists and direct access available to patients places physical therapists in a unique position to address a number of the health conditions negatively affecting the population of the Mid-South region.

Student Interest for the Proposed Program

Student interest in the field of physical therapy is very high. A survey of 225 students in the Exercise, Sport & Movement Science (ESMS) courses within the School of Health Studies revealed that 74.5% of respondents had interest in a professional career in physical therapy. Based on our advisor feedback and exit interviews done with both our ESMS and Health Science students, this percentage is similar across our current population of approximately 750 undergraduate students enrolled in those programs of study. Hence, at any given time, we have hundreds of undergraduate students within our own programs who desire to pursue graduate study in physical therapy. The same is true for students nationally studying in the exercise sciences, as such a program is now viewed by many as the “ideal” undergraduate prep program for physical therapy. According to the Physical Therapy Centralized Application System (PTCAS), a total of 19,025 students applied to 214 doctoral physical therapy (DPT) programs nationwide in 2016. The average number of applications received by DPT programs in the 2016-2017 cycle was 560 applications for an average of 46 available student slots. These statistics demonstrate the strong interest in physical therapy programs by students nationwide, as well as in our current student-base. Moreover, they highlight the large percentage of students who are not accepted into programs due to lack of space.

Local and Regional Demand for the Program

A number of DPT programs exist within Tennessee and the Mid-South. Educational institutions in the state of Tennessee produce 172 DPT graduates annually while a total of 692 DPT students matriculate in the Mid-South to include the states of Tennessee, Arkansas, Mississippi, Alabama, Kentucky and Missouri. These states represent a population of over 28.2 million people, approximately 9% of the United States population, over an area of 306,000 sq. mi.

The state of Tennessee has four physical therapy programs that participate in the Physical Therapy Centralized Application System. The closest competing program, University of Tennessee Health Science Center, is located in Memphis, 85 miles away from the proposed program location on the University of Memphis-Lambuth campus. Another competing program is located at Tennessee State University in Nashville, approximately 130 miles away from the proposed program location. Both of these competing programs as well as other competing programs in Arkansas (245 miles) and Mississippi (260 miles) are located in large urban population centers and serve their surrounding population. Few DPT programs within the Mid-South region are located in or seek to serve rural locations such as the greater Jackson, TN area. When considered collectively, the limited number of physical therapists being produced in the Mid-South region annually along with the urban focus of existing programs, increasing need for physical therapists in urban and rural settings, and the size of the population to be served, the need for the development of additional DPT programs is evident.

Employer Demand for the Program

The profession of physical therapy is projected to continue experiencing rapid and significant growth. Once a Bachelor of Science degree, all programs are now exclusively Doctorate of Physical Therapy (DPT) degree programs, involving a three calendar-year program of study, inclusive of clinical rotations. In 2014, Forbes magazine listed physical therapy as one of the “top 10 jobs in high demand.” According to the American Physical Therapy Association (APTA), “In 2015 physical therapists were ranked #6 overall and #5 in health care jobs. CNNMoney.com

ranked physical therapy directors as #23 of the 100 "Best Jobs in America" in 2015. According to the Bureau of Labor Statistics, employment of physical therapists is expected to grow by 36 percent from 2014 to 2024, much faster than the average for all occupations. While demand for physical therapists varies by geographical region and area of practice, the unemployment rates are low across the country (0.7%). Further, all DPT programs within the Mid-South region report a 100% job placement rate within 6 months of licensure. The need for physical therapists is expected to remain strong into the foreseeable future as the US population ages and the demand for physical therapy services grows.

Future Sustainable Demand for the Program

The field of physical therapy is experiencing rapid and sustained growth with projections of up to 36% growth in the coming years. The current student interest in physical therapy nationally has been and continues to be high suggesting strong student recruitment. The nationwide average GPA of incoming DPT students is 3.7/4.0 while the average GRE score is 303 (m: 300; sd: 10). Therefore, the students entering DPT programs are academically strong, supporting high rates of student retention.

Fiscally, the DPT program is highly sustainable as, in contrast to research doctoral degrees, students do not receive tuition waivers or assistantships. Therefore, the DPT program is self-sustainable regardless of external research funding. Further, the financial projections demonstrate that the DPT program would become a revenue generating program in its third year. This further facilitates the sustainability of the DPT program.

Program Costs/Revenues – Provide supporting documentation that program costs will be met from internal reallocation, tuition and fees or from other sources such as grants and gifts. Existing programs offered at public and private Tennessee institutions – List all programs within the same CIP code definition at the same level (bachelor’s, Master’s, doctoral) currently offer in public and private higher education in Tennessee.

The University of Memphis uses a Strategic Resource Initiative (SRI) model to fund each academic unit’s expenses with revenue generated via tuition money from its own students as well as supportive resources (e.g., F&A research funds, incentives for student retention and completion). Since the School of Health Studies is “revenue positive,” it is well positioned to support the development and implementation of the DPT program. In addition, due to the clinical nature of physical therapy education programs, no need for tuition waivers or graduate assistantship stipends exists. Thus, beginning with the third year of existence, the DPT program will be self-sustainable and revenue positive. A summary of financial projections is listed below.

Personnel cost is the greatest expense at this time. We estimate the following:

2018-2020

Consultant (program development) \$30k*

FY20-FY21

Renovations and Equipment \$1.25 million*

Faculty line (Program Director/Chair) \$125k

FY21

Faculty line (Program Director/Chair) \$125k

Faculty line (Director of Clinical Education) \$80k

Faculty line \$90k

Faculty line \$90k

Faculty line \$90k

Note: All faculty lines would be 12 month

*estimated costs for consultant and facility renovation

Startup costs prior to students beginning in FY22 (fall 2021): \$1.9 million

Annual financials once program begins:

Expenses

Full Time Faculty \$475k

Fringe Benefits \$170k

Adjunct Faculty and Miscellaneous \$50k

Cadavers \$25k

Total Expenses \$720k

Year	Revenue	Expenses	Net
FY22	\$1 million*	\$720k	\$0 (repayment of start-up)
FY23	\$2 million	\$720k	\$0 (repayment of start-up)
FY24	\$3 million	\$720k	\$2 million**
FY25	\$3 million	\$720k	\$2.45 million

* Assumes 40 students in each cohort (40 credit hours per calendar year) and a rate of \$25k per calendar year (this cost can likely be more than our usual graduate programs and any increase would obviously increase revenue; this is not considering out of state rate)

**FY24 (year three of program); break-even year, recover initial up-front cost of \$1.9 million and the annual expenses for FY22-FY24

Financial Summary: Once all initial expenses are paid, we would net approximately \$2.4 million annually *in tuition costs alone* once into year three of student enrollment; we would graduate 40 doctoral students each year and receive state funding for this. In time, the enrollment number can increase. This would necessitate additional resources (i.e., faculty, equipment, space) but would result in a significant increase in net revenue and state funding.

ALL ITEMS INCLUDED IN LETTER OF NOTIFICATION

- **CURRICULUM** - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree.

The proposed DPT program is composed of 120 semester hours in lockstep design and includes a single post-bachelors entry point.

DEGREE & MAJOR:

- 1) *Doctor of Physical Therapy*

CURRICULUM OVERVIEW:

Foundational Science Courses (23 semester hours):

- DPT 8010: Biomechanics*
- DPT 8020: Human Gross Anatomy*
- DPT 8030: Human Physiology & Pathophysiology*
- DPT 8040: Exercise Physiology*
- DPT 8050: Neuroscience*
- DPT 8060: Pharmacology*
- DPT 8070: Motor Control & Motor Learning*

Evidence-Based Practice Courses (7 semester hours)

- DPT 8110: Evidence-Based Practice*
- DPT 8120: Professional Development*
- DPT 8130: Clinical Inference I*
- DPT 8140: Clinical Inference II*
- DPT 8150: Clinical Inference III*

Clinical Science Courses (16 semester hours)

- DPT 8210: Tests & Measures*
- DPT 8220: Therapeutic Exercise I*
- DPT 8230: Therapeutic Exercise II*
- DPT 8240: Prosthetics & Orthotics*
- DPT 8250: Diagnostic Imaging & Electrophysiology*
- DPT 8260: Assistive & Adaptive Technology*

Clinical Practice Courses (42 semester hours)

- DPT 8310: Integumentary Physical Therapy*
- DPT 8320: Hospital-Based Practice*
- DPT 8330: Musculoskeletal Physical Therapy*
- DPT 8340: Neurological Physical Therapy*
- DPT 8350: Cardiopulmonary Physical Therapy*
- DPT 8360: Physical Therapy for Special Populations*
- DPT 8410: Life Span Physical Therapy I*
- DPT 8420: Life Span Physical Therapy II: Pediatrics*

DPT 8430: Life Span Physical Therapy II: Adults
DPT 8440: Life Span Physical Therapy II: Geriatrics
DPT 8450: Life Span Physical Therapy III: Pediatrics
DPT 8460: Life Span Physical Therapy III: Adults
DPT 8470: Life Span Physical Therapy III: Geriatrics

Clinical Experience Courses (4 semester hours)

DPT 8510: Clinical Education
DPT 8520: Clinical Experience I
DPT 8530: Clinical Experience II

Administrative/Licensure Preparation (6 semester hours)

DPT 8610: Administration & Management in Physical Therapy
DPT 8620: Licensure Prep I
DPT 8630: Licensure Prep II

Clinical Internships (19 semester hours)

DPT 8910: Clinical Internship I
DPT 8920: Clinical Internship II
DPT 8930: Clinical Internship III

Electives (3 semester hours)

Two courses chosen from the following electives:

DPT 8810: Gait & Posture
DPT 8820: Theory and Methods in Manual Therapy
DPT 8830: Sports Physical Therapy

- **Program Requirements:** All students will complete the program of study in lockstep to include one 3-semester hour elective course focusing on a topic of their choosing. All DPT students will complete 120 semester hours including satisfactory completion of clinical experiences and internships.

Course Descriptions for the Proposed DPT Program:

The following courses will support the University of Memphis DPT program. The following course descriptions include the course number, course name and credit hours. Due to the clinical nature of the DPT program, requires substantial laboratory-based experiential learning. As such, the course hours include the credit hours, lecture hours and laboratory hours for each course. For example, DPT8010: Biomechanics and Pathokinesiology (4:3:4) should be read as a 4 credit hour course composed of 3 hours of lecture per week and 4 hours of laboratory experience each week.

FOUNDATIONAL SCIENCE COURSES (23 credits)

DPT 8010 Biomechanics and Pathokinesiology (4:3:4)

This course discusses tissue and structural biomechanics of the musculoskeletal system. Analysis of individual joint structures and systems will be discussed including osteo- and arthrokinematics within joint systems. Clinical application of biomechanical principles will be presented in conjunction with a surface anatomy laboratory component.

DPT 8020 Human Gross Anatomy (5:3:8)

This course provides an in-depth study of human anatomy using a regional approach. Emphasis is placed on building functional knowledge of normal and abnormal gross anatomy of the musculoskeletal, nervous, circulatory, and respiratory systems. Course content will coordinate with developmental and histological surveys of the body. Course material will be presented as related to clinical relevance to physical therapy.

DPT 8030 Human Physiology & Pathophysiology (4:4:0)

This course provides an introduction to human physiology with specific focus on general cellular physiology, neurophysiology, muscle physiology, epithelium, and connective tissue. System-based study relating to human physiology will focus on cardiovascular, pulmonary, renal, endocrine, and gastrointestinal systems. Healthy and abnormal system function will be addressed along with injury, tissue repair, and inflammatory processes.

DPT 8040 Exercise Physiology (3:3:0)

This course provides students with an overview of bioenergetics, acute and chronic physiologic adaptation to aerobic, anaerobic and resistance exercises. Special emphasis will be placed on the underpinnings of therapeutic exercise selection and application as well as exercise prescription and progression for individuals with physical impairments and limitations.

DPT 8050 Neuroscience (3:3:0)

This course provides students with foundational knowledge in functional and regional neuro-anatomy and physiology. Course content will include axonal function and neurotransmission, central and peripheral nervous system anatomy and physiology, and sensory and motor structures and function. Common neurological disorders and conditions relevant to physical therapy will also be discussed.

DPT 8060 Pharmacology (2:2:0)

This course presents the basic concepts and principles of pharmacology relevant to the science and practice of physical therapy. Effects of pharmaceutical agents on neural, muscular, cardiovascular,

respiratory, endocrine and gastrointestinal function will be examined. Administration and common side effects of drugs used to treat pain, inflammation and infection will be discussed.

DPT 8070 Motor Control/Learning (3:3:0)

This course provides an introduction to feedforward and feedback control of posture, balance, gait and other movement strategies with emphases on perceptual, motor and sensory contributions. Common neurologic disorders and pathologies will be discussed using a case-based approach that will require students to develop and plan treatment strategies. Major components of this course will include foundations of motor control, postural control and mobility.

EVIDENCE-BASED PRACTICE COURSES (7 credits)

DPT 8110 Evidence-Based Practice (2:2:0)

This course will review concepts of systematic evidence-based practice. Students will apply evidence-based practice to physical therapy-based topics with specific emphasis on critical appraisal of relevant research literature and preparing a decision-making paradigm for use in the clinical setting.

DPT 8120 Professional Development (2:2:0)

This course will provide students an overview of the physical therapy profession and prepare them for the principles that direct legal and ethical decisions, professional roles, and professional behaviors related to the practice of physical therapy. Past, current, and future modes of the delivery of healthcare will be discussed. Development of skills related to time management and stress, group dynamics, effective study and test taking strategies, and conflict management will be covered. This course includes discussion of the generic abilities, core values, and the evolution of professional growth with components of self-assessment. In addition to role playing activities and group discussion, students will document aspects of professionalism through the use of a professional portfolio throughout the entire curriculum.

DPT 8130 Clinical Inference I (1:0:3)

This course focuses on clinical reasoning in three parts. The first section of the course provides the elements and processes of critical thinking and reasoning necessary for clinical practice. The second section will apply previously taught foundational research skills to searching the literature and critically appraising the results. The third section will begin to utilize collaborative groups to solve simulated clinical cases across the lifespan from the musculoskeletal and hospital-based perspective. Problem-based and case-based learning activities will be implemented with patients and actors to support development of students' critical thinking and reasoning skills for physical therapy diagnosis, prognosis and plan of care. Students will orally present cases to their peers and faculty as well as answer questions related to their clinical reasoning processes and resultant plans of care.

DPT 8140 Clinical Inference II (1:0:3)

This course will further develop the learner's critical thinking and clinical reasoning skills in clinical practice. Utilizing a problem-based approach; students will apply their foundational research skills towards asking specific clinical questions, searching the literature and critically appraising the results. Additionally, students will work in collaborative groups to solve simulated clinical cases across the lifespan and clinical specialties within physical therapy. Problem-based and case-based learning activities will be utilized with patients and actors for students to develop critical thinking and

reasoning skills in developing physical therapy diagnoses, prognoses, and plans of care. Students will have the opportunity to present cases to the peers and answer questions related to their clinical reasoning processes and resultant plans of care.

DPT 8150 Clinical Inference III (1:0:3)

This course will further develop the learner's critical thinking and clinical reasoning skills in clinical practice. Utilizing a problem-based approach; students will apply their foundational research skills towards asking specific clinical questions, searching the literature and critically appraising the results. In addition, students will work in collaborative groups to resolve simulated clinical cases across the lifespan and clinical specialties within physical therapy. Problem-based and case-based learning activities will be utilized with patients and actors for students to develop critical thinking and reasoning skills in developing physical therapy diagnoses, prognoses, and plans of care. Students will have the opportunity to present cases to the peers and answer questions related to their clinical reasoning processes and resultant plans of care.

CLINICAL SCIENCE COURSES (16 credits)

DPT 8210 Physical Therapy Tests & Measures (4:2:8)

This course introduces students to the tests and measures used by physical therapists in clinical examinations to assess and evaluate the patient/client. Tests and measures will be discussed and practiced including patient assessment techniques, patient mobility, transfers, gait assistance and assistive devices, as well as physical agents and electrotherapeutic interventions. Items of specific focus include vital sign assessments, anthropometric measures, musculoskeletal screening, postural assessment, goniometry, manual muscle testing, sensory testing, reflex testing, palpation, and joint mobility. The course will include lecture and laboratory-based components to facilitate psychomotor learning.

DPT 8220 Therapeutic Exercise I (3:2:3)

This course provides students with an introduction to the concepts and application of therapeutic exercise to promote proper muscle function in rehabilitation. Application of therapeutic exercise to post-operative rehabilitation, impairments, pain, and movement disorders will be discussed. Emphasis will be placed on the development of rehabilitation programs using appropriate therapeutic exercise.

DPT 8230 Therapeutic Exercise II (3:2:3)

This course expands upon existing knowledge discussing the application of therapeutic exercise to normal and pathological populations with emphasis on special populations and disorders. Key concepts will include the development of a rehabilitation program and appropriate exercise progression for individuals with impairments, pain and movement disorders.

DPT 8240 Prosthetics & Orthotics (2:2:0)

This course provides an overview and evidence supported approach to orthotic and prosthetic use in patient populations. Gait assessment before and after orthotics and prosthetics intervention will be discussed and practiced. Integumentary, neurological, and vascular considerations will be discussed in patient populations that benefit from orthotics and prosthetics intervention.

DPT 8250 Diagnostic Imaging & Electrophysiology (3:3:0)

This course addresses the foundations and principles of diagnostic imaging and procedures used in clinical management. Emphasis will be placed on common diagnostic imaging relevant to physical therapy including plain film radiography, computed tomography, magnetic resonance imaging, diagnostic ultrasound, positron emission testing and nuclear medicine. This course will also discuss electrophysiological studies of nerve function including EMG interpretation and nerve conduction studies.

DPT 8260 Assistive & Adaptive Technology – online (1:0.5:2)

This course is designed to provide students with an overview of assistive and adaptive technology available to improve independent function in patients with disability. Technologies included in seating, control interfaces, computer access, sensory aids, cognitive aids, augmentative communication will be surveyed along with mobility and transportation.

CLINICAL PRACTICE COURSES (38 credits)

DPT 8310 Integumentary Physical Therapy (2:2:0)

This course introduces students to the science of tissue repair in response to burns and wounds including integumentary, vascular, neuromuscular and peripheral nervous systems. Course content will emphasize lacerations, ulcers, amputations, punctures, penetrating wounds, chemical, electrical, and fire wounds. Wound assessment and treatment will be discussed including measurement, debridement, personal protective equipment, splinting devices, surgical intervention and chemical agents. Psychosocial issues related to wound healing will also be discussed.

DPT 8320 Hospital Based Physical Therapy (3:2:4)

This course will present educational material related to patient management encountered in diverse hospital settings. Hospital settings discussed will include: general medical, surgical, emergency room, intensive care, progressive care, critical care, sub-acute, rehabilitation, cardiac care, labor and delivery, and orthopedic sections. Chart review, safe patient handling techniques, discharge planning as well as documentation will be discussed, analyzed, and practiced. The process of practicing autonomously within an integrated multidisciplinary team will be emphasized. Evaluation, assessment, and treatment techniques typically encountered by physical therapists will be discussed for patients across the lifespan. The continuum of care model will be utilized. It will be essential for the student to understand how to operate within a complex environment involving instrumentation, life sustaining equipment, tubes, lines and monitoring machines. It will be important to recognize the value of diagnostic testing, lab values, contraindications and precautions.

DPT 8330 Musculoskeletal Physical Therapy (3:2:4)

This course addresses evaluation and management skills within the practice of musculoskeletal physical therapy. Students will develop a patient profile, apply a diagnostic hypothesis, identify relevant tests and measures to determine the appropriateness of physical therapy management, and classify the patient/client according to the physical therapy diagnosis. Management strategies will address the complete biopsychosocial needs of the patient. Specific approaches to be addressed will include education, activity modification, and physical interventions (manual therapy, therapeutic exercise & modalities). Inter-professional communication will address the patient/client presentation lying outside the physical therapy scope of practice.

DPT 8340 Neurological Physical Therapy (3:2:4)

This course will provide students with training for the acquisition and integration of knowledge and skills involved in treating patients with movement dysfunction caused by neurological damage. Developing and implementing a treatment plan based on sound evaluative findings and evidence of treatment efficacy will be the focus. Case presentation, video demonstrations and actual patient contact will be used to develop evaluation, treatment and problem-solving skills.

DPT 8350 Cardiopulmonary Physical Therapy (3:2:4)

This course addresses evaluation and management skills within the practice of cardiopulmonary physical therapy. Students will develop a patient profile, apply a diagnostic hypothesis, identify relevant tests and measures to determine the appropriateness of physical therapy management, and classify the patient/client according to the physical therapy diagnosis. Management strategies will address the complete biopsychosocial needs of the patient. Specific approaches to be addressed will include education, activity modification, and physical interventions. Students will additionally emphasize inter-professional communication by addressing the patient/client presentation lying outside the physical therapy scope of practice.

DPT 8360 Physical Therapy for Special Populations (4:4:0)

This course involves continued study of selected practice settings and patient populations. The first portion of the course addresses unique psychosocial, assessment, management, and documentation/reimbursement needs of women's and men's health. Concepts covered in industrial rehabilitation will include: employment screening, functional capacity evaluations, rehabilitation requirements, work site analysis, and OSHA reporting requirements related to environmental safety and health. The course ends with discussion of home health care delivery and the unique practice aspects of rural healthcare. Other items for discussion may include military/VA practice settings, and rehabilitation considerations of this population.

DPT 8410 Lifespan Physical Therapy I (3:2:3)

This course will provide the student with an overview of human development and aging from birth to death. Specifically, an epidemiological, chronological approach will be presented to develop the learner's understanding and recognition of normal and abnormal physiological milestones throughout the lifespan. The course will also establish the learner's foundational skills in evaluation and management of the physical therapy patient/client through an introduction to the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an organization of the full biopsychosocial needs of the physical therapy patient/client. A focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.

DPT 8420 Lifespan Physical Therapy II – Pediatrics (3:2:4)

This course will develop introductory skills in the evaluation and management of the pediatric physical therapy patient/client. An epidemiological, chronological approach will be presented to develop the learner's understanding and recognition of abnormal pathophysiological milestones throughout the pediatric portion of the lifespan continuum. Utilizing a problem-based learning approach, this course will further develop the learner's skills in examination and interventions aimed at the physical therapy patient/client across the various clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an integration of the full biopsychosocial needs of the physical therapy

patient/client. A continued focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.

DPT 8430 Lifespan Physical Therapy II – Adulthood (3:2:4)

This course will provide the student with an overview of human development and aging from puberty to old age. Specifically, an epidemiological, chronological approach will be presented to develop the learner's understanding and recognition of normal and abnormal physiological milestones throughout the adult lifespan. The course will also establish the learner's foundational skills in evaluation and management of the physical therapy patient/client through an introduction to the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an organization of the full biopsychosocial needs of the physical therapy patient/client. A focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.

DPT 8440 Lifespan Physical Therapy II – Geriatrics (3:2:4)

This course will develop introductory skills in the evaluation and management of the geriatric physical therapy patient/client. An epidemiological, chronological approach will be presented to develop the learner's understanding and recognition of abnormal pathophysiological milestones throughout the Geriatric portion of the lifespan continuum. Utilizing a problem-based learning approach, this course will further develop the learner's skills in examination and interventions aimed at the physical therapy patient/client across the various clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an integration of the full biopsychosocial needs of the physical therapy patient/client. A continued focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.

DPT 8450 Lifespan Physical Therapy III – Pediatrics (4:2:4)

This course will develop entry-level skills in the evaluation and management of the pediatric physical therapy patient/client and focuses on integration of previously learned skills into an interdisciplinary, inter-professional approach to care. Utilizing a case-based, problem-based learning approach, this course will develop the learner's skills in advanced reasoning, examination and intervention techniques across the various physical therapy clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. Learners will be expected to critically analyze colleague's clinical evaluation and management plans and the literature of the pediatric physical therapy patient/client. The concepts of health, functioning, and pain behaviors will be incorporated into an integration of the full biopsychosocial needs of the physical therapy patient/client. There is a continued focus inter-professional communication and rural community resources.

DPT 8460 Lifespan Physical Therapy III – Adulthood (4:2:4)

This course will develop entry-level skills in the evaluation and management of the adulthood physical therapy patient/client and focuses on integration of previously learned skills into an interdisciplinary, inter-professional approach to care. Utilizing a case-based, problem-based learning approach, this course will develop the learner's skills in advanced reasoning, examination and intervention techniques across the various physical therapy clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. Learners will be expected to critically analyze colleague's clinical evaluation and management plans and the literature of the adulthood physical

therapy patient/client. The concepts of health, functioning, and pain behaviors will be incorporated into an integration of the full biopsychosocial needs of the physical therapy patient/client. There is a continued focus inter-professional communication and rural community resources.

DPT 8470 Lifespan Physical Therapy III – Geriatrics (4:2:4)

This course will develop entry-level skills in the evaluation and management of the geriatric physical therapy patient/client and focuses on integration of previously learned skills into an interdisciplinary, inter-professional approach to care. Utilizing a case-based, problem-based learning approach, this course will develop the learner's skills in advanced reasoning, examination and intervention techniques across the various physical therapy clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. Learners will be expected to critically analyze colleague's clinical evaluation and management plans and the literature of the geriatric physical therapy patient/client. The concepts of health, functioning, and pain behaviors will be incorporated into an integration of the full biopsychosocial needs of the physical therapy patient/client. There is a continued focus inter-professional communication and rural community resources.

CLINICAL EXPERIENCES (4 credits)

DPT 8510 Clinical Education (2:2:0)

This course includes lecture- and class-based discussions currently accepted documentation standards and practices in physical therapy. Also discussed is professional behavior and communication in the clinical setting. Specific topics covered include communication when dealing with unusual or unexpected patient situations, generational and cultural differences, teaching and learning principles, different learning styles applied to student and patient education, and proper use of the Clinical Performance Instrument as an assessment tool. Activities to prepare the student for clinical internships include an overview of the site-selection process.

DPT 8520 Clinical Experience I (1:0:1)

This is the first in a series of two integrated clinical learning experiences and associated service courses for students prior to their initial full-time clinical rotation. This course will allow students to: interact in physical therapy and inter-professional activities, practice communication skills, practice tests and measures, use of physical agents, develop professional behavior, identify legal and ethical components of physical therapy, and observe medical conditions associated with health wellness and pathology. Inter-professional interaction and peer learning will be encouraged with all clinical experiences.

DPT 8530 Clinical Experience II (1:0:1)

This is the second in a series of two integrated clinical learning experiences and associated service courses that occurs the semester after the initial full-time clinical rotation. This course builds upon students' previous clinical experiences by exposing them to different practice settings and additional inter-professional activities. Students will enhance their communication skills, testing and measurement skills, use of physical agents, development of professional behaviors, ability to identify legal and ethical components of physical therapy, and understanding of medical conditions associated with health, wellness, and pathology. Inter-professional interaction and peer learning will be encouraged with all clinical experiences.

ADMINISTRATIVE/LICENSURE PREPARATION COURSES (6 credits)

DPT 8610 Administration, Management & Supervision in Physical Therapy (3:3:0)

This course will provide an in-depth study of the organization and administration of physical therapy services, including organizational and administrative principles, managing employees and personnel, marketing, facility planning, financial stewardship, reimbursement and outcomes. Current payer methodologies and case management will be reviewed. Students will learn the practical aspects of managing physical therapy services, beginning an initial business plan concept and progressing to long term strategic planning. Current regulatory, legal and policy and procedures that impact practice management will also be presented

DPT 8620 Licensure Preparation I – online (2:1:0)

This course is designed to assist students with formal licensure preparation. Students will review areas of study within the Federation of State Boards of Physical Therapy content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on eCourseware.

DPT 8630 Licensure Preparation II – hybrid (1:1:0)

This course is designed to assist students with formal licensure preparation. Students will review areas of study within the FSBPT content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on eCourseware.

CLINICAL INTERNSHIPS (19 credits)

DPT 8910 Clinical Internship I (4:0:12)

Six weeks of full-time experiential training (approximately 240 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 8910 may involve general hospital, skilled nursing, outpatient orthopedic, or home health settings to emphasize application of musculoskeletal, cardiopulmonary, and basic care skills learned in the first year.

DPT 8920 Clinical Internship II (8:0:24)

Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 8920 may include acute care, musculoskeletal, neuromuscular, or elective.

DPT 8930 Clinical Internship III (8:0:24)

Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors. Entry-level competencies will be developed as defined by the clinical performance

instrument (CPI). Rotations for DPT 8930 may include acute care, musculoskeletal, neuromuscular, or elective.

ELECTIVES

DPT 8810 Gait & Posture (3:2:3 credits)

This course expands upon existing knowledge and provides students with advanced theory and skills in gait and posture assessment. A focus on understanding the foundations of normal and pathological function will underlie gait and posture components of the course. The course will be organized by task and will address the biomechanical, metabolic and neuromuscular aspects associated with both gait and posture. The design of the course will address normative function followed by problem-based clinical scenarios and assessments. A variety of learning activities will be incorporated into the presentation of course material including lecture, demonstration, case studies and problem-based learning. All course information will be available on eCourseware, where you will be able to constantly interact at a sophisticated level with the course material.

DPT 8820 Theory and Methods in Manual Therapy (3:2:3 credits)

This course is designed to expose student to differences in manual therapy practice and continue to explore the evidence for manipulation and mobilization in treatment of patients. Inter-professional activities may be planned to educate and learn from Osteopathic physicians, chiropractors, and other manual therapy practitioners.

DPT 8830 Sports Physical Therapy (3:2:3 credits)

This course is designed to introduce students to principles of sports medicine. Items to be discussed and practiced may include: 1) on-field emergency management, 2) protection/prevention, 3) inter-disciplinary communication, 4) concussion evaluation, examination, and management, and 5) differences in therapeutic intervention in athletic populations.

- **Distance Learning – Indicate whether this program will be offered via distance learning and which courses are available via distance learning.**

Due to the duration and timing of the clinical internships in the final year of the DPT program, the following three courses will be offered in either online or hybrid formats including: Licensure Preparation I, Licensure Preparation II and Assistive & Adaptive Technology. The course descriptions are listed below:

DPT 8620 Licensure Preparation I – online (2:2:0)

This course is designed to assist students with formal licensure preparation. Students will review areas of study within the Federation of State Boards of Physical Therapy (FSBPT) content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on eCourseware.

DPT 8630 Licensure Preparation II – hybrid (1:1:0)

This course is designed to assist students with formal licensure preparation. Students will

review areas of study within the FSBPT content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on eCourseware.

DPT 8260 Assistive & Adaptive Technology – online (1:0.5:2)

This course is designed to provide students with an overview of assistive and adaptive technology available to improve independent function in patients with disability.

Technologies included in seating, control interfaces, computer access, sensory aids, cognitive aids, augmentative communication will be surveyed along with mobility and transportation.

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

Admission, Retention, and Graduation Requirements:

1. *Admission: Students will be matriculated into the DPT program once per year. Applicants to the DPT program will be evaluated using rolling admissions. For optimal consideration, applicants should complete applications via the Physical Therapy Centralized Application System (PTCAS) by October 31st for a fall semester admission in the subsequent year (i.e. October 31st, 2018 for fall 2019 matriculation into the DPT program). Applications will be assessed in a two-phase process. Initial assessment of applications will include undergraduate GPA, science GPA, pre-requisite course GPA and Graduate Record Examination (GRE) scores including quantitative, verbal and analytical writing scores. Other factors that may affect applicant admission scores may include graduate course work GPA, recommendation letters, previous clinical experience, the variety of clinical observation sites and the quantity of clinical observation hours. The second phase of the applicant admission process will include an on-site interview. Applicants invited for an on-site interview will be selected based on Phase I scores. The top 80 to 120 applicants will be invited for an on-site interview with program faculty and students. The interview process will involve a series of interactions and individual interviews to assess applicant knowledge of the physical therapy profession, professionalism, communication, problem solving and critical thinking skills. Based on this process, each applicant will be awarded a score (Phase II) and added to their academic score (Phase I). Following completion of Phase II interviews, faculty will meet to rank applicants based on total application score. Faculty will have the opportunity to advocate for applicants for whom they feel the academic score is low and non-cognitive factors (Phase II) out-weigh lower academic scores. DPT faculty will implement this process to identify the top 40 applicants for acceptance to the program as well as a 40- to 80-applicant wait list for admission to the DPT program.*
2. *Retention:*
 - A. *Students who have been admitted to the program on the condition that they complete pre-requisite course work must make satisfactory progress toward this goal prior to matriculation into the DPT program. Failure to complete pre-requisite coursework prior to the beginning of the program of study will forfeit the student's*

slot in the cohort.

- B. As per the Graduate School policy, all students are required to maintain a grade point average (GPA) of at least a 3.0. Failure to maintain the minimum cumulative GPA will result in the student being placed on probation. The student will be placed on probation until their cumulative GPA is restored to good standing (≥ 3.0), or until two semesters have passed. If the student has not restored their GPA to good standing (≥ 3.0) within two semesters, the student will be removed from the DPT program.
- C. A student may be suspended from the DPT program due to academic standing, professional behavior or safety concerns. Suspended students may re-enter the DPT program at the beginning of the semester in which they fell out of good standing, at the discretion of the program faculty.

3. *Graduation Requirements: Each student must successfully complete the DPT curriculum in good standing. Specifically, the student must have an earned academic GPA ≥ 3.0 , demonstrate proficiency in CAPTE required skill set for physical therapists, and successfully complete clinical experiences and internships.*

DIVERSITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

Diversity

The profession of physical therapy currently lacks substantial diversity. Specifically, 74.6% of licensed physical therapists are Caucasian while 11.8% are African American and 5.8% are Asian (Data USA). Worldwide, 70.4% of physical therapists are female compared to 29.6% males. Though dominated by Caucasian professionals, the physical therapy workforce has been experiencing significant increases in diversity in recent years with a focus in recruiting promising students of all races, ethnicities and backgrounds. As such, we anticipate and welcome applications from highly-qualified candidates of all races, ethnicities and backgrounds.

Working Students

Due to the immersive nature and high demand of the education required in DPT programs, the program of study will be limiting to working students. Specifically, the academic and time demands placed on DPT students will not be conducive to professional students working a “second” job. Further, the time demand of a second job would negatively affect a student’s academic performance in the DPT program which may place the student at risk of being suspended or removed from the program. It would be strongly recommended that DPT students not obtain or maintain a job during their time in the DPT program.

Relocation

The academic and time demands of a DPT program are substantial. Given the lecture- and laboratory-based nature of learning in DPT programs nationwide, it would not be feasible to

offer the proposed curriculum in its current format to students that are unable to be present during lectures or laboratory meetings. Discussions have occurred regarding future development of a distance-learning pathway through the DPT program, however, the inclusion of this pathway in an initial offering of the program would jeopardize accreditation through the Commission on Accreditation in Physical Therapy Education (CAPTE).

Adult Learners

The proposed DPT program welcomes all applicants. The average age of DPT students is in the mid-20's. However, many DPT programs have observed that the presence of older adult learners provides balance and perspective to the younger members of the student cohort and thus adult learners are often sought by DPT programs. While the proposed DPT program seeks highly-qualified applicants of all ages, races and backgrounds, the admission criteria offer the faculty the opportunity to consider non-numerical criteria for admission into the program. This may aid in the recruitment and admission of adult learners who may have completed their undergraduate studies further in the past than other applicants.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

Forty new students will be enrolled in the DPT program annually as limited by CAPTE, the accrediting body for physical therapy programs.

Table 1. Anticipated student enrollment for the first 7 years of the DPT program.

Year (specify Term & AY start)	Full-Time Headcount	Part-time Headcount	Total Year Headcount	Graduates
1	40	0	40	0
2	80	0	80	0
3	120	0	120	40
4	120	0	120	40
5	120	0	120	40
6	120	0	120	40
7	120	0	120	40

ADMINISTRATIVE STRUCTURE – Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The School of Health Studies will offer all courses required for this degree. The School of Health Studies faculty, including the Director of Academic programs, Director of the Physical Therapy program, and the Physical Therapy program faculty will ensure students are properly advised and knowledgeable of program requirements. The Program Director

(PD) for the proposed DPT (DPT) program will be in place approximately 18 months prior to the initial offering of the DPT program. Further, other DPT Faculty will be in place a minimum of 6 months prior to the initial offering of the DPT program. These faculty will facilitate student recruitment, admissions and support activities in general for the DPT program. Adjunct faculty will be used to deliver individual lectures and support laboratory-based skill development due to the size of courses and to facilitate greater instructor-student interaction in skill development.

FACULTY RESOURCES – Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

- **Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three-page vita for each faculty member listed including relevant related activities for the past five years.**
- **Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.**

DPT Core Faculty

The faculty of the proposed DPT program will be initially composed of a Program Director (PD), a Director of Clinical Education (DCE) and three additional full time teaching faculty. The PD will be hired as an Associate/Full Professor and will be a licensed physical therapist with a terminal degree (PhD, DSc, etc.), a minimum of 6 years of experience in academia and a minimum of 3 years full time experience in a DPT program. The DCE will be an experienced licensed physical therapist with strong connections to clinical sites within the region to support the development of clinical experience and internship sites. The full time DPT program faculty will be composed of individuals with background, education and experience in the practice of physical therapy as well as the underlying foundational sciences. Each faculty member will have a physical therapy degree and be a licensed physical therapists OR will have a terminal degree in foundational sciences (PhD, DSc, etc).

Core faculty will be hired on an incremented schedule. The Program Director will be hired initially (year 0), after which our program Notification and Documentation will be submitted to the Commission on Accreditation for Physical Therapy Education (CAPTE). The Director of Clinical Education will then be hired followed by the other full time physical therapy faculty members. These hires will be made at least 3 months prior to the program site visit by CAPTE for initial advancement to candidacy for accreditation and at least 6 months prior to the beginning of the initial cohort of

DPT students. This hiring schedule will ensure that five full time core faculty members are in place prior to the matriculation of the initial cohort of 40 students into the DPT program. As the program grows and we accept additional students, more full time faculty will be needed.

Associated Faculty

In addition to the core faculty of the DPT program, faculty from other areas within the School of Health Studies and the University of Memphis may contribute to teaching in the DPT program as determined by expertise and availability. Potential Associated Faculty will have a terminal degree in their area of expertise and will be active faculty members with full graduate faculty status. A list of potential Associated Faculty and their applicable area of expertise are listed in Table 2.

Table 2. Potential Associated Faculty Available to Support DPT Courses

<i>Name</i>	<i>Academic Rank</i>	<i>Degree</i>	<i>Area of Specialty</i>
<i>Bloomer, Richard</i>	<i>Professor</i>	<i>Ph.D.</i>	<i>Exercise Physiology</i>
<i>Weiss, Lawrence</i>	<i>Professor</i>	<i>Ed.D</i>	<i>Exercise Science</i>
<i>Li, Yuhua</i>	<i>Professor</i>	<i>Ph.D.</i>	<i>Motor Learning</i>
<i>Paquette, Maxime</i>	<i>Associate Professor</i>	<i>Ph.D.</i>	<i>Biomechanics</i>
<i>van der Merwe, Marie</i>	<i>Assistant Professor</i>	<i>Ph.D.</i>	<i>Physiology</i>
<i>Lester, Deranda</i>	<i>Assistant Professor</i>	<i>Ph.D.</i>	<i>Psychology (Neuroscience)</i>
<i>Pence, Brandt</i>	<i>Assistant Professor</i>	<i>Ph.D.</i>	<i>Immunophysiology</i>
<i>Powell, Douglas</i>	<i>Assistant Professor</i>	<i>Ph.D.</i>	<i>Biomechanics/Neuroscience</i>
<i>Puppa, Melissa</i>	<i>Assistant Professor</i>	<i>Ph.D.</i>	<i>Exercise Physiology</i>

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high-quality program which meets recognized standards for study at a particular level or in a particular field.

- **Library and Information Technology Acquisitions Needed – Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master’s programs) or 7 years (doctoral programs) for the successful initiation of the program.**

The students in the proposed DPT program will have access to all library and information technology resources available to students enrolled at the University of Memphis, both online and face to face. Within the annual budget for the DPT program under the School of Health Studies is funding for a number of resources specific to health professions including access to Clinical Key, an online learning support system to include full textbooks, images and is expanding to include virtual reality. These online resources will support student learning and retention by addressing all learning modalities.

Other resources may be purchased using funds available to the program at the discretion of

the Program Director as needed to include ExamSoft online testing software, Nearpod online teaching tool and other library-based resources.

SUPPORT RESOURCES – Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student-advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

- **Evidence of willingness to partner - Include government, education, health and business entities.**
- **Other Support Currently Available - Include support staff, university and non-university assistance.**
- **Other Support Needed -- List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).**

Partnerships

The School of Health Studies currently partners with a number of external entities to support student learning outcomes as well as clinical and research support. A large number of physical therapy clinics and hospitals currently partner with the School of Health Studies to support student internship experiences.

Other Support

The School of Health Studies currently has support staff to include administrative support during the development of the DPT program. However, further support staff will be necessary. It is anticipated that the DPT program will have a minimum of one full time support staff to support the Program Director, Director of Clinical Education and program faculty.

The School of Health Studies has sufficient technology support for the students and faculty in the proposed DPT program to include computer-based hardware and software issues. Further, the School of Health Studies has sufficient research laboratory space to support DPT program faculty research in biomechanics, exercise physiology, immunophysiology, and nutrition and wellness.

FACILITIES AND EQUIPMENT – Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

- **Existing Facilities and Equipment - Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.**
- **Additional Facilities and Equipment Required or Anticipated - Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or**

certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).

The proposed DPT program will be housed on the campus of the University of Memphis-Lambuth. Sufficient space is currently available but will be renovated to meet the needs of the DPT program.

The proposed DPT program will require three classrooms for lecture to including standard classroom technology. In addition, the program will require three teaching laboratory spaces including a Musculoskeletal Skills laboratory (MSK lab), Neurological and Pediatric Skills laboratory (Neuro-Peds lab) and an Activities of Daily Living laboratory (ADL lab). The MSK lab will be approximately 40 ft by 40 ft and contain 11 adjustable height treatment tables as well as clinical tools to teach and evaluation clinical skills including stethoscopes, blood pressure cuffs, pulse oximeters and other similar clinical equipment. In addition, a portion of the MSK lab will contain equipment commonly used in rehabilitation including therabands, medicine balls, weight machines, trampolines and foam pads/rollers. The Neuro-Peds lab will contain 11 low tables as well as ancillary equipment to evaluate and rehabilitate balance and motor control. The ADL lab will contain 2 adjustable height treatment tables and 2 low tables for teaching and evaluation. In addition, the ADL lab will contain equipment commonly found in daily activity such as a stair case, a stove, chairs, etc. to teach and evaluate students in rehabilitation of activities of daily living. Other equipment may be purchased using funds available to the DPT program at the discretion of the Program Director as needed to fulfill the mission of the program.

Though the DPT program is a clinical education program focused on the development of skilled clinical practitioners, the Commission on Accreditation for Physical Therapy Education requires that faculty in DPT programs have an on-going research agenda to support continuing education and remain current in the science of physical therapy. The School of Health Studies has a number of facilities to support of the research requirements and goals of DPT faculty, including the following research laboratories.

- [Basic Nutrition Research Laboratory](#)
- [Biochemistry and Molecular Biology Laboratory](#)
- [Bone Densitometry and Body Composition Laboratory](#)
- [Cardiorespiratory/Metabolic Laboratory](#)
- [Musculoskeletal Analysis Laboratory](#)
- [Exercise Training Intervention Laboratory](#)
- [Motor Behavior Laboratory](#)

In addition, the following two research centers and a multi-university institute are housed in the School of Health Studies and are in operation:

- [Center for Nutraceutical and Dietary Supplement Research](#)
- [Sport Performance and Health Consulting Center \(SPAHCC\)](#)

MARKETING AND RECRUITMENT PLAN – A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the

state's commitment to diversity and access in higher education. Note: Programs may not be advertised nor students admitted prior to Commission approval.

The School of Health Studies will collaborate with the Marketing Department at the University of Memphis to develop and distribute marketing materials once the program is approved for implementation. In addition, the School of Health Studies will include materials regarding the developing DPT program as part of its marketing at local, regional, national and international conferences in movement science such as the American College of Sports Medicine, South East regional meeting of the American College of Sports Medicine, American Society for Biomechanics, Mid-South Biomechanics Conference and other conferences attended by the faculty of the School of Health Studies.

In addition to personal communication with potential students at conference events, a concerted effort will be made to develop and distribute marketing materials via social media including Facebook, Twitter and Instagram among others. Further, contact will be made with local and regional high school counseling officers regarding the development and offering of the DPT program.

ASSESSMENT/EVALUATION – Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

- **the schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),**
- **those responsible for conducting program assessments or evaluations, and accreditation, and**
- **a plan for how results will inform the program post-approval.**

Program assessment and evaluation for the proposed DPT program will be an on-going process. Specifically, prior to the matriculation of students into the DPT program, all aspects of the program will be assessed by the Commission on Accreditation for Physical Therapy Education to include the mission of the program, faculty qualifications, the program of study, course syllabi, course lecture and assessment materials for the first year of the program, program admissions, retention and graduation policies as well as other program policies. Thus, a thorough review of all aspects of the DPT program will be conducted prior to the admission of its first cohort of students.

Following the initial CAPTE assessment, program faculty and administration will review program performance, policies and development on a semester-basis. Following each semester, DPT faculty will meet in a "retreat" to discuss student performance, program policies and procedures, student concerns, program needs and budget, program equipment for teaching and research, clinical education experience and internship contract developments, and program accreditation needs related to CAPTE accreditation and curriculum mapping. These meetings will provide an opportunity to identify, address and

revise program-related policies, procedures and content to maximize student success, retention and graduation as well as ensuring accreditation-related materials are generated in a timely manner for on-going CAPTE assessment.

CAPTE will return to complete a second site visit approximately 6 months prior to the graduation of the first cohort of students (year 3). At this time, CAPTE evaluators will assess all aspects of the DPT program as implemented over the previous 3 years to include program policies and procedures, faculty qualifications, course materials and assessments, admission, retention and graduation policies and data as well as student success.

In addition to the internal staff evaluations and external CAPTE assessments, DPT students will provide feedback for each course and instructor taught each semester to provide meaningful feedback regarding course instruction and material delivery. This course feedback will serve to provide faculty with information needed to adjust course material to optimize content delivery, understanding and retention. Finally, all graduating students will complete an exit survey to identify strengths and weaknesses of their program of study as it relates to their preparation for licensure and practice.

ACCREDITATION – Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may requires a SACS-COC review should be indicated.

All DPT programs in the United States must be accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE). The CAPTE accreditation process includes an initial Notification and Documentation that includes employment of a Program Director as well as the availability or development of adequate facilities to host the proposed program. Once Notification and Documentation is submitted to CAPTE, the proposed program will receive a date (~9 to 18 months) for their site visit at which a group of CAPTE evaluators will visit the proposed DPT program to assess their curriculum, facilities and faculty. Following the site visit, the program will be granted candidate status for accreditation and may matriculate students into the DPT program within approximately 6 months. A second CAPTE site visit will occur approximately 6 months prior to the graduation of the initial cohort of students to assess program progress and development. Following the second site visit, the DPT program will receive full accreditation by CAPTE for a period of ten years.

In addition to the DPT program's accreditation through CAPTE, the School of Health Studies undergoes periodic program review as prescribed by THEC. The four primary professional organizations associated with this program are as follows:

- American College of Sports Medicine (<http://acsm.org/>)
- American Physiological Society
(<https://www.linkedin.com/company/american-physiological-society>)
- American Society of Biomechanics (<http://www.asbweb.org/about-asb/>)
- National Strength and Conditioning Association (<https://www.nsc.com/>)

None of these organizations specifically endorses or accredits clinical or doctoral programs

at this time.

FUNDING – A budget projection using the THEC Financial Projection form that documents the institution’s capacity to deliver the proposed program within existing and projected resources must be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degrees), 5 years (undergraduate and master’s degrees) or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

Please see Appendix B: THEC Financial Projection.

REFERENCES

DATA USA: Physical Therapists

<https://datausa.io/profile/soc/291123/#demographics>

PTCAS

http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf

Appendix A: Letters of Support

Appendix A. Letters of Support

To whom it may concern,

My name is Lauren Wheeler and I am a senior at the University of Memphis (UM) in the Health Studies Department, majoring specifically in Exercise and Sports Movement Science. I am originally from Bowling Green, Kentucky, but decided to move to Memphis to attend college because of the academic opportunities provided at UM. I knew right away that the department was dedicated to helping their students succeed to the best of their abilities. I will graduate in May and will be attending a fantastic physical therapy program outside of Memphis, Tennessee.

During my time at the UM, I was able to learn and grow as a student more than I could have ever imagined. The UM has given me the opportunities to participate in research projects, like VO2Max tests, Wingate Tests, DEXA scans, and several other projects, as well as take part in several hands-on courses that were not offered at other schools, like Clinical Biomechanics. The professors offered a great learning environment for the students with their passion for the field and in-field experience. As a student, I was constantly encouraged and pushed to learn as much as I could with my time at the UM. The academic environment at the University of Memphis fostered not only independent work and responsibility, but also allowed for innovative and field-specific courses/opportunities. Through the internship opportunity offered for seniors, I was able to work at a well-known neurological physical therapy clinic, Semmes Murphey. This allowed me to network with other professionals specifically in Memphis, so that when I graduate from PT school, I will be able to return and hopefully have an easier time finding a job.

If UM had a Doctorate of Physical Therapy school during my time here, I would have definitely applied and placed it at the top of my list. The education I acquired in my undergraduate degree is one that I am extremely proud of and wish that I could continue at the UM through a Doctorate of Physical Therapy program. If the UM had this as a graduate program, I know I would not be the only student who would be in support of it. Majority of my classmates are also in the pre-physical therapy degree path. This would not only be a great opportunity for the students, but would also be a great investment for the university.

My experiences at the University of Memphis resonated deeply within me and contributed to my desire to continue my academic journey in the field of physical therapy. It was at the UM where I gained a passion for this particular field. Even though I have had to move on to pursue my advanced training elsewhere, I am excited for all of the incoming PT students who will get the opportunity to experience the wonderful things I experienced at the University of Memphis.

Lauren Wheeler
Emerging Leaders Program
University of Memphis Track & Field
Kappa Delta- Zeta Omega | Secretary

OFFICE OF
Jimmy Harris
Madison County Mayor



100 East Main, Suite 302
Jackson, Tennessee 38301
Phone: 731-423-6020
Fax: 731-688-3820

March 27, 2018

To Whom It May Concern:

The University of Memphis is in process of developing a Doctorate of Physical Therapy program to be located at the University of Memphis, Lambuth Campus in Jackson, Tennessee. I am writing this letter in support of this program.

The need for physical therapists is growing due to the aging population and this growth will continue well into the future. Many physical therapist programs turn away 80 – 90 percent of applicants due to space limitations. Of all Doctorate of Physical Therapy programs on PTCAS, there is a 100% job placement rate in the states of Louisiana, Mississippi, Alabama, Tennessee, Kentucky, Arkansas and Missouri.

A Doctorate of Physical Therapy program would be very beneficial to Jackson, Tennessee to support our healthcare industry locally and in all of West Tennessee. It would address a number of anatomical systems including the cardiorespiratory system. Our region has some of the highest rates of cardiovascular and respiratory disease rates in the country. A shortage of physical therapists in rural areas can cause patients to be under served by the healthcare community.

Because Jackson does not have a Doctorate of Physical Therapy program and the need exists for such a program, I strongly urge you to consider allowing the University of Memphis, Lambuth Campus, to implement a Doctorate of Physical Therapy program.

Thank you for your consideration. If I can provide any further input, please feel free to contact me.

Sincerely,


Jimmy Harris, County Mayor
Madison County, Tennessee

JH/m

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House of Representatives State of Tennessee

NASHVILLE
REP. JIMMY ELDRIDGE

CHAIRMAN
CONSUMER AND HUMAN
RESOURCES COMMITTEE

MEMBER OF COMMITTEES
CALENDAR AND RULES
CONSUMER & HUMAN RESOURCES
LOCAL GOVERNMENT

ADVISORY COUNCIL ON WORKERS'
COMPENSATION

WEST TENNESSEE RIVER BASIN
AUTHORITY

HOUL LABOR AND ECONOMIC
DEVELOPMENT COMMITTEE

ALCO HEALTH TASK FORCE

March 27, 2018

To Whom It May Concern:

I am writing to support the funding and development of a Doctorate of Physical Therapy program to be housed at the University of Memphis at Lambuth. Currently, Jackson does not have any such programs. The need for PT is growing due to the aging population, which are underserved by the healthcare community in rural areas. Also, DPT programs are very beneficial in these areas because they address a number of issues such as cardiovascular and respiratory disorders; of which the West TN region has some of the highest rates in the country. These programs also foster high job placement rates; 100% in the States of Louisiana, Mississippi, Alabama, Tennessee, Kentucky, Arkansas, and Missouri as noted on PTCAS application service.

I believe adding this program to the curriculum at U of M Lambuth would greatly benefit our region and our State. If I can be of any further assistance please do not hesitate to contact my office.

Yours in Service,

Rep. Jimmy A. Eldridge
73rd Legislative District



620 Skyline Drive • Jackson, Tennessee • 731-541-5000 • www.wth.org

May 10, 2018

To Whom It May Concern:

It is our understanding that the University of Memphis is proposing to develop a Doctorate of Physical Therapy (DPT) program to be housed at the Lambuth campus in Jackson, TN. As an organization, we are in full support of this effort and are prepared to provide clinical rotations for students within our facilities beginning in 2022.

The profession of physical therapy is in need of more licensed therapists and we know that the number of programs within the state of Tennessee is limited. Far more qualified Tennessee students apply for entry into DPT programs each year than are actually accepted, due to the lack of available seats within the few available programs. The addition of a DPT program in the Jackson area is welcome. In fact, the need for physical therapy services is growing, largely due to the aging population and the rise in lifestyle diseases such as obesity.

The economic outlook for physical therapists is very strong, with the national physical therapy registry (PTCAS) noting a 100% job placement rate in the state of Tennessee, as well as, surrounding states such as Mississippi, Louisiana, Alabama, Kentucky, Arkansas, and Missouri.

We strongly believe that offering this program at the University of Memphis Lambuth would be a great addition and would significantly benefit our West Tennessee Healthcare facilities and the community. We would look forward to partnering with the university in providing clinical training and rotations for the estimated 40 students each year that will enter into this program.

Thank you for your consideration of a DPT program here in Jackson at University of Memphis Lambuth. If I can be of further assistance or if you have questions regarding our commitment to this program, please contact my office directly at 731-541-6731.

Sincerely,

James E. Ross, MSHA, BSN, AEMT
President & CEO

Appendix B: Proposed Budget

Appendix B: Proposed DPT Budget

Tennessee Higher Education Commission							
Attachment A: THEC Financial Projections							
University of Memphis, School of Health Studies							
Doctor of Physical Therapy Program							
Seven-year projections are required for doctoral programs.							
Five-year projections are required for baccalaureate and Master's degree programs							
Three-year projections are required for associate degrees and undergraduate certificates.							
Projections should include cost of living increases per year.							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ 1,250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	\$ 30,000	-	-	-	-	-	-
Travel							
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ 1,280,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ 125,000	\$ 128,750	\$ 132,613	\$ 136,591	\$ 140,689	\$ 144,909	\$ 149,257
Benefits	\$ 45,000	\$ 46,350	\$ 47,741	\$ 49,173	\$ 50,648	\$ 52,167	\$ 53,732
Sub-Total Administration	\$170,000	\$175,100	\$180,353	\$185,764	\$191,336	\$197,077	\$202,989
Faculty							
Salary	\$350,000	\$360,500	\$371,315	\$382,454	\$393,928	\$405,746	\$417,918
Benefits	\$126,000	\$129,780	\$133,673	\$137,684	\$141,814	\$146,069	\$150,451
Sub-Total Faculty	\$476,000	\$490,280	\$504,988	\$520,138	\$535,742	\$551,814	\$568,369
Support Staff							
Salary	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
Benefits							
Sub-Total Support Staff	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
Graduate Assistants							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating							
Travel							
Printing							
Equipment	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
Other	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
Sub-Total Operating	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275	\$57,964	\$59,703
Total Recurring	\$721,000	\$742,630	\$764,909	\$787,856	\$811,492	\$835,837	\$860,912
TOTAL EXPENDITURES (A + B)	\$2,001,000	\$742,630	\$764,909	\$787,856	\$811,492	\$835,837	\$860,912

Appendix B: Proposed DPT Budget

*If tuition and fees for Graduate Assistants are included, please provide the following information.							
Base Tuition and Fees Rate	\$ -	\$ -	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
Number of Graduate Assistants	-	-	-	-	-	-	-
Number of Students	0	0	40	80	120	120	120
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	0	0	\$1,000,000	\$2,060,000	\$3,182,700	\$3,278,181	\$3,376,526
Institutional Reallocations ²							
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$0	\$0	\$1,000,000	\$2,060,000	\$3,182,700	\$3,278,181	\$3,376,526
Notes:							
(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.							
In 2017-2018 assumes 3% tuition increase each year.							
(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.							
No reallocation needed.							
(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistant							
No grants anticipated.							
(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).							
N/A							
(5) Please provide information regarding other sources of the funding.							

Appendix C: Course Syllabi

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH SCIENCES
Doctor of Physical Therapy Program
DPT 8010

COURSE TITLE:	Clinical Biomechanics
COURSE NUMBER:	DPT 8010
CREDIT HOURS & CLOCK HOURS:	(4:3:4) This course will involve approximately 3 hours/week of lecture and 4 hours/week of laboratory activities for a total of 105 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course will discuss and prepare students for clinical application of tissue and structural biomechanics within the musculoskeletal system. A detailed analysis of individual joint systems and applied biomechanics concepts will be discussed. Osteo and arthrokinematic movements within joint systems will be presented and discussed with clinical application in a laboratory environment using surface anatomy/palpation.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Instructor(s): TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to biomechanics of tissue, joint movement and loading, normal joint function and gait parameters. "This course promotes the mission of the University of Memphis by equipping students with superior skills in <i>clinical biomechanics</i> which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Identify anatomical structures and functions as they pertain to postural maintenance and movement. (PT Tax: I)2. Collect clinical biomechanical data pertaining to postural maintenance and movement. (PT Tax: II)3. Investigate mechanical properties of biological tissues in response to acute and chronic stress. (PT Tax: V)4. Discover aberrant biomechanical function of segments and joints. (V)5. Describe the relationship between osteokinematics, arthrokinematics, and muscle function over the lifespan. (V)

SPECIFIC COURSE LEARNING OBJECTIVES

APPENDIX C. Course Syllabi

Cognitive domain

Upon completion of this course, students should be expected to:

1. Know and apply appropriate anatomical and biomechanical terminology. (PT Tax: I)
2. Identify musculoskeletal function and its role in normal movement and abnormal conditions. (PT Tax: I)
3. Collect biomechanical data pertaining to static and dynamic posture, gait and movement patterns. (PT Tax: II)
4. Classify joints by type and function. (III)
5. Categorize biomechanical principles required to mobilize joints correctly. (III)
6. Characterize the relationship between structure and function at various levels of movement organization including various tissue types (bone, cartilage, ligament, tendon and muscle). (PT Tax: III)
7. Characterize internal and external forces underlying upper and lower extremity kinematics in human movement. (PT Tax: III)
8. Analyze how biological structures attenuate, respond, and adapt to physiological and non-physiological loads. (PT Tax: V)
9. Systematically analyze the biomechanics of normal and abnormal posture, gait and movement patterns. (PT Tax: V)
10. Interpret biomechanical data and apply biomechanical principles and concepts as related to the study of the musculoskeletal system and movement analysis to clinical scenarios. (PT Tax: VI)

Psychomotor domain

Upon completion of this course, students should be expected to:

1. Duplicate a systematic process for palpation and assessment of gross anatomical structures within surface anatomy. (P:GR)
2. Illustrate through drawing gross anatomical muscular, ligamentous, and bony structures within surface anatomy. (P:Mechanism)
3. Demonstrate an ability to apply basic concepts of gross nervous system structures to surface landmarks. (P:COR)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's *Taxonomy from the New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Basic Biomechanics of the Musculoskeletal System, 4th Edition by Margareta Nordin & Victor Frankel (2012)
ISBN: 9781609133351

Neumann D. Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation (2nd ed). Mosby/Elsevier (2010).
ISBN: 9780323039895

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be four written examinations and one practical examination. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay. All examinations are equally weighted at 20% each (x5) for 100%.

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

APPENDIX C. Course Syllabi

60 to 69.9 percent = D

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times

APPENDIX C. Course Syllabi

these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

APPENDIX C. Course Syllabi

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi
TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Prac. Exp.
Wk 1	No Class			
Wk 2	Terminology & Concepts/Structure & Function/Classification Laboratory: Lecture continued	N&F: Ch 1-6 Neu: Ch 1-2	Cogn. 1, 2, 3, 6	5.10, 5.11, 5.17, 5.29, 5.30: h, l, m, s
Wk 3	Terminology & Concepts/Structure & Function/Classification Laboratory: Surface Anatomy of the Shoulder	N&F: Ch 1-6 Neu: Ch 1-2 Exam 1	Cogn. 1, 2, 3, 6; Psych. 1,2,3	5.10, 5.11, 5.17, 5.29, 5.30: h, l, m, s
Wk 4	Biomechanics of the Shoulder	N&F: Ch 12 Neu: Ch 5	Cogn. 2, 4, 5, 6	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 5	Biomechanics of the Elbow Laboratory: Surface Anatomy of the Elbow	N&F: Ch 13 Neu: Ch 6	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 6	Biomechanics of the Wrist Laboratory: Surface Anatomy of the Wrist/Hand	N&F: Ch 14 Neu: Ch 7	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 7	Biomechanics of the Hand Laboratory: Open Lab Time	N&F: Ch 14 Neu: Ch 8	Cogn. 2, 4, 5, 6	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 8	Biomechanics of the Hip Laboratory: Surface Anatomy of the Hip/Pelvis	N&F: Ch 8 Neu: Ch 12 Exam 2	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 9	Biomechanics of the Knee Laboratory: Surface Anatomy of the Knee	N&F: Ch 7 Neu: Ch 13	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 10	Spring break	No classes		
Wk 11	Biomechanics of the Ankle & Foot Laboratory: Surface Anatomy of the Ankle &Foot	N&F: Ch 9 Neu: Ch 14	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 12	Biomechanics of the Lumbar spine Laboratory: Surface Anatomy of the Lumbosacral spine	N&F: Ch 10 Neu: Ch 9&10 Exam 3	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 13	Biomechanics of the Cervical & Thoracic spine Laboratory: Surface Anatomy of the Cervical & Thoracic spine	N&F: Ch 11 Neu: Ch 9&10	Cogn. 2, 4, 5, 6; Psych 1,2,3	5.10, 5.11, 5.17, 5.30: h, l, m, s
Wk 14	Biomechanics of Gait Laboratory: Open Lab/Practice	N&F: Ch 18	Cogn. 7, 8	5.10, 5.11, 5.17, 5.30: i
Wk 15	Biomechanics of Gait Laboratory: Gait assessment	N&F: Ch 18	Cogn. 7, 8 Psych 1,2,3	5.10, 5.11, 5.17, 5.30: i
Wk 16	Biomechanics of Fracture Fixation and Arthroplasty Practical Examination	N&F: Ch 15-16	Cogn. 7, 8	5.10, 5.11, 5.14, 5.17, 5.30: i, k, l, m, o
Wk 17	Final Exam	Exam 4		

Note: Tentative course schedule is subject to change.

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL HEALTH SCIENCES
Doctor of Physical Therapy Program
DPT 8020

COURSE TITLE:	Human Gross Anatomy
COURSE NUMBER:	DPT 8020
CREDIT & CLOCK HOURS:	(5:3:8). This course will involve approximately 4 hours/week of lecture and 12 hours/week of laboratory activities for a total of 165 contact hours over 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides an in-depth study of human anatomy using a regional approach. Emphasis is placed on building functional knowledge of normal and abnormal gross anatomy of the musculoskeletal, nervous, circulatory, and respiratory systems. Course content will coordinate with developmental and histological surveys of the body. Course material will be presented as related to clinical relevance to physical therapy.
MEETING TIMES:	See detailed weekly and laboratory schedules at the end of this syllabus
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Instructor(s): TBD Department of Physical Therapy School of Health Sciences University of Memphis Office: Phone: (901) 893 – 1758 Email: Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to nomenclature, communication, and identification of structure and function of human tissues that include: bones, ligaments, tendon, muscle, and connective tissues related to the following systems: musculoskeletal, nervous, integumentary, circulatory and respiratory. “This course promotes the mission of the University of Memphis by equipping students with superior skills in <u>human anatomy providing a foundation for further learning and professional communication within and between health professions</u> which will allow them to practice physical therapy with the highest integrity and service to their patients.
COURSE GOALS and LEARNING OBJECTIVES:	This course should enable the student to: 1. Know and use appropriate anatomical and biomechanical terminology. 2. Appreciate the relationship between structure and function at various

APPENDIX C. Course Syllabi

- levels of movement organization.
3. Understand biomechanical principles and concepts as related to the study of the musculoskeletal system and movement analysis.
 4. Interpret biomechanical data given in different forms and apply to clinical problems.
 5. Know the types and characteristics of musculoskeletal forces.
 6. Understand how biological structures attenuate, respond, and adapt to physiological and non-physiological loads.
 7. Understand musculoskeletal structure and function (including similarities and differences) of various tissue types, including bone, cartilage, ligament, tendon, and muscle.
 8. Understand muscle function and its role in normal movement and abnormal conditions.
 9. Understand structure and function of articulations of the musculoskeletal system.
 10. Understand muscle function at various joints during movements and exercises.
 11. Understand the biomechanics of normal posture and gait.
 12. Appreciate the relationship between posture and gait mechanics and abnormal conditions.
 13. Understand methods for analyzing posture, gait, and other movement patterns.
 14. Know how to perform static musculoskeletal analyses.

TEXTBOOKS:

Required:

Moore K and Dalley A. Clinically Oriented Anatomy (7th ed.), 2013. Lippincott Williams & Wilkins (\$93)
ISBN: 978-0781775250

Rohen, Lutjen-Drecoll and Yokochi. Color Atlas of Anatomy (7th ed), 2010. Lippincott Williams & Wilkins (\$88)-loaded on laboratory computer
ISBN 9781582558561

Thieme Dissector, 1st ed, 2012-***student access will be provided for use on personal computers***

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be four written and practical examinations along with a written comprehensive final examination. All exams will be "closed book". Exam format may include multiple choice, matching, fill in the blank, and short answer. Frequent quizzes will be given randomly at the beginning of class sessions. Each examination will have an unspecified number of written and practical examination questions. Each question will be worth 1 point. The number of correct responses will be divided by the total number of questions to determine a percentage score for each examination. For example, there are 75 questions on the written and 65 questions on the practical examination, the total examination is worth 140 points (130/140=92.9%).

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

Quizzes will be given on a regular basis, either in lecture OR lab, you should be prepared for a quiz every day. You may not get a quiz every day, though.

-Each lecture quiz is worth 5 points and each lab quiz is worth 10 points.

-The student will have five minutes to complete the quiz

-Quizzes during lecture time begin precisely at 8am, anyone entering class after 8am will not be allowed to take the quiz and a grade of zero (0) will be given.

APPENDIX C. Course Syllabi

-The two lowest quiz grades will be dropped from each student at the end of the summer.

-Quizzes dropped may be lecture quizzes, lab quizzes, or one from each, it depends on what will benefit you the most.

Note About Lab Quizzes: Lab quizzes will be taken by each tank. The questions are read out loud by the instructor and each tank may confer with each member and use the cadaver as a resource, you may NOT use books or notes or input from other tanks. When the tank members come to a consensus on the correct answer they will record that answer on one sheet of paper that display's each tank member's name. If one of your tank members is not there for the quiz DO NOT put their name on the answer sheet.

Course evaluation:

60% of grade-Four written and practical examinations (15%each)

20% of grade-Comprehensive final examination (**no practical examination**)

20% of grade-Quizzes

100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) For multiple choice, True False examinations, students are not permitted to write the letter corresponding to the answer selected by the student in the margin next to the exam question. This just minimizes the opportunity for other students to view your answers.

APPENDIX C. Course Syllabi

- 6) Students should keep their exams on their desks at all times. Lifting the exam in the air may result in other students being able to observe exam answers.
- 7) Keep the scantron portion of the exam covered at all times. Keep it under the actual exam sheet(s).
- 8) For Scantron graded examinations, the actual Scantron sheet is the official exam record and only the answers provided on this sheet will be used to determine the exam grade. No credit will be given for “answers” that are recorded on the “questions sheets”. Students are urged to fill in the Scantron as they work through the exam as opposed to filling in all of the answers at the end of the exam when transcribing errors may occur.
- 9) There should be no talking during the examinations.
- 10) All students must take the examination on the designated date and in the designated time slot.
- 11) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 12) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course director master prior to the examination if you know you won't be attending.
 - b. You must provide the course director with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course director within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course director within 24 hours you will receive a ZERO for that examination.
 - d. If a make up examination is allowed it must be completed within 48 hours of the missed examination.
- 13) When the student has completed the exam and given it to the exam proctor, the student must leave the exam room and will not be permitted to return to the room until the exam period is completed.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation,

APPENDIX C. Course Syllabi

of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

APPENDIX C. Course Syllabi

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

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TENTATIVE COURSE SCHEDULE

Note: Tentative course schedule is subject to change.

DATE	LECTURE TOPIC	LAB	Objectives	Practice Element
Week 1 Mon	Shoulder Osteology Ligamentous Support	Introduction to the lab and cadavers (Session #1)	C: all P: all **each objective is covered every week	CC5.3, 11, 17, 41
Tues	Pectoral Region Scapulohumeral Musculature	Laboratory Session #2		CC5.3, 11, 17, 41
Wed	Axilla Brachial Plexus	Laboratory Session #3		CC5.3, 11, 17, 41
Thurs	Axilla Brachial Plexus	Laboratory Session #4		CC5.3, 11, 17, 41
Week 2 Tues	LAB ONLY	Laboratory Session #5		CC5.3, 11, 17, 41
Wed	Arm Anastomosis around elbow	Laboratory Session #6		CC5.3, 11, 17, 41
Thurs	LAB ONLY	Laboratory Session #7		CC5.3, 11, 17, 41
Week 3 Mon	Osteology of Elbow Ligamentous support	Laboratory Session #8		CC5.3, 11, 17, 41
Tues	Flexor & Extensor aspects of the forearm, hand/wrist	Laboratory Session #9		CC5.3, 11, 17, 41
Wed	Flexor & Extensor aspects of the forearm, hand/wrist	Laboratory Session #10 STUDY!		CC5.3, 11, 17, 41
Thurs	Osteology of Hand Intrinsic Muscles of the Hand Thenar & Hypothenar Eminence	Laboratory Session #11 STUDY!		CC5.3, 11, 17, 41
Fri	EXAM 1 TBD	Written & Practical		CC5.3, 11, 17, 41
Week 4 Mon	Hip/Pelvis Osteology Lumbosacral Plexus	Laboratory Session #12		CC5.3, 11, 17, 41
Tues	Anterior & Medial Thigh Muscles & Associated Anatomy	Laboratory Session #13		CC5.3, 11, 17, 41
Wed	Gluteal Region Posterior Thigh Popliteal Fossa Blood Vessels	Laboratory Session #14		CC5.3, 11, 17, 41
Thur	Knee Osteology Ligaments	Laboratory Session #15		CC5.3, 11, 17, 41
Week 5 Mon	Osteology of Leg Anterior, Posterior, & Lateral Compartments	Laboratory Session #16		CC5.3, 11, 17, 41
Tues	Ankle & Foot Osteology & Ligamentous Support Sole of Foot Dorsum of the foot	Laboratory Session #17		CC5.3, 11, 17, 41
Wed	LAB ONLY	Laboratory Session #18		CC5.3, 11, 17, 41
Thur	LAB ONLY	Laboratory Session #19		CC5.3, 11, 17, 41
Fri	EXAM #2 TBD	Written & Practical		CC5.3, 11, 17, 41

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Week 6 Mon	Osteology of the Spine Anatomy of the Spinal Cord and Spinal Nerves	Laboratory Session #20		CC5.3, 11, 17, 41
Tues	Osteology of Skull Cranial Nerves; Circle of Willis	Laboratory Session #21		CC5.3, 11, 17, 41
Wed				CC5.3, 11, 17, 41
Thur	Osteology of Skull Cranial Nerves; Circle of Willis	Laboratory Session#22		CC5.3, 11, 17, 41
Week 7 Mon	Osteology of Skull Cranial Nerves; Circle of Willis	Laboratory Session#23		CC5.3, 11, 17, 41
Tues	Osteology of Skull Cranial Nerves; Circle of Willis	Laboratory Session #24		CC5.3, 11, 17, 41
Wed	Anterior Neck Head & Neck Blood Vessels	Laboratory Session #25		CC5.3, 11, 17, 41
Thur	Anterior Neck Head & Neck Blood Vessels	Laboratory Session#26		CC5.3, 11, 17, 41
Week 8 Mon	Anterior Neck Head & Neck Blood Vessels	Laboratory Session#27		CC5.3, 11, 17, 41
Tues	Muscles of Mastication Muscles of Facial Expression	Laboratory Session#28		CC5.3, 11, 17, 41
Wed	Orbit Skeletal Muscles of the Eye	Laboratory Session#29		CC5.3, 11, 17, 41
Thurs	LAB ONLY	Laboratory Session#30		CC5.3, 11, 17, 41
Fri	EXAM #3 TBD	Written & Practical		CC5.3, 11, 17, 41
Week 9 Mon	Autonomic Nervous System LECTURE ONLY – NO LAB			CC5.3, 11, 17, 41
Tues	Thoracic Wall Larynx, Trachea, Bronchial Tree, & Lungs	Laboratory Session #31		CC5.3, 11, 17, 41
Wed	Anatomy of the Mediastinum Anatomy of the Heart	Laboratory Session #32		CC5.3, 11, 17, 41
Thur	Abdominal Musculature Pelvic Musculature & Associated Anatomy	Laboratory Session #33		CC5.3, 11, 17, 41
Week 10 Mon	Internal Organs Alimentary Canal, Other Digestive Organs Lymph Organs	Laboratory Session #34		CC5.3, 11, 17, 41
Tues	Internal Organs -Urinary System Male & Female Reproductive Organs	Laboratory Session #35		CC5.3, 11, 17, 41
Wed	LAB ONLY	Laboratory Session#36		CC5.3, 11, 17, 41
Thur	LAB ONLY	Laboratory Session#37		CC5.3, 11, 17, 41
Fri	EXAM #4 TBD	Written & Practical		CC5.3, 11, 17, 41
Week 11 Mon	MANDATORY LAB CLEAN - UP	8am –11am		CC5.3, 11, 17, 41
Fri	FINAL EXAM Cumulative TBD	8am – 11am Written Only		CC5.3, 11, 17, 41

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH SCIENCES
Doctor of Physical Therapy Program
DPT 8030

COURSE TITLE:	Human Physiology & Pathology
COURSE NUMBER:	DPT 8030
CREDIT HOURS & CLOCK HOURS:	(4:4:0) This course will involve approximately 6 hours/week of lecture and 0 hours/week of laboratory activities for a total of 60 contact hours over 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides an introduction to human physiology with specific focus on general cellular physiology, neurophysiology, muscle physiology, epithelium, and connective tissue. System-based study relating to human physiology will focus on cardiovascular, pulmonary, renal, endocrine, and gastrointestinal systems. Healthy and abnormal system function will be addressed along with injury, tissue repair, and inflammatory processes.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD

Instructors:

Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.

JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to physiology and pathology of the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal and other body systems. Social, spiritual, and environmental impact on healthcare will be introduced. Laboratory values and the effects of injury, inflammation, and tissue healing will be discussed "This course promotes the mission of the University of Memphis by equipping students with superior skills in human physiology and pathology which will allow them to practice physical therapy with the highest integrity and service to their patients."
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COURSE GOALS and LEARNING OBJECTIVES:

OVERALL COURSE GOALS

Upon completion of this course, students should be able to:

1. Identify anatomical structures and functions in normal and abnormal conditions at the levels of the cell, tissue, organ and system. (PT Tax: I)
2. Categorize anatomical structures including cells, tissues and organs by function and system. (PT Tax: III)
3. Explain the relationship between pathology and abnormal conditions and physiological activities of cells, tissues and organs. (PT Tax: IV)
4. Describe the structure, function and regulation of cells, tissues, organs and body systems in normal and abnormal conditions. (PT Tax: V)

SPECIFIC COURSE LEARNING OBJECTIVES

APPENDIX C. Course Syllabi

Cognitive domain

This course should enable the student to:

1. Identify anatomical structures and functions at the cellular, tissue, organ and systemic levels. (PT Tax: I)
2. Categorize anatomical structures including cells, tissues, organs and body systems based on function. (PT Tax: III)
3. Relate knowledge of physiologic activities of cells, tissues, organs and body systems to the normal and abnormal function of the human body. (PT Tax: IV)
4. Demonstrate knowledge of physiologic systems function in order to care for individuals in the clinical rehabilitation setting. (PT Tax: IV)
5. Explain the chemical and physical processes that regulate homeostasis and the interactions of body systems to maintain human health and respond to disease. (PT Tax: IV)
6. Apply knowledge of the physiology of body systems to strategies for the care of individuals in the clinical rehabilitation setting. (PT Tax: IV)
7. Describe the structure, function and biochemical regulation of cells, tissues, organs and body systems in the healthy human body. (PT Tax: V)
8. Interpret pathological function at the cellular, tissue and organ system and identify potential underlying mechanisms. (PT Tax: VI)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolet Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Textbook of Medical Physiology, 12th Edition. Guyton & Hall (2010). Saunders Publishing.

ISBN: 9781416045748

Goodman CC and Fuller KS. Pathology: Implications for the Physical Therapist, 3rd ed, Saunders/Elsevier Publishing (2009).

ISBN: 9781416031185

Recommended Supplemental Resources:

Pocket Companion to Guyton & Hall Textbook of Medical Physiology, 12th Edition, Guyton & Hall (2010), Saunders Publishing.

ISBN: 9781416002130

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be four exams. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations

APPENDIX C. Course Syllabi

administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
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 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a **ZERO** for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these **MUST** be identified within the first 2 weeks of the semester. Please review the examination schedule for **ALL** courses this semester. Changing of exam dates/times is made at the discretion of the course director. **NO** examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

APPENDIX C. Course Syllabi

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TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Pract. Exp.
Wk 1	Introduction to Physiology & Membrane Physiology/Intro to Pathology	Guyt: Chapters 1-3 Goodman: Chapters 1-4, 6-8	Cogn. 1-3,5,7	5.27, 28, 29, 30, 31
Wk 2	Physiology & Pathology of the Cardiovascular System: The heart	Guyt: Ch 5-8 Goodman: Ch 12	Cogn. 1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 3	Physiology & Pathology of the Cardiovascular System: Circulation	Guyt: Ch 5-8 Goodman: Ch 12 Exam 1: Week 1-2	Cogn. 1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 4	Physiology & Pathology of the Cardiovascular System: Circulation	Guyt: Ch 14-24 Goodman: Ch 13&14	Cogn. 1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 5	Physiology & Pathology of the Respiratory System	Guyt: Ch 37-42 Goodman: Ch 15	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 6	Physiology & Pathology of the Nervous System	Guyt: Ch 45-48, 54-61 Goodman: Ch 28-29, 39 Exam 2: Weeks 3-5 TBD	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 7	Physiology & Pathology of the Renal/Urogenital System	Guyt: Ch 25-31 Goodman: Ch 18	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 8	Physiology & Pathology of the Gastrointestinal & Hepatic/Biliary System	Guyt: Ch 62,65,66 Goodman: Ch 16-17	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 9	Physiology & Pathology of the Endocrine & Reproductive Systems	Guyt: Ch 74-83 Goodman: Ch 11, 19-20 Exam 3: Weeks 6-8 TBD	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 10	Physiology & Pathology of Metabolic Disorders & Temperature Regulation	Guyt: Ch 67-73 Goodman: Ch 10-11	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 11	Pathology of the Musculoskeletal & Oncology Systems	Goodman: Ch 9, 22-27, 30	Cogn.1-8	5.27, 28, 29, 30, 31, 32, 39
Wk 12	Final Exams	Exam 4: Weeks 9-11		

Note: Schedule is subject to change.

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8040

COURSE TITLE:	Exercise Physiology
COURSE NUMBER:	DPT 8040
CREDIT HOURS & CLOCK HOURS:	(3:0:0) This course will involve approximately 4.5 hours/ week of lecture and 0 hours/ week of laboratory activities for a total of 45 contact hours over 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides students with an overview of bioenergetics, acute and chronic physiologic adaptation to aerobic, anaerobic and resistance exercises. Special emphasis will be placed on the underpinnings of therapeutic exercise selection and application as well as exercise prescription and progression for individuals with physical impairments and limitations.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to physiology of the nervous, musculoskeletal, cardiorespiratory and endocrine systems. Further, this course will address principles of training and rehabilitation including aerobic capacity, anaerobic capacity, strength and power. "This course promotes the mission of the University of Memphis by equipping students with superior skills in human physiology which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> This course should enable the student to: <ol style="list-style-type: none">1. Identify normal and abnormal function at the level of the cell, tissue, organ and system. (PT Tax: I)2. Categorize cells, tissues, and organs by organ system and function. (PT Tax: II)3. Describe the mechanisms underlying adaptation in response to exercise interventions at the level of the cell, tissue, organ and system. (PT Tax: IV) <u>SPECIFIC COURSE LEARNING OBJECTIVES</u> <i>Cognitive domain</i> This course should enable the student to: <ol style="list-style-type: none">1. Identify mechanisms of adaptation to exercise at the level of the cell, tissue and organ. (PT Tax: I)2. List fuel systems and associated mechanisms of ATP generation. (PT Tax: II)

APPENDIX C. Course Syllabi

3. Comprehend the basis for rehabilitation interventions that use exercise to restore function or slow progression of disease. (PT Tax: II)
4. Characterize exercise & nutrition and its role in the management of personal and client health and well-being. (PT Tax: III)
5. Outline contra-indications to exercise for common populations seen in the clinic including cardiovascular, pulmonary, musculoskeletal and neurological clients. (PT Tax: III)
6. Relate knowledge of nutrition & exercise to the biomechanical, physiological and neural mechanisms of normal and abnormal function of the human body. (PT Tax: IV)
7. Describe the biomechanical, neurological and physiological responses of cells, tissues and organs to acute and chronic exercise. (PT Tax: V)
8. Describe the most common clinical pathologies seen by physical therapists and potential exercise interventions (PT Tax: V)
9. Describe appropriate exercises & nutrition for improving aerobic performance, anaerobic performance, muscular strength, muscular endurance and flexibility. (PT Tax: V)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolet Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Exercise Physiology: Energy, Nutrition & Human Performance, 7th Edition. McArdle, Katch & Katch (2009). Lippencott, Williams & Wilkens Publishing. ISBN: 978-0-7817-9781-8

OTHER MATERIALS:

Lecture Notes will be provided via Blackboard

GRADING and EXAMINATIONS:

Examinations: There will be three exams. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

All examinations are equally weighted at 33.3% each (x3) for 100%.

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in

APPENDIX C. Course Syllabi

applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

COMPETENCIES:

Individual lecture objectives and competencies will be provided prior to each lecture or lecture series.

SUPPLIES/LAB FEES:

None required

COURSE/FACULTY EVALUATION:

At the conclusion of this course, a web-based faculty course evaluation form is required to be completed

CLASS ATTENDANCE:

To receive credit for any course, a student must attend at least 80% of the hours prescribed for the course. Individual professors have the prerogative of imposing a more restrictive policy consistent with the following exceptions:

APPENDIX C. Course Syllabi

1. Absence due to serious illness, injury, or death in the student's immediate family;
2. Authorized representation of the University.

In the above cases, a student may be permitted to make up work missed. It is the student's responsibility, whenever possible, to notify University officials in advance that he/she will be absent.

ACADEMIC INTEGRITY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a

AMERICANS WITH DISABILITIES ACT:

APPENDIX C. Course Syllabi

special need.

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

CRISIS MANAGEMENT:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi
TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objective	Prof. Prac. Exp.
Wk 1	Energy Transfer & Movement	Chs. 4-7	Cogn. 1, 2, 4,6,7,9	5.30 (a,b,e,m,w), 5.39a
Wk 2	Nutrition	Chs. 1-3	Cogn. 1,2,4,6,9	5.30 (a,b,e,m,w), 5.39a
Wk 3	Human Energy Expenditure: Measurement & Movement	Chs. 8-11	1,2,4,6,7,9,	5.30 (a,b,e,m,w), 5.39a
Wk 4	EXAM I Gas Exchange & the Pulmonary System	Chs. 12-14	1-7,9	5.30 (a,b,e,m,w), 5.39a
Wk 5	Cardiovascular Function & Regulation	Chs. 15-17	1,3,4,6,7	5.30 (a,b,e,m,w), 5.39a
Wk 6	Skeletal Muscle & Neural Control Endocrine System	Chs. 18-19 Ch. 20	1,3,4,6,7	5.30 (a,b,e,m,w), 5.39a
Wk 7	EXAM II Training for Aerobic & Anaerobic Power	Ch. 21	1,2,7,9	5.30 (a,b,e,m,w), 5.39a
Wk 8	Muscular Strength	Ch. 22	1,2,7,9	5.30 (a,b,e,m,w), 5.39a
Wk 9	Body Composition, Physical Activity and Performance	Chs. 28-29	1,2,4,6,7	5.30 (a,b,e,m,w), 5.39a
Wk 10	Overweight, Obesity & Weight Control Aging & Physical Activity	Ch. 30 Ch. 31	1,2,4,5,6,7	5.30 (a,b,e,m,w), 5.39a
Wk 11	Clinical Exercise Physiology for Rehabilitation	Ch. 32	4,6,7,8,9	5.30 (a,b,e,m,w), 5.39a
Wk 12 6	EXAM III			

Note: Schedule is subject to change.

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8050

COURSE TITLE:	Neuroscience
COURSE NUMBER:	DPT 8050
CREDIT & CLOCK HOURS:	(3:3:0) This course will contain 3 hours/week of lecture and 0 hours/week of laboratory based activities for a total of 45 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides students with foundational knowledge in functional and regional neuro-anatomy and physiology. Course content will include axonal function and neurotransmission, central and peripheral nervous system anatomy and physiology, and sensory and motor structures and function. Common neurological disorders and conditions relevant to physical therapy will also be discussed.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<u>Course Director</u> TBD <u>Course Instructors</u> TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to knowledge of neurological structures and functions underlying attention, cognition, motor function, sensory integration. "This course promotes the mission of the University of Memphis by equipping students with superior knowledge in <i>neuroscience</i> which will provide a base of understanding that will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> This course should enable the student to: <ol style="list-style-type: none">1. Identify the primary structures of the nervous system. (PT Tax: I)2. Characterize the mechanisms underlying normal and pathological function of the structures of the nervous system at the cellular, tissue, organ and systemic levels. (PT Tax: III)3. Describe the role of primary structures of the nervous system in the generation and control of movement and cognition. (PT Tax: IV)4. Describe integration of the sensory and motor systems for the generation and modulation of movement in healthy and abnormal conditions, as well as the structures responsible for sensory integration. (PT Tax: IV)5. Describe the processes of neural development and plasticity in response to practice or injury. (PT Tax: IV)

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain

This course should enable the student to:

1. Identify the major structures and functions of central and peripheral neuro-anatomy. (PT Tax: I)
2. Identify the processes associated with electrical signal generation and conduction throughout the nervous system. (PT Tax: I)
3. Identify structures and functions of the primary central visual pathways (PT Tax: I)
4. List neurotransmitters based on their functional role in the nervous system. (PT Tax: II)
5. List the components and functions that comprise the upper and lower motor neuronal circuits. (PT Tax: II)
6. Catalogue the components of the auditory and vestibular systems based on normal and pathological function. (PT Tax: III)
7. State the role of sensory feedback and its integration in motor performance in the maintenance of balance. (PT Tax: IV)
8. Address the role of the brain in complex functions including cognition, speech, language, sleep, arousal, emotions and memory. (PT Tax: IV)
9. Delineate the neurophysiological processes underlying the construction and modification of neural circuits. (PT Tax: V)
10. Describe the role of the basal ganglia and cerebellum in modulating movement in normal and abnormal function. (PT Tax: V)
11. Describe the interaction of upper and lower motor neuron circuits in the control of movement in healthy and pathological populations. (PT Tax: V)
12. Describe the processes underlying neural development and repair. (PT Tax: V)
13. Describe the process of neural plasticity and its role in the development and alteration of motor control in response to advancing age and practice.

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartoletti Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Blumenfeld

ISBN: 978-0-87893-695-3

OTHER MATERIALS:

eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be 4 written exams. All 4 written exams will be closed book. Exam format may include multiple choice, matching, and fill-in-the-blank. All reading assignments from textbooks and websites (supplemental reading and viewing to reinforce reading and lecture material) will be provided on eCourseware. Students are expected to read the module assignments.

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Attendance under "Student Responsibilities" listed below.

Course Grades: Grades will be based on scores from 3 closed book examinations. The weights assigned to exams and for determining the course score will be as follows:

APPENDIX C. Course Syllabi

Examinations: 4 (25% each) for total 100% grade

Grades will be assigned based on the following traditional arbitrary scale:

A = 90-100%; B = 80-89.99%; C = 70-79.99%; D = 60-69.99%; F = <60%.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
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- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
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 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
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 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times

APPENDIX C. Course Syllabi

these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

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AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

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SPECIAL NEEDS:

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The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi
TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Prac. Exp.
Wk 1	Neural Signaling I	Chs. 2-4	Cogn. 1, 2, 4	
Wk 2	Neural Signaling II	Chs. 4-6	Cogn. 1, 2, 4	
Wk 3	Neural Signaling III Somatic Sensory System	Chs. 7-8 Ch. 9 EXAM I	Cogn. 1, 2, 4	
Wk 4	Pain & Vision Central Visual Pathways	Chs. 10-11 Ch. 12	Cogn. 3, 7	5.30: l, p, v
Wk 5	Auditory System Vestibular System	Ch. 13 Ch. 14	Cogn. 5, 6	5.30: n, q
Wk 6	Lower Motor Neuron Circuits	Ch. 16 EXAM II	Cogn. 5, 7, 9, 11	5.30: f, l, n, q, t, v
Wk 7	Upper Motor Neuron Circuits	Ch. 17	Cogn. 5, 7, 9, 11	5.30: f, l, n, q, t, v
Wk 8	Basal Ganglia & Motor Control Cerebellum & Motor Control	Ch. 18 Ch. 19	Cogn. 5, 7, 9, 10, 11	5.30: f, l, n, q, t, v
Wk 9	SPRING BREAK			
Wk 10	Cerebellum & Motor Control Oculomotor Control & Integration	Ch. 19 Ch. 20	Cogn. 5, 7, 9, 10, 11	5.30: f, l, n, q, t, v
Wk 11	Visceral Motor System Early Brain Development	Ch. 21 Ch. 22 EXAM III		5.30: l, n, p, q
Wk 12	Construction of Neural Circuits Modification of Neural Circuits via Experience	Ch. 23 Ch. 24	Cogn. 7,12, 13	5.30: f, i, l, n, q
Wk 13	Neural Repair & Regeneration Association Cortex & Cognition	Ch. 25 Ch. 26	Cogn. 8, 12, 13	5.30: c, f, i, l, n, q
Wk 14	Speech & Language and Sleep & Wakefulness Sleep & Wakefulness & Emotions	Chs. 27-28 Chs. 28-29	Cogn. 8	5.30: c
Wk 15	Memory Fatigue	Ch. 31	Cogn. 4, 5, 7, 8, 11	5.30: i, l, n, p, t
Wk 16	Final Exam	EXAM IV		

Note: Tentative course schedule is subject to change.

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8060

COURSE TITLE:	Pharmacology
COURSE NUMBER:	DPT 8060
CREDIT HOURS & CLOCK HOURS:	(2:2:0) This course is 2 credit hours and involves approximately 2 hours/week of lecture for a total of 30 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course presents the basic concepts and principles of pharmacology relevant to the science and practice of physical therapy. Effects of pharmaceutical agents on neural, muscular, cardiovascular, respiratory, endocrine and gastrointestinal function will be examined. Administration and common side effects of drugs used to treat pain, inflammation and infection will be discussed.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in CC 5.17, 5.27, 5.31, 5.44, 5.55, and 5.56. These elements encompass communication and care delivery within professions, systems review and screening, responding to emergency situations, and participation in case management as it pertains to pharmacology. "This course promotes the mission of the University of Memphis by equipping students with superior skills pharmacology which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	This course should enable the student to: <i>Cognitive (written examination)</i> <ol style="list-style-type: none">1. Identify mechanisms for drug absorption and distribution within human tissues. (I)2. Gather information related to drug elimination and excretion within the human body. (II)3. Classify generic and name brand drugs by targeted action within physiologic systems. (III)4. Monitor patients/clients for adverse drug reactions. (IV)5. Utilize pharmaceutical reference and online resources to research drug interactions. (IV)6. Chart adverse symptoms and physiologic status that may indicate an adverse event. (IV)7. Inform relevant healthcare professionals regarding a potential drug reaction or adverse event. (IV)8. Solicit consultation for patients that may benefit from pharmacologic

APPENDIX C. Course Syllabi

- intervention. (V)
9. Examine pharmacology interventions effect on patient physiologic status and laboratory values as it pertains to rehabilitation. (V)
 10. Report patient findings to healthcare professionals regarding drug interactions and effects on appropriateness for rehabilitation. (VI)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Ciccone C. *Pharmacology in Rehabilitation* (4th ed). FA Davis (2007). ISBN: 9780803613775

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be 3 written examinations. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Course Evaluation:

Each examination (3) is worth 33.34% of the total course grade for a total of 100%.

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the course director in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.

APPENDIX C. Course Syllabi

- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in

APPENDIX C. Course Syllabi

Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

The University is committed to ensuring equality in education and eliminating any

APPENDIX C. Course Syllabi

SEXUAL MISCONDUCT:

and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi
TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof Expectations
Wk 1	Introduction to Pharmacology and Pharmacokinetics	Ch 1-4	C: 1, 2	
Wk 2	Introduction to Pharmacology and Pharmacokinetics	Ch 1-4	C: 1, 2	
Wk 3	Introduction to Pharmacology and Pharmacokinetics and use of PDR	Ch 1-4	C: 1, 2, 5	
Wk 4	Drugs for Skeletal Muscle/Pain & Inflammation	Ch 13-15	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 5	Drugs for Pain and Inflammation	Ch 14-17	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 6	Drugs for Autonomic and Cardiovascular systems	Ch 18-25 Exam 1: Weeks 1-5	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 7	Drugs for Autonomic and Cardiovascular systems	Ch 18-25	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 8	Drugs for Autonomic and Cardiovascular systems	Ch 18-25	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 9	Drugs for Respiratory & Gastrointestinal systems	Ch 26-27	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 10	Pharmacology of Endocrine system	Ch 28-32	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 11	Drugs for Central Nervous System	Ch 5-12 Exam 2: Weeks 6-10	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 12	Drugs for Central Nervous System	Ch 5-12	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 13	Drugs for Central Nervous System	Ch 5-12	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 14	Pharmacology for Infections	Ch 33-35	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 15	Pharmacology for Chemotherapy and Immunomodulating Agents/Complementary & Alternative Medications	Ch 36-38	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56
Wk 16	No Classes: Thanksgiving Holiday			
Wk 17	Final Exam Week	Exam 3: Weeks 11-15	C: 3, 4, 6-10	5.11, 14,17, 19, 5.21-23, 5.27-29, 31, 42, 55, 56

Note: Schedule is subject to change.

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8070

COURSE TITLE:	Motor Control/Learning
COURSE NUMBER:	DPT 8070
CREDIT HOURS & CLOCK HOURS:	(3:3:0) This course is 3 credit hours and involves approximately 4.5 hours/week of lecture for a total of 45 contact hours over 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides an introduction to feedforward and feedback control of posture, balance, gait and other movement strategies with emphases on perceptual, motor and sensory contributions. Common neurologic disorders and pathologies will be discussed using a case-based approach that will require students to develop and plan treatment strategies. Major components of this course will include foundations of motor control, postural control and mobility.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in motor behavior, control, and learning. These elements encompass classification of sensory/motor skills and organization, information processing and signal detection, attention and performance, feedback/forward process, types of tasks and learning, augmented feedback, and retention and transfer during motor skills in normal function and applied to selected movement pathologies. "This course promotes the mission of the University of Memphis by equipping students with superior skills motor control and learning which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<i>Overall Course Goals:</i> <ol style="list-style-type: none">1. Apply elements of somatosensory and central motor programs to explain selected movement dysfunctions. (IV)2. Select appropriate strategies for teaching appropriate movement patterns. (V)3. Correlate movement dysfunction with appropriate central and peripheral sensory-motor processing to develop a plan of care. (VI)4. Instruct patients/clients in a new movement task. (VII) <i>Cognitive (written examination)</i> <ol style="list-style-type: none">1. Define motor control, learning, and behavior. (I)2. Collect information on differences between learning, performance, and recovery of function. (II)3. Categorize movement theories based upon limitations and clinical implications. (III)

APPENDIX C. Course Syllabi

4. Indicate neurophysiologic components involved in normal and dysfunctional movement patterns. (IV)
5. Apply concepts and clinical implications of motor learning theories to normal and dysfunctional movement patterns. (IV)
6. Inquire about neurophysiologic contributions to forms of learning, plasticity, and recovery of function. (IV)
7. Describe differences in feedback type as it pertains to teaching motor skills. (V)
8. Examine factor involved in recovery of function. (V)
9. Assess constraints involved in motor control mechanisms associated with normal and dysfunctional movement patterns. (V)
10. Examine normal control mechanisms involved in posture, mobility, and manipulation. (V)
11. Describe physiologic and structural element changes in the development of postural control. (V)
12. Distinguish elements of control related to normal mobility and changes over the lifespan. (V)
13. Integrate neurophysiological principles to explain changes in postural control, mobility, and manipulation with aging. (VI)
14. Manage patients/clients with abnormal postural control, mobility, and manipulation. (VI)
15. Recommend interventions to correct abnormal postural control, mobility, and manipulation. (VII)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Shumway-Cook and Woollacott. *Motor Control: Translating Research into Clinical Practice* (4th ed.). Lippincott Williams & Wilkins (2011). ISBN: 9781608310180

OTHER MATERIALS:

Lecture Notes will be provided via Blackboard & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be 3 written examinations. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Quizzes

Quizzes will be offered throughout the semester to assess student learning and retention. Quiz scores will comprise 25% of the overall grade.

Course Evaluation:

Exams (3)	25% Each
Weekly Quizzes	<u>25% Total</u>
	100%

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

APPENDIX C. Course Syllabi

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be **NO** make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a **ZERO** for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these **MUST** be identified within the first 2 weeks of the semester. Please review the examination schedule for **ALL** courses this semester. Changing of exam dates/times is made at the discretion of the course director. **NO** examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly

APPENDIX C. Course Syllabi

MISCONDUCT:	referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.
PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
PROMOTING A POSITIVE LEARNING ENVIRONMENT:	The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.
SPECIAL NEEDS:	Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.
AMERICANS WITH DISABILITIES ACT:	The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. <i>The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.</i> Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
DEALING WITH HARASSMENT:	The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the

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following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi

TENTATIVE COURSE SCHEDULE

Note: Schedule is subject to change.

Week	Topic	Readings	Objective	Practice Element
Wk 1	Review Sensorimotor Control/ Motor Control Theories/Learning/Recovery of Function	Notes; Ch 1-2	C: 1-3, 6-7	5.30 (l, n)
Wk 2	Physiology of Motor Control/Motor Learning and Recovery of Function	Ch 3-4	C: 1-3, 6, 8	5.30 (l, n)
Wk 3	Spring Break: No Classes			
Wk 4	Constraints on Motor Control/Conceptual Framework/Normal Posture	Ch 5-7	C: 4-5, 9-11	5.19-20, 5.30 (c, l, n, q)
Wk 5	Development and Influence of Aging on Postural Control	Ch. 8-9	C: 4-5, 9-12	5.19-20, 5.30 (c, l, n, q)
Wk 6	Abnormal Postural Control/Management	Ch. 10-11	C: 10, 14-15	5.19-20, 5.30 (c, l, n, q)
Wk 7	Control of Normal Mobility/Lifespan Perspective	Ch. 12-13 Exam 1: Weeks 1-6	C: 4-5, 9-13	5.19-20, 5.30 (c, i, l)
Wk 8	Abnormal Mobility/Management	Ch. 14-5	C: 4-5, 9-12, 14-15	5.19-20, 5.30 (c, i, l)
Wk 9	Normal Reach, Grasp, Manipulation	Ch. 16	C: 4-5, 9-12	5.19-20, 5.30 (c, l, n,)
Wk 10	Reach/Grasp/Manipulation Changes Across the Lifespan	Ch. 17	C: 4-5, 9-13	5.19-20, 5.30 (c, l, n,)
Wk 11	Abnormal Reach/Grasp/Manipulation/Management	Ch. 18-9	C: 4-5, 9-15	5.19-20, 5.30 (c, l, n,)
Wk 12	Final Exams	Exam 2: Weeks 7-11		

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8110

COURSE TITLE:	Evidence-Based Practice
COURSE NUMBER:	DPT 8110
CREDIT HOURS & CLOCK HOURS:	(2:2:0) This course will involve approximately 2 hours/week of lecture and 0 hours/week of laboratory activities for a total of 30 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course will review concepts of systematic evidence-based practice. Students will apply evidence-based practice to physical therapy-based topics with specific emphasis on critical appraisal of relevant research literature and preparing a decision-making paradigm for use in the clinical setting.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to patient/client education, education of colleagues, other healthcare professionals and students, and evidence-based practice. "This course promotes the mission of the University of Memphis by equipping students with superior skills in <u>evidence-based practice providing a foundation upon which further learning and professional communication within and between healthcare professions can occur</u> which will allow them to practice physical therapy with the highest integrity and service to their patients."

APPENDIX C. Course Syllabi

COURSE GOALS and LEARNING OBJECTIVES:

OVERALL COURSE GOALS

Upon completion of this course, students should be expected to:

1. Identify appropriate research design to systematically investigate a research question. (PT Tax: I)
2. Conduct a systematic review of literature (PT Tax: II)
3. Critically review clinical research publications. (PT Tax: III)
4. Integrate research findings to enhance physical therapy practice. (PT Tax: IV)

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain

This course should enable the student to:

1. Identify dependent and independent variables. (PT Tax: I)
2. Define and apply terms used in research and statistics. (PT Tax: I)
3. Use electronic databases to search for evidence pertaining to clinical questions. (PT Tax: II)
4. Correctly categorize data into nominal, ordinal, interval and/or ratio data types. (PT Tax: III)
5. Explain and apply the components of “desirable evidence & best available evidence”. (PT Tax: IV)
6. Explain the rationale and control offered by various experimental designs. (PT Tax: IV)
7. Communicate the logic of inferential statistical analyses. (PT Tax: IV)
8. Explain the importance of validity and reliability in research and clinical outcome measures. (PT Tax: IV)
9. Apply descriptive statistical measures for parametric and nonparametric data. (PT Tax: IV)
10. Explain the necessity for basic and clinical research as a means of advancing physical therapy as a profession. (PT Tax: IV)
11. Explain the components, use of, and interpretation of inferential statistical tests for nonparametric data. (PT Tax: IV)
12. Critically evaluate evidence about outcomes, intervention, diagnosis & prognosis. (PT Tax: V)

Affective domain

1. Appreciate and apply the concepts & general steps involved in Evidence-Based Physical Therapy Practice. (Bloom's: *Valuing*)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Guide to Evidence-Based Physical Therapy Practice, 2nd Edition. Jewell (2010) Jones & Bartlett Learning Publishing.
ISBN: 978-0763777654

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be two exams. All exams will be “closed book”. Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

APPENDIX C. Course Syllabi

Course Evaluation:

Exam I	30%
Exam II	30%
Exam III	30%
Article Summary/Discussion	<u>10%</u>
	100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
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 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.

APPENDIX C. Course Syllabi

- c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
- d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will

APPENDIX C. Course Syllabi

strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS: Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT: The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT: The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

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APPENDIX C. Course Syllabi

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Prac. Exp.
Wk 1	Orientation - No Class			
Wk 2	Introduction & Evidence-Based Physical Therapy Practice Evidence & the Search for Evidence	Ch 1 Chs 2 & 3	Cogn. 1,3,4	5.21, 5.22
Wk 3	Evidence & the Search for Evidence Elements of Evidence	Chs 2 & 3 Ch 4	Cogn. 3,4,12	5.21, 5.22
Wk 4	Research Design	Ch 5	Cogn. 2,3,6	5.21, 5.22
Wk 5	Research Subjects EXAM I	Ch 6 Chs 1-5	Cogn. 2,3,4	5.22
Wk 6	Variables & Measurement Research Validity	Ch 7 Ch 8	Cogn. 1,2,4,8,9	5.22, 5.23
Wk 7	Statistics	Ch 9	Cogn. 1,2,4,7,9,11	5.22
Wk 8	Evidence for Diagnostic Tests & Clinical Measures	Ch 10	Cogn. 5, 10,12	5.22, 5.23
Wk 9	Evidence for Prognostic Factors Evidence for Interventions	Ch 11 Ch 12	Cogn. 5, 10,12	5.22, 5.23
Wk 10	Spring break	No classes		
Wk 11	Appraising Evidence for Clinical Prediction Rules EXAM II	Ch 13 Chs 6-9	Cogn. 5,8,10,12	5.22, 5.23
Wk 12	Appraising Evidence for Outcomes Research	Ch 14	Cogn. 5,8,10,12	5.22, 5.23
Wk 13	Evidence for Self-Report Outcomes Research	Ch 15	Cogn. 5,8,10,12	5.22, 5.23
Wk 14	Systematic Reviews & Clinical Practice Guidelines Written Assignment Due	Ch 16	Cogn. 5,8,10,12	5.22- 5.24
Wk 15	Patient/Client Preferences	Ch 17	Cogn. 5,8,10,12	5.22, 5.23
Wk 16	Summary	Ch 18	Aff. 1	5.22, 5.23
Wk 17	EXAM III	Chs 10-16		

Note: Tentative course schedule is subject to change.

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8120

COURSE TITLE:	Professional Development
COURSE NUMBER:	DPT 8120
CREDIT HOURS & CLOCK HOURS:	(2:2:0) This course will involve approximately 2 hours/week of lecture for a total of 30 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	<p>This course will provide students an overview of the physical therapy profession and prepare them for the principles that direct legal and ethical decisions, professional roles, and professional behaviors related to the practice of physical therapy. Past, current, and future modes of the delivery of healthcare will be discussed. Development of skills related to time management and stress, group dynamics, effective study and test taking strategies, and conflict management will be covered. This course includes discussion of the generic abilities, core values, and the evolution of professional growth with components of self-assessment. In addition to role playing activities and group discussion, students will document aspects of professionalism through the use of a professional portfolio throughout the entire curriculum.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to professional practice expectations of accountability, altruism, compassion/caring, integrity, professional duty, practice management, and utilizing core values. "This course promotes the mission of the University of Memphis by equipping students with superior skills in <u>professional behaviors</u> which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
OVERALL COURSE GOALS:	<p>This course should enable the student to:</p> <ol style="list-style-type: none">1. Locate tools guiding ethical and legal PT practice from the APTA, NC Board of PT Examiners, and other regulatory agencies to use in future practice. (Cognitive II)2. Differentiate between the entities that impact the legal and ethical provision of physical therapy. (Cognitive V)3. Summarize the evolution of physical therapy related to education, licensure, use of extenders, and scope of practice. (VI- Cognitive)4. Observe professional communication with patients undergoing loss, grief, or other challenging conditions. (Affective-Responding)

APPENDIX C. Course Syllabi

5. Judge the influence of personal beliefs, values, and ethics in professional behaviors and interactions. (Affective- Organization)

SPECIFIC LEARNING OBJECTIVES:

Affective Domain:

This course should enable the student to:

1. Realize specific verbal and non-verbal communication that negatively or positively impacts patient interactions or team work. (Receive)
2. Recognize different ethical beliefs and value systems. (Receive)
3. Discuss the psychosocial impact of chronic illness, disability and death. (Responding).
4. Self-assess level of personal accomplishment with the Generic Abilities and Core Values Tool. (Organization)
5. Contrast different personality types and their impact on patient or team dynamics. (Organization)

Cognitive Domain:

This course should enable the student to:

1. Label the characteristics of a professional. (I)
2. Identify barriers to effective communication. (I)
3. List the Generic Abilities and Core Values from the APTA. (I)
4. Identify components of medical information that is protected under HIPAA. (I)
5. Name physical therapists that have been influential in the evolution of PT practice. (I)
6. Find specific position statements and rules of practice in the NC Board of PT Examiners related to supervision, use of extenders, and mobilization. (II)
7. Categorize patient information into the ICF disablement model. (III)
8. Categorize self-destructive behaviors of patients. (III)
9. Execute effective communication and motivation strategies in patient care. (IV)
10. State issues related to chronic illness that impedes healthcare delivery. (IV)
11. Comply with HIPAA rules related to patient privacy. (IV)
12. Cite stress management strategies for students and patients. (IV)
13. Discern the different roles of the APTA, state licensure boards, CAPTE, and the Federation of State Boards of Physical Therapy. (V)

TEXTBOOKS:

Required:

Gabard D. and Martin M. Physical Therapy Ethics, 2nd Edition. F.A. Davis Company (2011) ISBN: 0-8036-2367-4

OTHER MATERIALS:

Lecture Notes and supplemental readings will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Generic Abilities:

Self-assessment of the generic abilities and core values will begin in this course and extend throughout the clinical experience and clinical internship courses. At the completion of this course, students will be expected to reach the beginning level of accomplishment in the self-assessment of the generic abilities. Progression through the developing level will be monitored in the Clinical Internship 1 course with use of the CPI. Achievement of the entry level will be determined in Clinical Internships 2-4 with use of the CPI.

Examinations: There will be two written examinations. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Exams (2)

50% (25% each exam)

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Participation in Case Study Activities (3)	15% (5% each)
Core Values/ Generic Abilities Assignment	10%
PTA Scope of Practice Assignment	5%
Professional Portfolio	10%
HIPAA Training Quiz	10%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see CPHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be **NO** make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.

APPENDIX C. Course Syllabi

- b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
- c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
- d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:	Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.
ACADEMIC DISHONESTY POLICY:	Failure to abide by the University Honor Code will result in automatic failure of this course.
WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:	All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.
PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
PROMOTING A POSITIVE LEARNING ENVIRONMENT:	The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all

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groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

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DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT

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APPENDIX C. Course Syllabi

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives Overall-O Specific: Cognitive: C Affective: A Psychomotor:P	Prof. Prac. Exp. CCs:
Wk 1	Overview of course; The Physical Therapy Profession: History and Scope of Practice Evolution	Handouts, PowerPoint	O3 C1,5	5.11, 5.53
Wk 2	Entities that Direct, Guide, and Assess PT Use of PT Extenders	Handouts, PowerPoint NCBPTE activity	O1,2,3 C6,13	5.1, 5.2
Wk 3	Healthcare Models and Disablement Model	Handouts, PowerPoint	O3 C7	5.9, 5.17, 5.25
Wk 4	Future Challenges in PT: Falls Prevention, Autonomy, Aging, Reimbursement, Research	Handouts, PowerPoint	A2 C8,,10	5.1, 5.21- 5.25, 5.63-5.66
Wk 5	Influence of Outside Agencies on PT Practice: JCAHO, Federal Rules, Third-Party Payors	Handouts, PowerPoint Keirsey Personality Tool HIPAA Training	O1,2,3 C4,10,11,13	5.1, 5.2
Wk 6	Stress and Conflict Resolution, Group Dynamics	Handouts, PowerPoint	O4; A5 C2,12	5.4
Wk 7	Ethics, Values, Beliefs, Spirituality	Drensch chapters 2,4	O5 A2 C1	5.4
Wk 8	Professionalism; Professional Portfolio Development Personality Types, Professional Interactions	Handouts, PowerPoint Keirsey Personality Tool Exam 1	O1,2,4 A1, 5 C1	5.4
	Spring break	No classes		
Wk 9	PT Ethics: Core Values Generic Abilities, Code of Conduct	APTA website, handouts	O1,5 A2, 4 C1,3	5.3, 5.6- 5.13
Wk 10	PT Ethics Continued Mock Trial	APTA website, handouts	O1,5 A2, 4 C1, 3	5.3, 5.6- 5.13
Wk 11	Psychosocial Aspects of Healthcare: Communication and Motivation in PT	Drensch chapters 5-6	O4 A1 C2, 9	5.8, 5.9 5.17
Wk 12	Psychosocial Aspects of Healthcare: Death and Dying, Chronic Illness	Drensch chapters 7-10	O4 A3 C8, 9, 10, 12	5.8, 5.9, 5.10
Wk 13	Psychosocial Aspects of Healthcare: Disability, Sexuality, Disability	Drensch chapters 10-12 Group Activities/Case study	O4 A3 C8, 9, 10, 12	5.8 5.9 5.10
Wk 14	Challenging Conditions in PT	Drensch chapters 13-15	O4 A3 C8, 9, 12	5.8 5.9 5.10
	Easter Holiday	No Classes		
Wk 15	Challenging Conditions in PT continued Exam 2	Group Case Study Drensch chapters 13-15 Exam 2	O4 A3 C8, 9, 12	5.8 5.9 5.10
WK 16	Final Exams begin			

Note: Tentative course schedule is subject to change.

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8130

COURSE TITLE:	Clinical Inference I
COURSE NUMBER:	DPT 8130
CREDIT & CLOCK HOURS:	(2:1:3) 2 credit hours with 1 hour of lecture and 3 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 60 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A: Lockstep Program
COURSE DESCRIPTION:	<p>This course focuses on clinical reasoning in three parts. The first section of the course provides the elements and processes of critical thinking and reasoning necessary for clinical practice. The second section will apply previously taught foundational research skills to searching the literature and critically appraising the results. The third section will begin to utilize collaborative groups to solve simulated clinical cases across the lifespan from the musculoskeletal and hospital-based perspective. Problem-based and case-based learning activities will be implemented with patients and actors to support development of students' critical thinking and reasoning skills for physical therapy diagnosis, prognosis and plan of care. Students will orally present cases to their peers and faculty as well as answer questions related to their clinical reasoning processes and resultant plans of care.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<p>TBD</p> <p>Instructors: TBD</p> <p>Office Hours: By appointment via email.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><u>OVERALL COURSE GOALS</u></p> <p>Upon completion of this course, students should be expected to:</p> <ol style="list-style-type: none">1. Utilize a self-directed learning process to establish independent learning goals in the area of clinical reasoning. [PT tax: IV]2. Express the elements of the patient/client care evaluation and management model. [PT tax: IV]3. Design a literature research strategy that directly enables the student to compile information relevant to solving a clinical case. [PT tax: VII]

APPENDIX C. Course Syllabi

4. Evaluate a set of patient/client data and develop an initial diagnostic hypothesis leading to an evidence-informed examination sequence for a physical therapy patient/client. [PT tax: V]
5. Prioritize the patient/client appropriately and develop a detailed prognosis. [PT tax: V]
6. Synthesize an all-source evidence-informed management plan including education, activity modification, and physical interventions. [PT tax: VI]

SPECIFIC COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be expected to:

Affective domain

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of the SOAPIER format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

1. Catalogue typical clinical decisions required of physical therapists. [PT tax: III]
2. Characterize the common biases used in arriving at decisions in clinical situations of uncertainty. [PT tax: III]
3. Express simple heuristics for the purpose of improving decision-making under conditions of uncertainty. [PT tax: IV]
4. Apply a logical, repeatable, efficient, and effective process for searching and analyzing literature with the purpose of answering a clinically important question. [PT tax: VI]
5. Describe clusters of symptoms that denote a need for referral to another health care provider or caution during the remainder of the evaluation and management process. [PT tax: V]
6. Prioritize appropriate components of the physical therapy examination and develop an appropriate examination for pathological conditions commonly encountered by physical therapists. [PT tax: V]
7. Discern those patients/clients who present with clusters of symptoms that denote either a medical emergency or the need for referral to another healthcare provider. [V]
8. Weigh individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [PT tax: V]
9. Analyze the data from the examination to apply a diagnosis, determine a prognosis and develop a plan of care that is acceptable, realistic, and patient/client centered. [V]
10. Articulate an intervention plan for conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [VI]
11. Consistently integrate the best evidence from various sources with clinical judgment and patient/client values to determine the best care for a patient/client. [VI]
12. Defend the diagnostic, evaluative and management decisions made as part of the clinical reasoning process. [PT tax: VI]

Psychomotor domain:

1. Orally present a new patient/client's case in a logical sequence (patient profile, diagnostic hypothesis) summarizing the pertinent positive and negative examination findings as well as a comprehensive differential diagnosis, prognosis, general plans for physical therapy intervention, and a review and alteration of the overall management plan. [PT tax: IV]
2. Demonstrate appropriate components of the physical therapy examination and develop appropriate sequences that apply to pathological conditions commonly encountered by physical therapists. [B: COR]

APPENDIX C. Course Syllabi

3. Demonstrate individual examination sequences that vary according to individual levels of severity and irritability in patient/client presentation. [B: COR]
4. Demonstrate components of the intervention plan for conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [B: COR]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade for this course.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
1. Self-Reflective Journal	20
2. Critically Appraised Paper	20
3. Oral Case presentation I	25
4. Oral Case Presentation II	25
5. Course participation	10
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

1. Self-reflective Journal (20 points): *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards achieving their goals.

2. Critically appraised paper (20 points): *Information & Rubric*

Each student will be required to formulate a clinical question, search the literature for five articles that accurately answer the clinical question and write an analysis of the most relevant article. This activity will be due after the completion of class three.

3. Oral Case presentation I: Evaluation (25 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Oral Case presentation II: Management (25 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature

APPENDIX C. Course Syllabi

and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical physical therapy management for that pathology.

5. Course Participation (10 points): Information & Rubric

Participation is:

- Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
- A willingness to make some mistakes. It is ok be wrong; it's a natural part of learning.
- Engaging faculty and other students in an open, consistent, and inquiring manner.
- Always practicing while you're working in class. Ask others to critique your performance or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified. Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be **NO** make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a **ZERO** for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE

Examination dates and times are listed in the syllabus for this course at the beginning of the

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CHANGE POLICY:	semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.
ACADEMIC DISHONESTY POLICY:	Failure to abide by the University Honor Code will result in automatic failure of this course.
WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:	All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.
PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
PROMOTING A POSITIVE LEARNING ENVIRONMENT:	The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.
SPECIAL NEEDS:	Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.
AMERICANS WITH DISABILITIES ACT:	The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. <i>The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling</i>

APPENDIX C. Course Syllabi

condition, which will require modification to avoid discrimination. Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

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Tentative Course Schedule

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Goal and Objective Setting/Heuristics	<i>Affective all Cognitive 1,2,3</i>	5.12, 5.13,5.19,5.20,5.21
2	Critically Appraised Topic I	<i>Cognitive 1,2,3,4</i>	5.21-5.25
3	Critically Appraised Topic II	<i>Cognitive 1,2,3,4</i>	5.21-5.25
4	<i>No Class</i>	<i>NA</i>	
5	Problem-Solving I: Scope of Practice	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
6	Problem-Solving II: Spinal	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
7	Problem-Solving III: Upper Extremity	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
8	Problem-Solving IV: Lower Extremity	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
9	Critically Appraised Topic III	<i>Cognitive 5,6,7,8,9,10</i>	5.21 – 5.25
10	Self-Reflection II: Goals and Objectives	<i>Affective all Cognitive 5,6,7,8,9,10</i>	5.12
11	ORAL CASE PRESENTATION I: Evaluation	<i>Cognitive 5,6,7,8,9,10</i>	5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17,5.18,.19,5.20,5.22,5.23,5.26,5.27,5.28, 5.30(c,e,f,I,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33.
12	Problem-Solving V: Pediatrics	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
13	Problem-Solving VI: Adulthood	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
14	Problem-Solving VII: Geriatrics	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
15	Problem-Solving VIII: Complex Cases	<i>Cognitive 5,6,7,8,9,10</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
16	Critically Appraised Topic IV	<i>Cognitive 5,6,7,8,9,10</i>	5.21 – 5.25
17	Self-Reflection III: Course Review	<i>Affective All</i>	5.12
18	ORAL CASE PRESENTATION II: Management	<i>Cognitive 2</i>	5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17,5.18,.19,5.20,5.22,5.23,5.26,5.27,5.28, 5.30(c,e,f,I,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33.

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8140

COURSE TITLE:	Clinical Inference II
COURSE NUMBER:	DPT 8140
CREDIT & CLOCK HOURS:	(2:1:3) 2 credit hours with 1 hour of lecture and 3 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 60 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A: lockstep program
COURSE DESCRIPTION:	<p>This course will further develop the learner's critical thinking and clinical reasoning skills in clinical practice. Utilizing a problem-based approach; students will apply their foundational research skills towards asking specific clinical questions, searching the literature and critically appraising the results. Additionally, students will work in collaborative groups to solve simulated clinical cases across the lifespan and clinical specialties within physical therapy. Problem-based and case-based learning activities will be utilized with patients and actors for students to develop critical thinking and reasoning skills in developing physical therapy diagnoses, prognoses, and plans of care. Students will have the opportunity to present cases to the peers and answer questions related to their clinical reasoning processes and resultant plans of care.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<p>TBD</p> <p>Instructors: TBD</p> <p>Office Hours: By appointment via email.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><u>OVERALL COURSE GOALS</u></p> <p>Upon completion of this course, students should be expected to:</p> <ol style="list-style-type: none">1. Explore a self-directed learning process to establish independent learning goals and objectives of interest to the learner that are consistent with the course material. [PT tax: V]2. Construct a literature research strategy that directly enables the student to compile information relevant to solving a clinical case. [PT tax: VIII]3. Interpret a set of patient/client data and develop an initial diagnostic hypothesis leading to an evidence-informed and individualized subjective and objective evaluation sequence for a physical therapy patient/client. [PT tax: VI]

APPENDIX C. Course Syllabi

4. Summarize the patient/client appropriately and develop a detailed prognosis. [PT tax: VI]
5. Collaborate with colleagues to develop an all-source evidence-informed management plan including education, activity modification, and physical interventions. [PT tax: VII]

SPECIFIC COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be expected to:

Affective domain

1. Recognize that self-directed learners are well prepared to practice in a health care environment with an ever-increasing body of knowledge and constantly changing preferred practice patterns. [B: R]
2. Acknowledge that efficient, effective, and consistent patterns of literature searching are integral to the clinical reasoning process and are essential to the process of clinical problem solving. [B: R]
3. Accept that clinical-problem solving requires an integration of clinical experience, the literature, and patient preference into a logical and efficient thinking process that has tangible inputs [subjective/objective tests and measures] and outputs [diagnosis, prognosis, management plan]. [B: V]
4. Display the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: C]
5. Internalize the importance of an interdisciplinary team approach and act consistently with those beliefs. [B: C]

Cognitive domain

1. Direct a logical, repeatable, efficient, and effective process for searching and analyzing literature for the purpose of solving a clinical physical therapy patient case. [PT tax: VII]
2. Project appropriate components of the physical therapy examination and develop an appropriate examination for pathological conditions commonly encountered by physical therapists. [PT tax: VII]
3. Interpret those patients/clients who present with clusters of symptoms that denote either a medical emergency or the need for referral to another healthcare provider. [VII]
4. Guide individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [PT tax: VII]
5. Interpret the data from the examination to apply a diagnosis, determine a prognosis and develop a plan of care that is acceptable, realistic, and patient/client centered. [VII]
6. Prescribe an intervention plan for conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [VII]
7. Consistently incorporate the best evidence from various sources with clinical judgment and patient/client values to determine the best care for a patient/client. [VII]
8. Defend the diagnostic, evaluative and management decisions made as part of the clinical reasoning process. [PT tax: VI]

Psychomotor domain:

1. Orally present a new patient/client's case in a logical sequence (patient profile, diagnostic hypothesis) summarizing the pertinent positive and negative examination findings as well as a comprehensive differential diagnosis, prognosis, general plans for physical therapy intervention, and a review and alteration of the overall management plan. [PT tax: IV]
2. Demonstrate appropriate components of the physical therapy examination and develop appropriate sequences that apply to pathological conditions commonly encountered by physical therapists. [B: COR]
3. Demonstrate individual examination sequences that vary according to individual levels of severity and irritability in patient/client presentation. [B: COR]
4. Demonstrate components of the intervention plan for conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [B: COR]

APPENDIX C. Course Syllabi

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through Blackboard. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade for this course.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
6. Self-Reflective Journal	20
7. Critically Appraised Paper	20
8. Oral Case presentation I	25
9. Oral Case Presentation II	25
10. Course participation	10
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

1. Self-reflective Journal (20 points): *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards achieving their goals.

2. Critically appraised paper (20 points): *Information & Rubric*

Each student will be required to formulate a clinical question, search the literature for five articles that accurately answer the clinical question and write an analysis of the most relevant article. This activity will be due after the completion of class three.

3. Oral Case presentation I: Evaluation (25 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Oral Case presentation II: Management (25 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical physical therapy management for that pathology.

5. Course Participation (10 points): *Information & Rubric*

Participation is:

APPENDIX C. Course Syllabi

- Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
- A willingness to make some mistakes. It is ok be wrong; it's a natural part of learning.
- Engaging faculty and other students in an open, consistent, and inquiring manner.
- Always practicing while you're working in class. Ask others to critique your performance or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified. Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be **NO** make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a **ZERO** for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these **MUST** be identified within the first 2 weeks of the semester. Please review the examination schedule for **ALL** courses this semester. Changing of exam dates/times is made at the discretion of the course director. **NO** examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

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ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

APPENDIX C. Course Syllabi

DEALING WITH HARASSMENT:	<p>The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:</p> <p>The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.</p> <p>The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oe@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.</p> <p>In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.</p>
SEXUAL MISCONDUCT:	
INCLEMENT WEATHER:	<p>To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit http://www.memphis.edu/crisis/</p>
CRISIS MANAGEMENT:	

APPENDIX C. Course Syllabi

Tentative Course Schedule

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Self-Reflection I: Goal and Objective Setting		5.12
2	Critically Appraised Topic I		5.21 – 5.25
3	Critically Appraised Topic II		5.21 – 5.25
4	<i>No Class</i>		
5	Problem-Solving I: Scope of Practice		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
6	Problem-Solving II: Spinal		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
7	Problem-Solving III: Upper Extremity		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
8	Problem-Solving IV: Lower Extremity		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
9	Critically Appraised Topic III		5.21 – 5.25
10	Self-Reflection II: Goals and Objectives		5.12
11	ORAL CASE PRESENTATION I: Evaluation		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
12	Problem-Solving V: Pediatrics		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
13	Problem-Solving VI: Adulthood		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
14	Problem-Solving VII: Geriatrics		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
15	Problem-Solving VIII: Complex Cases		5.21–5.25, 5.27, 5.31-5.33, 5.35-5.36
16	Critically Appraised Topic IV		5.21 – 5.25
17	Self-Reflection III: Course Review		5.12
18	ORAL CASE PRESENTATION II: Management		5.39-5.41

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8150

COURSE TITLE:	Clinical Inference III
COURSE NUMBER:	DPT 8150
CREDIT & CLOCK HOURS:	(2:1:3) 2 credit hours with 2.5 hour of lecture and 7.5 hours of laboratory experience each week for a total of 6 weeks. Total clock hours are 60 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A: lockstep program
COURSE DESCRIPTION:	This course will further develop the learner's critical thinking and clinical reasoning skills in clinical practice. Utilizing a problem-based approach; students will apply their foundational research skills towards asking specific clinical questions, searching the literature and critically appraising the results. In addition, students will work in collaborative groups to resolve simulated clinical cases across the lifespan and clinical specialties within physical therapy. Problem-based and case-based learning activities will be utilized with patients and actors for students to develop critical thinking and reasoning skills in developing physical therapy diagnoses, prognoses, and plans of care. Students will have the opportunity to present cases to the peers and answer questions related to their clinical reasoning processes and resultant plans of care.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Conceptualize a self-directed learning process to establish independent learning goals and objectives of interest to the learner that are consistent with the course material. [PT tax: VIII]2. Construct a literature research strategy that directly enables the student to compile information relevant to solving a clinical case. [PT tax: VIII]3. Appraise a set of patient/client data and develop an initial diagnostic hypothesis leading to an evidence-informed and individualized subjective and objective evaluation sequence for a physical therapy patient/client. [PT tax: XI]

APPENDIX C. Course Syllabi

4. Consult the patient/client appropriately and develop a detailed prognosis. [PT tax: VII]
5. Collaborate with colleagues to develop an all-source evidence-informed management plan including education, activity modification, and physical interventions. [PT tax: VII]

SPECIFIC COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be expected to:

Affective domain

1. Recognize that self-directed learners are well prepared to practice in a health care environment with an ever-increasing body of knowledge and constantly changing preferred practice patterns. [B: R]
2. Acknowledge that efficient, effective, and consistent patterns of literature searching are integral to the clinical reasoning process and are essential to the process of clinical problem solving. [B: R]
3. Accept that clinical-problem solving requires an integration of clinical experience, the literature, and patient preference into a logical and efficient thinking process that has tangible inputs [subjective/objective tests and measures] and outputs [diagnosis, prognosis, management plan]. [B: V]
4. Display the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: C]
5. Internalize the importance of an interdisciplinary team approach and act consistently with those beliefs. [B: C]

Cognitive domain

1. Conduct a logical, repeatable, efficient, and effective process for searching and analyzing literature for the purpose of solving a clinical physical therapy patient case. [PT tax: VII]
2. Orally guide a new patient/client's case in a logical sequence – patient profile (age, gender/pain map), diagnostic hypothesis, summarizing the pertinent positive and negative findings as well as the differential diagnosis, prognosis, and general plans for physical therapy management. [PT tax: VII]
3. Advise of illness scripts that require immediate referral to another health care provider (red flags), or caution during the remainder of the evaluation and management process (yellow flags). [PT tax: VII]
4. Critique appropriate components of the physical therapy examination and develop appropriate sequences that apply to various physical therapy clinical illness scripts. [PT tax: X]
5. Judge individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [PT tax: XI]
6. Validate a management plan for common physical therapy illness scripts that incorporates goals, prognosis, and specific interventions in the three intervention categories of education, activity modification, and physical interventions (modalities, therapeutic exercise, manual therapy). [PT tax: XI]
7. Challenge the diagnostic, evaluative and management decisions made as part of the clinical reasoning process. [PT tax: XI]

Psychomotor domain:

7. Demonstrate appropriate components of the physical therapy examination and develop appropriate sequences that apply to various physical therapy clinical illness scripts. [B: COR]
8. Demonstrate individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [B: COR]
9. Demonstrate components of the management plan for specific interventions in the three intervention categories of education, activity modification, and physical interventions (modalities, therapeutic exercise, manual therapy). [B: COR]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy

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from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade for this course.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
11. Self-Reflective Journal	20
12. Critically Appraised Paper	20
13. Oral Case presentation I	25
14. Oral Case Presentation II	25
15. Course participation	10
TOTAL	100 points

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

1. Self-reflective Journal (20 points): *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards achieving their goals.

2. Critically appraised paper (20 points): *Information & Rubric*

Each student will be required to formulate a clinical question, search the literature for five articles that accurately answer the clinical question and write an analysis of the most relevant article. This activity will be due after the completion of class three.

3. Oral Case presentation I: Evaluation (25 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Oral Case presentation II: Management (25 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical physical therapy management for that pathology.

5. Course Participation (10 points) : *Information & Rubric*

Participation is:

- Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.

APPENDIX C. Course Syllabi

- A willingness to make some mistakes. It is ok be wrong; it's a natural part of learning.
- Engaging faculty and other students in an open, consistent, and inquiring manner.
- Always practicing while you're working in class. Ask others to critique your performance, or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

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ACADEMIC

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DISHONESTY POLICY:

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PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

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The School of Health Studies believes it is important to respond to insensitive and inappropriate

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DEALING WITH HARASSMENT:	<p>behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:</p> <p>The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.</p>
SEXUAL MISCONDUCT:	<p>The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.</p>
INCLEMENT WEATHER:	<p>In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.</p>
CRISIS MANAGEMENT:	<p>To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit http://www.memphis.edu/crisis/</p>

APPENDIX C. Course Syllabi

Tentative Course Schedule

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Self-Reflection I: Goal and Objective Setting	<i>Affective all; Cognitive 1</i>	5.12
	Critically Appraised Topic I	<i>Cognitive 1</i>	5.21 – 5.25
	Critically Appraised Topic II	<i>Cognitive 1</i>	5.21 – 5.25
2	Problem-Solving I: Scope of Practice	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving II: Spinal	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving III: Upper Extremity	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
3	Problem-Solving IV: Lower Extremity	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Critically Appraised Topic III	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21 – 5.25
	Self-Reflection II: Goals and Objectives	<i>Affective all; Cognitive 1, 3-6</i>	5.12
4	ORAL CASE PRESENTATION I: Evaluation	<i>Cognitive 2</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving V: Pediatrics	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving V: Pediatrics	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
5	Problem-Solving VI: Adulthood	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving VI: Adulthood	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving VII: Geriatrics	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
6	Problem-Solving VII: Geriatrics	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving VIII: Complex Cases	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
	Problem-Solving VIII: Complex Cases	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21-5.25, 5.27, 5.31-5.33, 5.35-5.36
7	Critically Appraised Topic IV	<i>Cognitive 1, 3, 4, 5, 6</i>	5.21 – 5.25
	Self-Reflection III: Course Review	<i>Affective All</i>	5.12
	ORAL CASE PRESENTATION II: Management	<i>Cognitive 2</i>	5.39-5.41

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8210

COURSE TITLE:	Physical Therapy Tests and Measures
COURSE NUMBER:	DPT 8210
CREDIT HOURS & CLOCK HOURS:	(4:2:8) This course is 4 credit hours and involves approximately 2 hours/week of lecture and 8 hours/week of laboratory activities for a total of 150 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	<p>This course introduces students to the tests and measures used by physical therapists in clinical examinations to assess and evaluate the patient/client. Tests and measures will be discussed and practiced including patient assessment techniques, patient mobility, transfers, gait assistance and assistive devices, as well as physical agents and electrotherapeutic interventions. Items of specific focus include vital sign assessments, anthropometric measures, musculoskeletal screening, postural assessment, goniometry, manual muscle testing, sensory testing, reflex testing, palpation, and joint mobility. The course will include lecture and laboratory-based components to facilitate psychomotor learning.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<p>TBD</p> <p>Instructors: TBD</p> <p>Adjunct and DPT faculty</p> <p>Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to professional accountability and duty, compassion/caring, advocating, documentation, examination, intervention, and delegation. "This course promotes the mission of the University of Memphis by equipping students with superior skills in application of precautions with patients, safety, body mechanics, assessment of joint motion and muscle strength/length, transfer and mobility, assistive devices and gait training, and physical agents which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p>This course should enable the student to:</p> <p>Overall: (written and practical examinations)</p> <ol style="list-style-type: none">1. Organize a system to approaching patient assessment from range of motion

APPENDIX C. Course Syllabi

- and muscle length/strength. (III)
2. Complete a safe and efficient patient transfer, positioning, and gait training for patients in a variety of settings: (IV)
3. Safeguard patients during transfer and gait training. (IV)
4. Weigh the indications/contraindications and benefits of physical agents in patient care: (V)

Cognitive: (Written examinations)

1. Identify anatomical structures that allow for measurement and assessment of physiologic status and joint motion. (I)
2. Recall normal range of motion for joints by region. (I)
3. Identify normal household and community measures necessary to meet the ADA requirement for patients in wheelchairs. (I)
4. Name indications and contraindications for physical agents. (I)
5. Obtain wheelchair dimensions necessary for patient fitting. (II)
6. List the steps to follow for universal precautions and aseptic technique in handling patients and body fluids. (II)
7. Assemble instruments and tools to allow for safe and efficient patient positioning, transfer, and gait training. (II)
8. Collect patient information to allow for safe and effective delivery of physical agents. (II)
9. Arrange the patient and assistive devices to allow for safe and efficient transfers and mobility training. (III)
10. Treat patients using physical agents. (IV)
11. Record physiologic status and joint range of motion and muscle length/strength. (IV)
12. Select the appropriate physical agent and parameters for use in selected patient cases. (V)
13. Describe the process for changing patient positioning. (V)
14. Select appropriate assistance with bed mobility, transfers, and ambulation using standardized assistance scales. (V)
15. Assign delegated tasks to support personnel that comply with the law and professional practice acts. (V)

Psychomotor: (weekly laboratory activities & practical examinations)

1. Measures accurately and safely physiologic status, joint range of motion, and muscle testing to include: (P:Set)
 - a. Blood pressure
 - b. Heart rate
 - c. Respiratory rate
 - d. Temperature
 - e. Pain
 - f. Anthropometrics
 - g. Normal range of motion in all joint systems
 - h. Testing of muscle length and strength in all body regions
2. Demonstrate proper application of precautions in a patient care setting to include: (P:GR)
 - a. Standard/universal precautions
 - b. Respiratory hygiene/cough etiquette
 - c. Contact precautions
 - d. Droplet precautions
 - e. Airborne and transmission precautions/guidelines
 - f. Special enteric precautions
3. Build a sterile field (P:Mechanism)
4. Execute safely bed mobility and patient positioning techniques in a variety of settings. (P: Mechanism)
5. Safely implement patient transfer to assistive device, bed, or other devices

APPENDIX C. Course Syllabi

- to include: (P:Mechanism)
- a. Hydraulic lifts
 - b. Tilt table
 - c. Supine to sit
 - d. Sit to stand
 - e. Stand pivot
 - f. Modified pivot
 - g. Dependent transfer
 - h. Use of gait belts
 - i. Levels of assistance
6. Execute safely and effectively patient preparation and use of assistive devices and gait in a variety of settings and obstacles: (P: Mechanism)
- a. WB status
 - b. Environment
 - c. Method and content of instruction
 - d. Selection of assistive device
 - e. Selection of gait pattern
 - f. Fitting of assistive devices to include:
 - i. Wheelchair
 - ii. Walkers
 - iii. Axillary crutches
 - iv. Forearm crutches
 - v. Canes
 - vi. Platform attachments
7. Instruct peers and patients in the indications and contraindications for physical agents (P: Mechanism)
8. Apply physical agents to patients in a safe and effective manner to include: (P:COR)
- a. Thermal agents
 - b. Ultrasound
 - c. Diathermy
 - d. Hydrotherapy
 - e. Traction
 - f. Compression
 - g. Electrical currents
 - h. Lasers and lights
 - i. Ultraviolet radiation

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Minor MA and Minor SD. Patient Care Skills (6th ed). Pearson (2010). ISBN: 9780132082341

Norkin CC and White DJ. Measurement of Joint Motion (4th ed). FA Davis (2009) ISBN: 97800803620667

Montgomery J, Avers D, and Brown M. Daniel's and Worthingham's Muscle Testing: Techniques of Manual Examination and Performance Testing (9th ed). Saunders (2013). ISBN: 9781455706150

Cameron MH. Physical Agents in Rehabilitation (4th ed). Saunders (2012). ISBN: 9781455728480

APPENDIX C. Course Syllabi

OTHER MATERIALS:	Lecture Notes will be provided via eCourseware & Google sites
GRADING and EXAMINATIONS:	<p><u>Examinations:</u> There will be four written examinations and two practical examinations for a total of six examinations in the course. All exams will be “closed book”. Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.</p> <p><u>Course Evaluation:</u> The course grade will be calculated based on the following: Written Examinations (4) 10% for each written examination totaling 40% of course grade Practical Examinations (2) 30% for each practical examination totaling 60% of course grade</p> <p><u>Calculation of the Letter Grade will use the following criteria:</u> 90 to 100 percent = A 80 to 89.9 percent = B 70 to 79.9 percent = C 60 to 69.9 percent = D Below 60 percent = F</p> <p>If a student is unable to attend an exam, it is the student’s responsibility to communicate with the instructor in advance. Please see Exam Attendance section.</p>
EXAM ATTENDANCE:	Attendance is required at all examinations. There will be NO make-up examinations administered except at the discretion of the course director and ONLY after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.
EXAMINATION RULES for STUDENTS:	<p>Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.</p> <ol style="list-style-type: none">1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.5) There should be no talking during the examinations.6) All students must take the examination on the designated date and in the designated time slot.7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the

APPENDIX C. Course Syllabi

examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.

- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
- If possible contact the course instructor prior to the examination if you know you won't be attending.
 - You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who

APPENDIX C. Course Syllabi

complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

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TENTATIVE COURSE SCHEDULE

Week	Date	Lecture	Laboratory	Resources	Objectives	Prof Expectation
1	Wk 1	ADA & Preparation Patient Care/Precautions	1: Precautions/aseptic technique/PPE/BBP 2: vital signs/anthropometrics/CPR/assessment tools	Duest: Ch 1,3,4,5	C: 1,6 P: 1-3	CC 5.1, 5.2, 5.17, 5.30(b,d,e,f,g,p,v), 5.42, 5.44, 5.63, 5.64
2	Wk 2	ROM & muscle length testing/reliability & validity of testing procedures	1: Upper extremity goniometry 2: Upper extremity goniometry/muscle testing	Nork: Ch 1-7 D&W: 1-2, 5	C: 1, 2, 11 P: 1	CC: 5.17, 5.21-22, 5.30(k,m,s)
3	Wk 3	Manual muscle testing	1: Upper extremity muscle testing 2: Lower extremity goniometry	Nork: Ch 8-10 D&W: Ch 6	C: 1, 2, 11 P: 1	CC: 5.17, 5.21-22, 5.30(k,m,s)
4	Wk 4	Alternatives to muscle testing and functional performance	1: Lower extremity muscle testing 2: goniometry of spine and TMJ	Nork: Ch 11-13 D&W: Ch 3,4,7-9	C: 1, 2, 11 P: 1	CC: 5.17, 5.21-22, 5.30(k,m,s)
5	Wk 5	Patient positioning/draping/safety	1: muscle testing of spine and head/alternatives and functional performance testing 2: Patient positioning/draping	D&W: Ch 3,4,7-9 Duest: Ch 8 Exam 1: Weeks 1-4	C: 1, 2, 7, 11, 13, 14 P: 1, 4	CC: 5.1, 5.3, 5.10, 5.17, 5.19, 5.21-22, 5.26, 5.30(h,k,m,s), 5.40-42,
6	Wk 6	Body mechanics/Transfers and assistance grading/delegation	1: Body mechanics and safety with lifting and transfers 2: Transfers	Duest: Ch 7	C: 9, 13, 14, 15 P: 1, 5	CC: 5.1, 5.3, 5.10, 5.17, 5.19, 5.21-22, 5.26, 5.30(c,h), 5.40-42,
7	Wk 7	Wheelchairs	1: Transfers 2: Fitting assistive devices	Duest: Ch 6	C: 3, 5, 7, 14 P: 1, 5, 6	CC: 5.1, 5.3, 5.10, 5.17, 5.19, 5.21-22, 5.26, 5.30(c,d,h), 5.40-42,
8	Wk 8	Gait and assistive devices	1: Gait patterns on all surfaces 2: Gait patterns on all surfaces	Duest: Ch 10	C: 7, 9, 14 P: 1, 6	CC: 5.1, 5.3, 5.10, 5.17, 5.19, 5.21-22, 5.26, 5.30(c,d,h,i), 5.40-42,
9	Wk 9	Review/Question & Answer	1: Wheelchair transfers and mobility 2: Wheelchair transfers and mobility	Duest: Ch 10 Exam 2: Weeks 5-8	C: 3, 5, 7, 14 P: 1, 5, 6	CC: 5.1, 5.3, 5.10, 5.17, 5.19, 5.21-22, 5.26, 5.30(c,d,h,i), 5.40-42,
10	Wk 10	No classes: Spring break				
11	Wk 11	Introduction to Physical Agents	Practical examination 1: Weeks 1-9	Cam: Ch 1,4,5	C: 4, 8, 10, 12	
12	Wk 12	Thermal Agents: Heat/Cold/Ultrasound/Diathermy	1: Heat/cold 2: Heat/cold	Cam: Ch 6,7,14	C: 4, 8, 10, 12 P: 1, 7, 8	CC: 5.1, 5.3, 5.11, 5.17, 5.19, 5.21-23, 5.30(e,f,p,), 5.39(i), 5.40-42
13	Wk 13	Thermal Agents: Ultrasound/Diathermy/Hydrotherapy	1: Ultrasound/Diathermy 2: Hydrotherapy	Cam: Ch 6,7,9,14	C: 4, 8, 10, 12 P: 1, 7, 8	CC: 5.1, 5.3, 5.11, 5.17, 5.19, 5.21-23, 5.30(e,f,p,), 5.39(i), 5.40-42
14	Wk 14	Electric Currents and physiology	1: Electrotherapeutics 2: Electrotherapeutics	Cam: Ch 8,12,13 Exam 3: Weeks 11-13	C: 4, 8, 10, 12 P: 1, 7, 8	CC: 5.1, 5.3, 5.11, 5.17, 5.19, 5.21-23, 5.30(e,f,p,), 5.39(h), 5.40-42
15	Wk 15	Electric Currents and physiology	1: Electrotherapeutics 2: Electrotherapeutics	Cam: Ch 8,12,13	C: 4, 8, 10, 12 P: 1, 7, 8	CC: 5.1, 5.3, 5.11, 5.17, 5.19, 5.21-23, 5.30(e,f,p,), 5.39(h), 5.40-42
16	Wk 16	Traction/compression/Hydrotherapy	1: Traction/compression 2: Practical Examination 2: Weeks 11-16	Cam: Ch 10-11	C: 4, 8, 10, 12 P: 1, 7, 8	CC: 5.1, 5.3, 5.11, 5.17, 5.19, 5.21-23, 5.30(e,f,p,), 5.39(i), 5.40-42
17	Wk 17	Final Examinations		Exam 4: Weeks 14-16		

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8220

COURSE TITLE:	Therapeutic Exercise I
COURSE NUMBER:	DPT 8220
CREDIT HOURS & CLOCK HOURS:	(3:2:3) This course will involve approximately 2 hour/week of lecture and 3 hours/week of laboratory activities for a total of 75 contact hours over a 15 week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides students with an introduction to the concepts and application of therapeutic exercise to promote proper muscle function in rehabilitation. Application of therapeutic exercise to post-operative rehabilitation, impairments, pain, and movement disorders will be discussed. Emphasis will be placed on the development of rehabilitation programs using appropriate therapeutic exercise.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to interventions including: balance, coordination, agility, postural stabilization, flexibility, gait and locomotion training and aquatic therapy. "This course promotes the mission of the University of Memphis by equipping students with superior skills in therapeutic exercise which will allow them to practice physical therapy with the highest integrity and service to their patients.
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> This course should enable the student to: <ol style="list-style-type: none">1. Identify the mechanisms underlying response and adaptation to therapeutic exercise. (PT Tax: I)2. Explain the biomechanical and physiological underpinnings of a progressive therapeutic exercise program. (PT Tax: IV)3. Apply principles of clinical biomechanics and exercise physiology during therapeutic exercise. (PT Tax: IV)4. Exhibit knowledge of therapeutic interventions in response to common post-surgical limitations. (PT Tax: IV)5. Develop therapeutic interventions in response to common post-surgical limitations (PT Tax: VII).6. Develop a progressive therapeutic exercise program to enhance range of motion. (PT Tax: VIII)

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain

This course should enable the student to:

1. Identify appropriate modes, frequencies, intensities and durations of therapeutic exercise for clinical rehabilitation of given illnesses/pathologies. (PT Tax: I)
2. List conditions amenable for therapeutic exercise intervention. (PT Tax: II)
3. Explain the biomechanical, neurological and physiological responses of cells, tissues and organs to exercise interventions. (PT Tax: III)
4. Relate knowledge of therapeutic exercise to the biomechanical, physiological and neural mechanisms of normal and abnormal function of the human body. (PT Tax: III)
5. Consistently integrate the best evidence from various sources with clinical judgment and patient/client values for the best care for a patient/client. (PT Tax: IV)
6. Describe the indications and contraindications of exercise in acute, subacute and clinical populations (PT Tax: V)
7. Describe the therapeutic exercise interventions for pathological conditions commonly encountered by physical therapists (PT Tax: V).
8. Articulate positive and negative responses to therapeutic exercise intervention. (PT Tax: VI)

Psychomotor domain

This course should enable the student to:

1. Apply principles of therapeutic exercise for soft tissue injury, joint and connective tissue injury, post-surgical therapeutic intervention and peripheral nerve disorders. (Bloom's: *Set*)
2. Demonstrate appropriate therapeutic exercise for rehabilitation in response to injury. (Bloom's: *Set*)
3. Implement components of a progressive rehabilitation program involving therapeutic exercise in response to injury or pathology (Bloom's: *Guided Response*)
4. Develop components of a progressive rehabilitation program involving therapeutic exercise in response to injury or pathology. (Bloom's: *Guided Response*)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Therapeutic Exercise: Foundations & Techniques, 6th Edition. Kisner & Colby (2012). F.A. Davis Publishing.
ISBN: 978-0-8036-2574-7

Recommended Supplemental Resources:

Therapeutic Exercise: Moving Toward Function, 3rd Edition, Hall & Brody (2010), Lippencott Williams & Wilkens Publishing.
ISBN: 978-0-7817-9957-7

GRADING and EXAMINATIONS:

Examinations: There will be four exams. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

If a student is unable to attend an exam, it is the student's responsibility to

APPENDIX C. Course Syllabi

communicate with the instructor in advance. Please see Exam Attendance section.

Course evaluation:

Exam I	25%
Exam II	25%
Practical I	25%
<u>Practical II</u>	<u>25%</u>
	100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be **NO** make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.

APPENDIX C. Course Syllabi

- b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
- c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
- d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-

APPENDIX C. Course Syllabi

ENVIRONMENT:	being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.
SPECIAL NEEDS:	Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.
AMERICANS WITH DISABILITIES ACT:	The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. <i>The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.</i> Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
DEALING WITH HARASSMENT:	<p>The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:</p> <p>The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.</p>
SEXUAL MISCONDUCT:	The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.
INCLEMENT WEATHER:	In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.
CRISIS MANAGEMENT	To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit http://www.memphis.edu/crisis/

APPENDIX C. Course Syllabi

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings	Objectives	Prof. Pract. Exp.
Wk 1	Introduction to Therapeutic Exercise Prevention & Wellness Laboratory: Lecture Continued	Kisner Ch. 1 Kisner Ch. 2	Cogn. 1,2	5.23, 25, 29, 30, 31, 39a, 41, 42
Wk 2	Range of Motion: Passive, Active, Active-Assisted Laboratory: Range of Motion	Kisner Ch. 3, 4	Cogn. 1-6,8 Psyc. 1-3	5.29, 30, 31, 39a
Wk 3	Resisted Range of Motion Laboratory: Resisted Range of Motion	Kisner Ch. 3, 4	Cogn. 1-6,8 Psyc. 1-3	5.29, 30, 31, 39a
Wk 4	Proprioceptive Neuromuscular Facilitation (PNF) Laboratory: PNF	Kisner Ch. 6	Cogn. 1-6,8 Psyc. 1-3	5.29, 30, 31, 39a
Wk 5	Principles of Soft Tissue Healing Post-operative Management Laboratory: PNF	Kisner Ch. 10 Kisner Ch. 12	Cogn. 1-6,8 Psyc. 1-4	5.29, 30, 31, 39a
Wk 6	EXAM I Hip Laboratory: Hip	Kisner Ch. 20	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 7	Knee I Laboratory: Knee I	Kisner Ch. 21	Cogn. 1-8 Psyc. 1,2	5.29, 30, 31, 32 39a
Wk 8	Knee II Laboratory: Knee II	Kisner Ch. 21	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 9	Foot & Ankle Laboratory: Foot & Ankle	Kisner Ch. 22	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 10	EXAM II Shoulder I Laboratory: Shoulder I	Kisner Ch. 17	Cogn. 1-8 Psyc. 1,2	5.29, 30, 31, 32 39a
Wk 11	Shoulder II Laboratory: Shoulder II	Kisner Ch. 17	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 12	Elbow Laboratory: Elbow	Kisner Ch. 18	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 13	Wrist & Hand Laboratory: Wrist & Hand	Kisner Ch. 19	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 14	Cervical & Thoracic Spine Laboratory: Cervical & Thoracic Spine	Kisner Ch. 14-16	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 15	No Class - Thanksgiving break			
Wk 16	Lumbrosacral Spine Laboratory: Lumbrosacral Spine	Kisner Ch. 14-16	Cogn. 1-8 Psyc. 1-4	5.29, 30, 31, 32 39a
Wk 17	EXAM III			

Note: Schedule is subject to change.

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH SCIENCES
Doctor of Physical Therapy Program
DPT 8230

COURSE TITLE:	Therapeutic Exercise II
COURSE NUMBER:	DPT 8230
CREDIT HOURS & CLOCK HOURS:	(3:2:3) This course will involve approximately 3 hour/week of lecture and 4.5 hours/week of laboratory activities for a total of 75 contact hours over a 10-week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course expands upon existing knowledge discussing the application of therapeutic exercise to normal and pathological populations with emphasis on special populations and disorders. Key concepts will include the development of a rehabilitation program and appropriate exercise progression for individuals with impairments, pain and movement disorders.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to interventions including: balance, coordination, agility, postural stabilization, flexibility, gait and locomotion training and aquatic therapy. "This course promotes the mission of the University of Memphis by equipping students with superior skills in therapeutic exercise which will allow them to practice physical therapy with the highest integrity and service to their patients.
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> <ol style="list-style-type: none">1. Identify appropriate therapeutic exercise for rehabilitation in response to cardiopulmonary, musculoskeletal, and neurological injury or disorders. (PT Tax: I)2. Implement therapeutic exercise in response to cardiopulmonary, musculoskeletal and neurological injury/disorders in a safe and effective manner. (PT Tax: IV)3. Assess outcomes of therapeutic exercise in cardiopulmonary, musculoskeletal and neurological injury/disorders. (PT Tax: IV)4. Develop therapeutic exercise interventions for the rehabilitation of spinal and major upper and lower extremity joints. (PT Tax: IV)5. Adapt therapeutic exercise for a given population/disorder and in response to sub-optimal program outcomes. (PT Tax: VIII)

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain

APPENDIX C. Course Syllabi

This course should enable the student to:

1. Characterize balance, coordination, stability and agility. (PT Tax: III)
2. Characterize appropriate therapeutic exercise interventions for tissue injury by body system and region (PT Tax: III).
3. Describe therapeutic exercise as an intervention for impaired balance and posture (PT Tax: V).
4. Interpret patient symptoms, and prescribe appropriate therapeutic exercise for rehabilitation. (PT Tax: VI)
5. Design therapeutic exercise as an intervention for specific patient pathologies including soft tissue injury, joint and connective tissue injury, post-surgical therapeutic intervention and peripheral nerve disorders. (PT Tax: VII)

Psychomotor domain

This course should enable the student to:

1. Collect pertinent patient information and identify contraindications to therapeutic exercise interventions. (Bloom's: *Set*)
2. Apply aquatic-based therapeutic exercise for clinical rehabilitation in a safe manner. (Bloom's: *Guided Response*)
3. Demonstrate proficiency in implementing therapeutic exercise appropriate for rehabilitation of neuromuscular and musculoskeletal injury. (Bloom's: *Guided Response*)
4. Implement therapeutic exercise to enhance balance and posture including postural control, stabilization and awareness. (Bloom's: *Mechanism*)
5. Implement therapeutic exercise as an intervention for soft tissue injury, joint and connective tissue injury, post-surgical therapeutic intervention and peripheral nerve disorders. (Bloom's: *Mechanism*)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be three exams and two practical exams. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

Course evaluation:

Exam I	15%
Exam II	15%
Exam III	10%
Practical I	30%
Practical II	30%
	100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

APPENDIX C. Course Syllabi

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
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- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
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 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a **ZERO** for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these **MUST** be identified within the first 2 weeks of the semester. Please review the examination schedule for **ALL** courses this semester. Changing of exam dates/times is made at the discretion of the course director. **NO** examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

APPENDIX C. Course Syllabi

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

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DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiem@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Prac. Exp.
Wk 1	Re-Introduction to Therapeutic Exercise & Review Spine: Structure, Function & Posture Laboratory: Spine Structure, Function & Posture	Ch. 14 Ch. 15	Cogn. 2-5; Psyc. 1,3-5	5.23, 25, 26, 29, 30, 31, 39a, 41, 42
Wk 2	Spine: Exercise & Manipulation Techniques Laboratory: Spine Exercise & Manipulation Techniques	Ch. 16	Cogn. 2,3,5; Psyc. 1,3-5	5.29, 30, 31, 39a
Wk 3	SPRING BREAK – NO CLASS			
Wk 4	Spine: Exercise & Manipulation Techniques Laboratory: Spine Exercise & Manipulation Techniques	Ch. 8	Cogn. 1- 3,5 Psyc. 1,3,4	5.29, 30, 31, 39a
Wk 5	Impaired Balance Close-chain Kinetic Training Laboratory: Impaired Balance & Close-chain Kinetic Training	Ch. 8 EXAM I	Cogn. 1-5; Psyc. 1,3-5	5.29, 30, 31, 32, 39a
Wk 6	Aquatic Exercise Laboratory: Aquatic Exercise	Ch. 9	Cogn. 1,2,5; Psyc. 1-3,5	5.29, 30, 31, 39a
Wk 7	Pain & Pain Management Laboratory: PRACTICAL EXAM I	Ch. 13	Cogn. 2-5	5.29, 30, 31, 39a
Wk 8	Peripheral Nerve Disorders Laboratory: <i>Peripheral Nerve Disorders</i>	Ch. 13 EXAM II	Cogn. 2,4,5 Psyc. 1,3,5	5.29, 30, 31, 39a
Wk 9	Arthritis & Osteoporosis Laboratory: <i>Arthritis & Osteoporosis</i>	Ch. 11	Cogn. 2,4,5 Psyc. 1-5	5.29, 30, 31, 39a
Wk 10	Fibromyalgia & Chronic Fatigue Syndromes Laboratory: <i>Fibromyalgia & Chronic Fatigue Syndromes</i>	Ch. 11	Cogn. 2,4,5 Psyc. 1-3,5	5.29, 30, 31, 39a
Wk 11	Pelvic Floor & Obstetrics Lymphatic Disorders Laboratory: <i>Training & Improvement of Pelvic Floor & Obstetrics</i>	Ch. 24	Cogn. 2,4,5 Psyc. 1,3-5	5.29, 30, 31, 39a
Wk 12	FINAL EXAMS			

Note: Tentative course schedule is subject to change.

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8240

COURSE TITLE:	Orthotics & Prosthetics
COURSE NUMBER:	DPT 8240
CREDIT HOURS & CLOCK HOURS:	(2:2:0) This course is 2 credit hours and involves approximately 3 hours/week of lecture for a total of 30 contact hours over 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course provides an overview and evidence supported approach to orthotic and prosthetic use in patient populations. Gait assessment before and after orthotics and prosthetics intervention will be discussed and practiced. Integumentary, neurological, and vascular considerations will be discussed in patient populations that benefit from orthotics and prosthetics intervention.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses the need for orthotics and prosthetics intervention, secondary considerations and complications, gait assessment, don/doffing of devices, and residual limb management. "This course promotes the mission of the University of Memphis by equipping students with superior skills management of patients that require orthotics or prosthetic intervention which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	This course should enable the student to: <i>Overall Goals:</i> <ol style="list-style-type: none">1. Characterize patient populations that may benefit from orthotic and prosthetic intervention. (III)2. Apply examination/evaluation and tests & measures to ensure safety with wear, use, and self-care with orthotic and prosthetic devices. (IV)3. Utilize appropriate rehabilitation strategies in patient populations requiring orthotic and prosthetic intervention. (IV)4. Assess the psychosocial, behavioral, cognitive, and physical considerations in patient populations requiring orthotic and prosthetic intervention. (V)5. Interpret changes in gait patterns before and after orthotic and prosthetic intervention. (VI) <i>Affective: (essay)</i> <ol style="list-style-type: none">1. Discuss psychosocial, behavioral, cognitive, and physical consideration in

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- patient populations requiring orthotics and prosthetics. (B:Rp)
2. Accept challenges in patient populations requiring orthotic and prosthetic management. (B:V)

Cognitive: (written examination)

1. Name types of orthotic and prosthetic devices by region. (I)
2. Assemble resources to assist in selection of patients that may require orthotic and prosthetic devices. (II)
3. Classify amputations by location. (III)
4. Indicate aspects of the examination that apply to orthotic and prosthetic intervention. (IV)
 - a. Assistive devices
 - b. Environmental barriers
 - c. Gait, assisted locomotion, balance
 - d. Orthotic, protective, and supportive devices
 - e. Pain
 - f. Posture
 - g. Prosthetic requirements
5. Apply residual limb shaping, wrapping, and preparation techniques. (IV)
6. Describe populations that benefit from orthotics and prosthetics intervention. (V)
7. Describe normal gait changes with orthotic and prosthetic devices. (V)
8. Select appropriate orthotic and prosthetic devices considering the patients physical, cognitive, behavioral, and psychosocial needs. (V)
 - a. Self-care and functional training in the home and community
 - b. Patient related instruction
 - c. Prescription, application, and fabrication of therapeutic appliances and equipment
 - d. Therapeutic exercise
9. Analyze gait behaviors before and after orthotic and prosthetic intervention. (V)
10. Correlate gait deviations to appropriate mechanical or application failure. (VI)
11. Counsel patients in safety and self-care with orthotic and prosthetic devices. (VII)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Lusardi MM. *Orthotics and Prosthetics in Rehabilitation* (3rd ed). Saunders 2012. ISBN: 9781437719369

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware.

GRADING and EXAMINATIONS:

Examinations: There will be 2 written examinations. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Course Evaluation:

Each examination (2) is worth 40% of the total course grade for a total of 80%. Written Essay is worth 20% of the course grade.

Written Essay: The paper should be formatted with 1 inch margins on all sides, arial, 12 font. The essay should be 2 page maximum and double spaced. In the essay,

APPENDIX C. Course Syllabi

you're asked to examine the psychosocial, behavioral, and physical challenges that amputees or patients requiring permanent orthoses incur as part of their life altering event.

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.

APPENDIX C. Course Syllabi

- c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
- d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy,

APPENDIX C. Course Syllabi

among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

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TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof Expectations
Wk 1	Foundations in Orthotics and Prosthetics	Ch 1-7; notes	A: 1-2 C: 2, 9	CC:5.17, 5.21-23, 5.30(d,e,f,g,i,o,p,r,u,v,x)
Wk 2	Foundations in Orthotics and Prosthetics	Ch 1-7; notes	A: 1-2 C: 2, 9	CC:5.17, 5.21-23, 5.30(d,e,f,g,i,o,p,r,u,v,x)
Wk 3	Spring Break: No Classes			
Wk 4	Lower Extremity Orthoses	Ch 8-12	A: 1-2 C: 1, 2, 4, 6, 8-11	CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,i,j,o,p,u,v,x), 5.31, 5.33-38, 5.39(b,c,e,g), 5.54-56
Wk 5	Lower Extremity Orthoses	Ch 8-12	A: 1-2 C: 1, 2, 4, 6, 8-11	CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,i,j,o,p,u,v,x), 5.31, 5.33-38, 5.39(b,c,e,g), 5.54-56
Wk 6	Orthoses for Spine, Hand, Special considerations	Ch 13-15 Exam 1		CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,i,j,o,p,u,v,x), 5.31, 5.33-38, 5.39(b,c,e,g), 5.54-56
Wk 7	Amputation and Residual Limb Care/Preparation for Prosthetics	Ch 17-20	A: 1-2 C: 3, 5, 7	CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,i,o,p,r,u,v,x), 5.31, 5.33-38, 5.39(a,b,c,e,g), 5.54-56
Wk 8	Lower Limb Prosthetic Types and Rehabilitation (Feet)	Ch 21-24	A: 1-2 C: 3-5, 7-11	CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,i,o,p,r,u,v,x), 5.31, 5.33-38, 5.39(a,b,c,e,g), 5.54-56
Wk 9	Lower Limb Prosthetic Types and Rehabilitation Written Essay Due	Ch 23-27	A: 1-2 C: 3-5, 7-11	CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,i,o,p,r,u,v,x), 5.31, 5.33-38, 5.39(a,b,c,e,g), 5.54-56
Wk 10	Prosthetic Options for UE Amputation & Rehabilitation	Ch 28-32	A: 1-2 C: 3-5, 8, 11	CC 5.3, 5.10, 5.11, 5.14, 5.17, 5.19, 5.21-23, 5.26, 5.30 (d,e,f,g,o,p,r,u,v,x), 5.31, 5.33-38, 5.39(a,b,c,e,g), 5.54-56
Wk 11	Laboratory Experience: Womack Rehabilitation Hospital	TBD		
Wk 12	Final Exams	Exam 2		

Note: Schedule is subject to change.

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8250

COURSE TITLE:	Diagnostic Imaging & Electrophysiology
COURSE NUMBER:	DPT 8250
CREDIT HOURS & CLOCK HOURS:	(3:3:0) This course is 3 credit hours and involves approximately 3 hours/week of lecture for a total of 45 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course addresses the foundations and principles of diagnostic imaging and procedures used in clinical management. Emphasis will be placed on common diagnostic imaging relevant to physical therapy including plain film radiography, computed tomography, magnetic resonance imaging, diagnostic ultrasound, positron emission testing and nuclear medicine. This course will also discuss electrophysiological studies of nerve function including EMG interpretation and nerve conduction studies.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in motor behavior, control, and learning. These elements encompass classification of sensory/motor skills and organization, information processing and signal detection, attention and performance, feedback/forward process, types of tasks and learning, augmented feedback, and retention and transfer during motor skills in normal function and applied to selected movement pathologies. "This course promotes the mission of the University of Memphis by equipping students with superior skills motor control and learning which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<i>Overall Course Goals:</i> This content and learning experiences in this applied science course is intended to provide students with the knowledge and learning experiences required to integrate Diagnostic imaging and electrodiagnostic principles into the patient client interaction that could influence examination, evaluation, plan of care, and the need for additional referrals. This course provides content necessary for physical therapists to safely practice in a direct access environment. <i>Cognitive (written examination)</i> <ol style="list-style-type: none">1. Recognize how the study of medical imaging can make the clinician's evaluation and treatment of the patient more comprehensive. (L01)2. Describe, discuss, and analyze the clinical impact of common imaging technologies and

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- image-guided interventional procedures used in musculoskeletal, neurological, cardiovascular & pulmonary imaging. (L01)
3. Compare and contrast the clinical capabilities and limitations of radiographs, computerized tomography, magnetic resonance imaging, diagnostic ultrasound and various forms of radioisotope imaging. (L01)
 4. Discuss the critical role of PT's in the diagnostic imaging system through their correlation of clinical findings with imaging information. (L01)
 5. Analyze the impact that components of the radiological written report have on physical therapy. (L01)
 6. Discuss the radiological evaluation of pediatric, adult, and geriatric populations, including pertinent radiologic observations, indications of trauma, common injury patterns, degenerative disease processes, and anomalies, of the various regions of the body (e.g., cervical spine, thorax, pelvis and hip). (L01)
 7. Indicate the pathways through which physical therapists may recommend diagnostic imaging and the issues surrounding physical therapists' access to diagnostic imaging for their patients. (L01)
 8. Apply examples of Clinical Decision Rules (CDRs) and how they may be used in clinical decision making (e.g. deep venous thrombosis detection, imaging and intervention). (L01)
 9. Distinguishes the major roles of conventional radiography, magnetic resonance imaging, computed tomography, and bone scintigraphy in clinical decision making. (L01)
 10. Evaluate the appropriateness of requesting clinical electrodiagnostic testing and describe the specific additional information that would be provided by this testing if ordered. (L02)
 11. Define and describe the anatomic and physiologic basis of clinical electrodiagnostic testing. (L02)
 12. Describe the basic role of each of the following pieces of equipment in routine electrodiagnostic testing; electrodes, differential amplifiers, oscilloscope, and stimulator. (L02)
 13. Compare and contrast the information provided by normal and abnormal findings of an electrodiagnostic test. (L02)
 14. Demonstrate competence in both performing and interpreting basic electromyography and nerve conduction velocity studies. (L02)
 15. Evaluate the evidence associated with the common diagnostic imaging and electrodiagnostic procedures for their capacity to enhance the therapeutic effect of physical therapy interventions. (L01 and L02)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

McKinnis, L. *Fundamentals of Musculoskeletal Imaging*, 4th Edition. F.A. Davis, 2014. ISBN 978-0-8036-3821-1

Recommended:

Herring, W. *Learning Radiology: Recognizing the Basics*. Mosby-Elsevier, 2007. ISBN 978-0-323-04317-5

Mettler Jr., F. *Essentials of Radiology*. Elsevier-Saunders, 2005. ISBN 0-7216-0527-3

Malone T., Hazle C., and Grey, M. *Imaging in Rehabilitation*. McGraw Hill, 2008. ISBN 978-0-07-144778-2

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware

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GRADING and EXAMINATIONS:

Examinations: There will be 3 written examinations. All exams will be “closed book”. Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Quizzes

Quizzes will be offered throughout the semester to assess student learning and retention. Quiz scores will comprise 25% of the overall grade.

Course Evaluation:

Exams (3)	25% Each
Weekly Quizzes	<u>25% Total</u>
	100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

If a student is unable to attend an exam, it is the student’s responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
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- 5) There should be no talking during the examinations.
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- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
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- b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
- c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
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ACADEMIC DISHONESTY POLICY:

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WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

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The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by

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nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

- SPECIAL NEEDS:** Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.
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- SEXUAL MISCONDUCT:** The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.
- INCLEMENT WEATHER:** In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.
- CRISIS MANAGEMENT:** To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi

Tentative Course Schedule

DAY	UNIT/TOPIC	READING ASSIGNMENT
WEEK 1		
Day 1	General Principles of MSK Imaging	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 1
Day 2	Radiologic Evaluation, Search Patterns, and Diagnosis	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 2
WEEK 2		
Day 1	Radiologic Evaluation, Search Patterns, and Diagnosis	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 2
Day 2	Radiologic Evaluation of Fracture	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 3
WEEK 3		
Day 1	Computed Tomography	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 4
Day 2	Magnetic Resonance Imaging	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 5
WEEK 4		
Day 1	Diagnostic Ultrasound	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 6
Day 2	Radiologic Evaluation of the Spine	C- McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 7
WEEK 5		
Day 1	Radiologic Evaluation of the C-Spine	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 7
Day 2	Radiologic Evaluation of the Thoracolumbar Spine	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 9
WEEK 6		
Day 1	Radiologic Evaluation of the Lumbosacral Spine and Sacroiliac Joints	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 11
		Systematic Literature Review of Imaging Features of Spinal Degeneration in Asymptomatic Populations, Brinjikji et al, <i>AM J Neuroradiol</i> 2014
Day 2	Radiologic Evaluation of the Hip and Pelvis	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 12

APPENDIX C. Course Syllabi

DAY	UNIT/TOPIC	READING ASSIGNMENT
WEEK 7		
Day 1	Radiologic Evaluation of the Knee	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 13 Incidental Meniscal Findings on Knee MRI in Middle-Aged and Elderly Persons, Englund et al, <i>N Engl J Med</i> 2008
Day 2	Radiologic Evaluation of the Knee	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 13
MID-TERM EXAMINATION		
WEEK 8		
Day 1		No Class - Spring Break
Day 2		No Class - Spring Break
WEEK 9		
Day 1	Radiologic Evaluation of the Ankle and Foot	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 14
Day 2	Radiologic Evaluation of the Shoulder	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 15
WEEK 10		
Day 1	Radiologic Evaluation of the Shoulder	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 15
Day 2	Radiologic Evaluation of the Elbow	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 16
WEEK 11		
Day 1	Radiologic Evaluation of the Wrist and Hand	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 17
Day 2	Integration of Imaging into Physical Therapy Practice	McKinnis <i>Fundamentals of Musculoskeletal Imaging</i> , Ch. 18 Magnetic Resonance Imaging of the Lumbar Spine in People Without Back Pain, Jensen et al, <i>New Engl J Med</i> , 1994.
Day 3	Radiology Case Scenario Assignments Due. Submit to eCourseware	

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DAY	UNIT/TOPIC	READING ASSIGNMENT
WEEK 12		
Day 1	Neurophysiology of the NCV and EMG testing	
Day 2	Introduction to NCV: Parameters, Measurements and Interpretation	
WEEK 13		
Day 1	Common Pathologies and Associated Findings	
Day 2	NCV: UE Tests	
WEEK 14		
Day 1	NCV: UE Tests	
Day 2	Introduction to EMG: Parameters, Measurements and Interpretation	
WEEK 15		
Day 1	EMG: UE Muscles	
Day 2	FINAL EXAM REVIEW	
WEEK 16 – FINALS WEEK		
TBD	FINAL EXAMINATION – Radiographic Examination of the UE and Clinical Electrophysiology	

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8260

COURSE TITLE:	Assistive & Adaptive Technology
COURSE NUMBER:	DPT 8260
CREDIT HOURS & CLOCK HOURS:	(1:0:0) This course will involve approximately 3 hours/ week of lecture and 0 hours/ week of laboratory activities for a total of 30 contact hours over 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course is designed to provide students with an overview of assistive and adaptive technology available to improve independent function in patients with disability. Technologies included in seating, control interfaces, computer access, sensory aids, cognitive aids, augmentative communication will be surveyed along with mobility and transportation.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course provides information related to examination, evaluation, psychosocial, technology available to improve independence in persons with disability. "This course promotes the mission of the University of Memphis by equipping students with superior skills in assistive and adaptive technologies which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>SPECIFIC COURSE LEARNING OBJECTIVES</u> This course should enable the student to: <i>Affective Domain (written essay)</i> <ol style="list-style-type: none">1. Examine the need for technology in communities. (A:R)2. Seek further knowledge and professional connections to better utilize technology to improve independent function of persons in communities. (A:V)3. Formulate a plan that integrates input from other professional disciplines. (A:O)4. Internalize the importance of interdisciplinary teamwork in managing patients with disability. (A:C) <i>Cognitive Domain (written examinations)</i> <ol style="list-style-type: none">1. Identify other healthcare workers involved with technologies and persons with disabilities. (I)2. Classify differences between assistive and augmentative technologies. (III)3. Organize technologies for different systems and categories of disabilities.

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(III)

- a. Auditory
 - b. Cognitive
 - c. Communication
 - d. Mobility
 - e. Visual
4. Utilize resources to find appropriate technologies to assist patients with disability. (IV)
 5. Assign appropriate technologies based on physical, psychosocial, and financial constraints of the patient. (V)
 6. Interpret findings from the examination and evaluation and identify a plan of care that includes technologies to improve independent function in persons with disabilities. (VI)
 7. Collaborate with healthcare workers in identifying and applying technology to patients with disabilities. (VII)
 8. Advise patients with disabilities in appropriate technologies and healthcare workers to improve independence and function. (VII)

**Overall and cognitive objectives written using Johnson G and Woodruff L.
Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartoletti
Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's
Taxonomy from the New Faculty Development Workshop, 2010.

TEXTBOOKS:

Required:

Cook AM and Polgar JM. *Essentials of Assistive Technologies*. Mosby (1st ed) 2012.
ISBN: 9780323075367

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware. Videos and website readings will be required to enhance learning application of technologies in patients with disabilities.

GRADING and EXAMINATIONS:

Examinations: There will be two exams. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

All examinations are equally weighted at 40% each (x2) for 80%.

Written essay is 20% of the grade

Written Essay: Details TBD

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly

APPENDIX C. Course Syllabi

EXAMINATION RULES for STUDENTS:

scheduled examination.

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's

APPENDIX C. Course Syllabi

responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

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DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

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APPENDIX C. Course Syllabi

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objective	Prof. Prac. Exp.
Wk 1	Introduction and Framework for Assistive Technologies	Chs. 1-2	1-2	CC 5.1-5.3, 5.9, 5.26, 5.63-64
Wk 2	Delivering Assistive Technology to the Consumer	Ch 3	1-2, 4	CC 5.1-5.3, 5.9, 5.26, 5.63-64
Wk 3	Seating Systems to Enable Function	Ch 4	1-4	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e),
Wk 4	Assistive Technologies & Keyboard Augmentation	Chs 5-7	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 5	Sensory Aids for Visual Impairments	Ch 8	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 6	Sensory Aids for Auditory Impairments EXAM 1: Weeks 1-5	Ch 9	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e),
Wk 7	Assistive Technology for Cognitive Impairments	Ch. 10	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 8	Augmentative and Alternative Communication Written Essay Due	Ch. 11	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 9	Technology to Enable Mobility	Ch 12	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 10	Technology for Transportation & Driving	Ch 13	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 11	Technology to Aid Manipulation & Control of Environment	Ch. 14	1-8	CC 5.1-5.3, 5.9, 5.26, 5.30(c,d,g,i,o,u,x), 5.31-5.38, 5.39(b,c,e)
Wk 12	EXAM II: Weeks 6-11			

Note: Schedule is subject to change.

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8310

COURSE TITLE:	Integumentary Physical Therapy
COURSE NUMBER:	DPT 8310
CREDIT & CLOCK HOURS:	2 credit hours; Clock hours (2:2:0). This course will contain 30 hours of didactic and active learning experiences over a 10-week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course introduces students to the science of tissue repair in response to burns and wounds including integumentary, vascular, neuromuscular and peripheral nervous systems. Course content will emphasize lacerations, ulcers, amputations, punctures, penetrating wounds, chemical, electrical, and fire wounds. Wound assessment and treatment will be discussed including measurement, debridement, personal protective equipment, splinting devices, surgical intervention and chemical agents. Psychosocial issues related to wound healing will also be discussed.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students. <u>Adjunct faculty</u> TBD – Nursing faculty (?)
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to tissue healing and repair, integumentary and vascular systems, and assessment and interventions related to burns and wounds. “This course promotes the mission of the University of Memphis by equipping students with superior skills in <u>burn and wound care</u> which will allow them to practice physical therapy with the highest integrity and service to their patients.
COURSE GOALS and LEARNING OBJECTIVES:	This course should enable the student to: Overall Goals: (written examinations and participation in laboratory experience) <ol style="list-style-type: none">1. Arrange a systematic approach to examination, evaluation, diagnosis, and prognosis of burn and wound patients. (III)2. Apply evidence supported examination, evaluation, and outcomes tools in burn and wound patients. (IV)3. Utilize appropriate biophysical agents to support wound/burn healing. (IV)4. Select evidence supported treatments for wounds and burns based on various etiologies, characteristics and evidence/support. (V)

APPENDIX C. Course Syllabi

5. Articulate the need for other professional collaboration or referral in burn and wound patient populations. (VI)

Affective:

1. Recognize the role of stress in overall wound healing. (A:R)
2. Clarify various psychosocial issues involved in wound management. (A:Rp)

Cognitive:

1. Identify stages of normal tissue healing. (I)
2. Note physiologic factors that may lead to poor/slower tissue healing. (I)
3. Name team members involved in inter-disciplinary wound management. (I)
4. Explain the significance and role of patient history on accurate examination, evaluation, diagnosis, and prognosis. (II)
5. Find correct coding principles for the purpose of billing (II)
6. Classify different levels of isolation and protective measures associated with each. (III)
7. Characterize methods of wound and burn assessment. (III)
8. Characterize burns/wounds using standard nomenclature. (III)
9. Utilize classification models in determining wound status (IV)
10. Utilize an appropriate intervention for specific type of wound. (IV)
11. Perform assessment techniques for burns and wounds. (IV)
12. Demonstrate wound documentation that includes goal oriented, functional, and measureable outcomes. (IV)
13. Describe wound management interventions relevant to treatment of peri-wound tissue and acute and chronic wounds. (V)
14. Assess methods used in prevention of wounds. (V)
15. Differentiate between signs of infection and inflammation. (V)
16. Distinguish the characteristics of wounds involving size, smell, color and exudate and relate to underlying pathology. (V)
17. Synthesize assessment findings to develop a treatment plan in conjunction with other providers as needed. (VI)

Psychomotor:

1. Repeat instructions and perform sharps debridement techniques on oranges or pigs feet. (P:GR)
2. Set up a sterile and clean field to prepare for wound/burn intervention. (P:M)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartoletti Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Sussman Carrie. *Wound Care: A Collaborative Practice Manual for Health Professionals*. 4th ed. Lippincott Williams & Wilkins, 2012. ISBN:978-1-60831-715-8

OTHER MATERIALS:

eCourseware

GRADING and EXAMINATIONS:

Examinations: There will be 3 written exams. All 3 written exams will be closed book. Exam format may include multiple choice, matching, and fill-in-the-blank. **All reading assignments from textbooks and websites (supplemental reading and viewing to reinforce reading and lecture material) will be provided on eCourseware. Students are expected to read the module assignments.**

If a student is unable to attend an exam, it is the student's responsibility to

APPENDIX C. Course Syllabi

communicate with the instructor in advance. Please see Attendance under “Student Responsibilities” listed below.

Course Grades: Grades will be based on scores from 2 closed book examinations. The weights assigned to exams and for determining the course score will be as follows:

Examinations: 3 (33.34% each) for total 100% grade

Grades will be assigned based on the following traditional arbitrary scale:

A = 90-100%; B = 80-89.99%; C = 70-79.99%; D = 60-69.99%; F = <60%.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be **NO** make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after

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missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.

- d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is

APPENDIX C. Course Syllabi

free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

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Tentative Schedule

Week	Topic	Readings	Objectives	Prof Expectations
Wk 1	Introduction to Healing of Wounds: Anatomy & Integument Factors Affecting Wound Healing	Sussman: Ch-1,3	A: 1-2 C: 1, 2, 3, 15	CC: 5.1, 5.3, 5.9
Wk 2	Wound Assessment: Tools of Measurement, Prediction of Healing, Vascular Evaluation	Sussman: Ch-3-6	C: 4, 6, 7- 9, 11-12	CC: 5.17, 5.21-23, 5.27- 5.30(e,g,i,j,n,o,u,v), 5.31-36, 5.42-43, 5.45-49
Wk 3	Wound Characteristics: Necrosis, Exudate, Edema, Pain Prediction of Healing	Sussman: Ch-4,5	C: 4, 9, 16	CC: 5.17, 5.21-23, 5.27- 5.30(e,g,i,j,n,o,u,v), 5.31-36, 5.42-43, 5.45-49
Wk 4	Wound Management: Surgical	Sussman: Ch-8 Exam 1: Weeks 1-3	C: 10, 13, 17	CC: 5.8-11, 5.17- 23, 5.34- 5.39(e,g,h,i), 5.40- 5.44-49, 5.54-56
Wk 5	Wound Management: Vascular, Ulcers Laboratory: Wound Assessment and Debridement	Sussman: Ch-11 TBD	C: 10, 13, 14, 17 P: 1-2	CC: 5.8-11, 5.17- 23, 5.34- 5.39(e,g,h,i), 5.40- 5.44-49, 5.54-56
Wk 6	Wound Management: Malignancies, Neuropathic	Sussman: Ch-12,14	C: 10, 13, 14, 17	CC: 5.8-11, 5.17- 23, 5.34- 5.39(e,g,h,i), 5.40- 5.44-49, 5.54-56
Wk 7	Wound Management: Burns, Scar	Sussman: Ch-15,16	C: 10, 13, 14, 17	CC: 5.8-11, 5.17- 23, 5.34- 5.39(e,g,h,i), 5.40- 5.44-49, 5.54-56
Wk 8	Wound Healing: E-stim, Hydrotherapy, Lavage	Sussman: Ch-22-24,27,28 Exam 2: Weeks 4-7	C: 10, 13, 14, 17	CC: 5.8-11, 5.17- 23, 5.34- 5.39(e,g,h,i), 5.40- 5.44-49, 5.54-56
Wk 9	Wound Healing: Negative Pressure, Alternatives	Sussman: Ch-29-30	C: 10, 13, 14, 17	CC: 5.8-11, 5.17- 23, 5.34- 5.39(e,g,h,i), 5.40- 5.44-49, 5.54-56
Wk 10	Coding Principles Laboratory: Visit Wound Care Center or Telemedicine Session	Handouts, eCourseware	C: 5	CC: 5.2
WK 11	Final Exams	Exam 3: Weeks 8-10		

Note: Course schedule is subject to change

APPENDIX C. Course Syllabi

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8320

COURSE TITLE:	Hospital Based Practice
COURSE NUMBER:	DPT 8320
CREDIT & CLOCK HOURS:	(4:3:4). This course is 4 credits and involves 3 hours/week of lecture and 4 hours/week of laboratory activities for a total of 105 hours over a 15-week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	<p>This course will present educational material related to patient management encountered in diverse hospital settings. Hospital settings discussed will include: general medical, surgical, emergency room, intensive care, progressive care, critical care, sub-acute, rehabilitation, cardiac care, labor and delivery, and orthopedic sections. Chart review, safe patient handling techniques, discharge planning as well as documentation will be discussed, analyzed, and practiced. The process of practicing autonomously within an integrated multidisciplinary team will be emphasized. Evaluation, assessment, and treatment techniques typically encountered by physical therapists will be discussed for patients across the lifespan. The continuum of care model will be utilized. It will be essential for the student to understand how to operate within a complex environment involving instrumentation, life sustaining equipment, tubes, lines and monitoring machines. It will be important to recognize the value of diagnostic testing, lab values, contraindications and precautions.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to 5.1, 5.3, 5.8, 5.10, 5.17, 5.18, 5.23, 5.28, 5.51 and 5.54. The elements of this course will highlight the specificity of practicing physical therapy in acute care settings as an integral part of rural healthcare. This course is consistent with and promotes the mission of the University of Memphis DPT Program to provide “experiences throughout the program designed to integrate profession specific knowledge with other healthcare members to prepare graduates for real world situations and changes in healthcare delivery.”</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p>This course should enable the student to:</p> <p><i>Cognitive:</i></p>

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1. Name the different units within a hospital environment. (I)
2. Recognize when special precautions need to be taken to protect the patient as well as the caregiver. (I)
3. Describe how each instrument/machine/monitor operates within the intensive care unit such as: (II)
 - a. Cardiac telemetry
 - b. EKG monitor
 - c. Oximetry
 - d. Blood Pressure
 - e. Mechanical Ventilation
4. Explain the major lines used in hospital settings such as: (II)
 - a. Central lines
 - b. A-lines
 - c. Suction line
 - d. Oxygen line
 - e. IV
 - f. Foley catheters
5. Recognize the need for restraints. (II)
6. Characterize the different types of patients that may be seen in each of the units. (III)
7. Transfer the physical therapy needs of the patient to the interdisciplinary team. (IV)
8. Analyze chart information for pertinent details related to patient care. (V)
9. Assess the physical therapy needs of the patient. (V)
10. Select an appropriate plan of care. (V)
11. Describe the contraindications for physical therapy interventions in patients within different hospital units. (V)
12. Correlate patient status and FIM scores and need for delegation/assistance in hospital units. (VI)
13. Instruct patient and caregivers in proper positioning and bed mobility. (VII)

Psychomotor (practical examination)

1. Safely execute patient transfers within different hospital units/settings to assistive device, bed, or other devices to include: (P:M)
 - a. Hydraulic lifts
 - b. Tilt table
 - c. Supine to sit
 - d. Sit to stand
 - e. Stand pivot
 - f. Modified pivot
 - g. Dependent transfer
 - h. Use of gait belts
 - i. Assistive devices
2. Demonstrate safe guarding of patients in functional mobility including gait with the appropriate amount of assistance to include: (P:COR)
 - a. Maximum, Moderate, Minimal
 - b. Contact Guard, Supervision, Stand By, Modified Independent
 - c. Respecting WB status
 - d. In a variety of hospital settings
3. Apply therapeutic exercise safely and document contraindications to exercise in patients encountered within different hospital units (P:M)

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's *Taxonomy from the New Faculty Development Workshop*, 2010.

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TEXTBOOKS: **Required:** Paz Jaime, West Michelle. Acute Care Handbook for Physical Therapists. 3rd ed. Saunders Imprint Elsevier 2009. ISBN: 1416048995? Handouts, articles, lecture material.

OTHER MATERIALS: eCourseware site

GRADING and EXAMINATIONS: Examinations: There will be 3 written exams and 2 practical examinations. All 3 written exams will be closed book. Exam format may include multiple choice, matching, and fill-in-the-blank.
All reading assignments from textbooks and websites (supplemental reading and viewing to reinforce reading and lecture material) will be provided on eCourseware. Students are expected to read the module assignments.

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Attendance under "Student Responsibilities" listed below.

Course Grades: Grades will be based on scores from 3 closed book and 2 practical examinations. The weights assigned to exams and for determining the course score will be as follows:

Written Examinations: 3 (20% each) for total 60%
Practical Examinations: 2 (20% each) for total 40%

Grades will be assigned based on the following traditional arbitrary scale:

A = 90-100%; B = 80-89.99%; C = 70-79.99%; D = 60-69.99%; F = <60%.

EXAM ATTENDANCE: Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.

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- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

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TENTATIVE COURSE SCHEDULE

Note: Schedule is subject to change.

Week	Date	Day	Lecture	Laboratory	Objectives	Professional Expectations
1	Wk 1	TBD	Introduction to Hospital Based PT Practice; Components of a Chart Review/Laboratory values	Chart Review; Patient history taking		
2	Wk 2	TBD	PPE considerations/Safety/Communication/Documentation/Special Precautions.	Case Discussions/TB mask fitting IPE with MPH		
3	Wk 3	TBD	Introduction to Hospital Units	Simulation: introduction to lines, tubes, equipment encountered in hospital		
4	Wk 4	TBD	Surgical Unit Exam 1	gait training for day surgery; WB status; CPM application; donn/doff TED hose; remove stitches/staples & basic surgical wound care		
5	Wk 5	TBD	Intensive and Critical Care	Simulation: experience to play with equipment lines/tubes; transfer training/practice; ther ex		
6	Wk 6	TBD	Cardiac Unit	Transfer and gait training in hospital settings; ther ex for this population Simulation experience: recognize difference between normal physiologic response and cardiac emergency		
7	Wk 7	TBD	Cardiac Rehabilitation	Stress tests; imaging; ther ex for phase 1-2 rehab		
8	Wk 8	TBD	Orthopedic Conditions	Assessment and Interventions applicable to orthopedic conditions (e.g. CPM, hospital bed); education on precautions/safety; transfers respecting precautions Practical Exam 1		
9	Wk 9	TBD	Orthopedic Conditions Exam 2	Assessment and Interventions applicable to orthopedic conditions (e.g. CPM, hospital bed); education on precautions/safety; transfers respecting precautions		
10	Wk 10	TBD	Neurological Unit	Transfers, exercise for this population in hospital; safety and precautions		
11	Wk 11	TBD	General Medical Conditions/Unit	Orthopedic intervention continued (gait, WB status, precautions; Labor & Delivery considerations		
12	Wk 12	TBD	Sub-acute Unit	Basic evaluative techniques related to general medical conditions, obesity, non-surgical cardiac, elderly, infectious disease, COPD. Interventions for same.		
13	Wk 13	TBD	Rehabilitation Unit	Putting it all together; assessment and interventions for patients with multiple orthopedic and neurological conditions; case studies; discharge dispositions.		
14	Wk 14	TBD	Rehabilitation Unit	Putting it all together; assessment and interventions for patients with multiple orthopedic and neurological conditions; case studies; discharge dispositions.		
15	Wk 15	TBD	NICU/PICU Unit	Neonate step-down unit; assessment/interventions. Continued simulation experiences; case studies; discharge dispositions.		
16	Wk 16	TBD	No lecture	Practical Examination 2 Exam 3		

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8330

COURSE TITLE:	Musculoskeletal Physical Therapy
COURSE NUMBER:	DPT 8330
CREDIT & CLOCK HOURS:	(3:2:4) 3 credit hours with 2 hour of lecture and 4 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES :	N/A: Lockstep Program
COURSE DESCRIPTION:	This course addresses evaluation and management skills within the practice of musculoskeletal physical therapy. Students will develop a patient profile, apply a diagnostic hypothesis, identify relevant tests and measures to determine the appropriateness of physical therapy management, and classify the patient/client according to the physical therapy diagnosis. Management strategies will address the complete biopsychosocial needs of the patient. Specific approaches to be addressed will include education, activity modification, and physical interventions (manual therapy, therapeutic exercise & modalities). Inter-professional communication will address the patient/client presentation lying outside the physical therapy scope of practice.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	OVERALL COURSE GOALS Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Evaluate a set of patient/client data and develop an initial diagnostic hypothesis. [V]2. Choose an evidence-informed and individualized subjective and objective evaluation sequence for a musculoskeletal physical therapy patient/client. [V]3. Prioritize the patient/client appropriately and develop a basic prognosis. [V]

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4. Synthesize an all-source evidence-informed management plan including education, activity modification, and physical interventions. [VI]
5. Administer evidence-informed procedural interventions including education, activity modification, and physical interventions. [VII]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. List musculoskeletal conditions amenable to physical therapy interventions. [II]
2. Characterize the pathological conditions of the musculoskeletal system commonly encountered by physical therapists. [III]
3. Document the underlying pathophysiology of musculoskeletal conditions amenable to physical therapy interventions. [IV]
4. Describe the medical and surgical management of the pathological conditions of the musculoskeletal system commonly encountered by physical therapists. [V]
5. Choose appropriate components of the patient/client history & systems review based on patient/client needs. [V]
6. Choose appropriate tests and measures for the pathological conditions of the musculoskeletal system commonly encountered by physical therapists. [V]
7. Discern those patients/clients who present with clusters of symptoms that denote either a medical emergency or the need for referral to another healthcare provider. [V]
8. Describe the need for various imaging procedures in the examination of the patient/client with pathological conditions of the musculoskeletal system. [V]
9. Weigh individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [V]
10. Analyze the data from the examination to apply a diagnosis, determine a prognosis and develop a plan of care that is acceptable, realistic, and patient/client centered. [V]
11. Articulate an intervention plan for musculoskeletal conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [VI]
12. Consistently integrate the best evidence from various sources with clinical judgment and patient/client values to determine the best care for a patient/client. [VI]
13. Describe the contributions of health care professionals other than physical therapists in the management of pathological conditions of the musculoskeletal system commonly encountered by physical therapists. [V]

Psychomotor domain

Upon completion of this course, students should be expected to:

1. Build a patient history (SOAPIER: S) on musculoskeletal patients/clients from among the three major clinical paradigms from provided case scenarios. [B: M]
2. Demonstrate a spinal differential diagnosis examination (SOAPIER: O) on patients presenting with pathological conditions of the musculoskeletal system commonly encountered by physical therapists. [B: COR]

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3. Demonstrate a peripheral joint differential diagnosis examination (SOAPIER: O) on patients presenting with pathological conditions of the musculoskeletal system commonly encountered by physical therapists. [B: COR]
4. Demonstrate how an examination sequence might be modified in cases where the patient is acutely painful, irritable, or lacks the mobility to complete the desired tests and measures. [B: COR]
5. Build an assessment (SOAPIER: A) from data gained in the subjective and objective components of the patient/client evaluation. [B: M]
6. Develop a basic physical therapy management plan (SOAPIER: P) using data from the assessment component of the patient client evaluation. [B: M]
7. Demonstrate the ability to educate a patient/client about their diagnosis/pathology, prognosis, and the content of their overall management plan. [B: COR]
8. Demonstrate the ability to modify a patient/client's daily activities in consideration of the physical therapy diagnosis and management plan. [B: COR]
9. Demonstrate musculoskeletal physical therapy management techniques: [B: COR]
 - a. Neuromuscular re-education/Therapeutic exercise
 - i. Postural adaptation
 - ii. Joint specific ROM, strength & endurance
 - iii. Post-operative protocols (THR, TKA, RC)
 - iv. Cervical/lumbar joint stabilization
 - v. Peripheral joint stabilization
 - vi. McKenzie extension based-exercises
 - b. Joint mobilization techniques
 - i. Posterior-Anterior spinal joint glides
 - ii. Posterior-Anterior peripheral joint glides
 - iii. Mechanical traction: Cervical, lumbar
 - iv. Manual traction: Cervical-thoracic-lumbopelvic]
 - c. Soft-tissue techniques
 - i. Cross friction techniques
 - ii. Muscle energy techniques
 - iii. Myofascial release techniques
 - iv. Strain-Counter-Strain techniques
 - d. Modalities
 - i. Electrophysiological
 - ii. Ultrasound
 - iii. Bracing
 - iv. Taping
10. Perform a review of outcomes of the patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account. [B: M]
11. Orally present a new patient/client's case in a logical sequence (patient profile, diagnostic hypothesis) summarizing the pertinent positive and negative examination findings as well as a comprehensive differential diagnosis, prognosis, general plans for physical therapy intervention, and a review and alteration of the overall management plan. [PT tax: IV]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

APPENDIX C. Course Syllabi

TEXTBOOKS:

Required:

A full resource manual for this course will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER

MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. Letter grades will be assigned according to the table below. All assessment items must be completed in order to receive a grade for this course.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
1. Oral Practical Assessment I	10
2. Multiple Choice Assessment I	10
3. Oral Case presentation	10
4. Written Clinical Reasoning Assn.	10
5. Oral Practical Assessment II	20
6. Multiple Choice Assessment II	20
7. In-Class Assessments	10
8. Course participation	10
<i>TOTAL</i>	<i>100</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

1. Oral Practical Assessment I (10 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

2. Multiple Choice Assessment (10 points): *Information & Rubric*

This will contain 50 multiple-choice format items. All items will be derived directly from course objectives and is designed to assess your *factual knowledge* of all course information taught prior to the examination.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common musculoskeletal pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Written Clinical Reasoning Assignment (10 points): *Information & Rubric*

Each student will be provided with a clinical case scenario and is asked to assess the information, provide a patho-anatomical diagnostic hypothesis, and select appropriate tests and measures aimed at applying an initial diagnosis. Differential diagnosis of the patient case should also be considered.

5. Oral Practical Assessment II (20 points) : *Information & Rubric*

This will assess your ability to *make basic decisions* about the evaluation and management components of patient/client care and includes all material taught prior to this assessment.

6. Multiple Choice Assessment II (20 points): *Information & Rubric*

APPENDIX C. Course Syllabi

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination. The assessment will be offered at a time to be determined. You will receive a numerical score between 0 and 20 points.

6. In class assessments (20 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as desired by the instructor.

7. Course Participation (10 points): *Information & Rubric*

Participation is:

1. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
2. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok be wrong; it's a natural part of learning. It's what and how you learn from being wrong that defines active course participation.
3. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
4. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance, or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, Kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.

APPENDIX C. Course Syllabi

- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
- If possible contact the course instructor prior to the examination if you know you won't be attending.
 - You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY: Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY: Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT: All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE: A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

The School of Health Studies recognizes its responsibility to promote a safe and diversity-

APPENDIX C. Course Syllabi

PROMOTING A POSITIVE LEARNING ENVIRONMENT: sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS: Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT: The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT: The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

INCLEMENT WEATHER: To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi

Course Schedule: Lecture

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Principles of Musculoskeletal Practice	<i>Affective 1-5 Cognitive 1-5,12,13</i>	5.1-5.5; 5.19-5.20
2		The Subjective Examination	<i>Affective 2-4 Cognitive 5,7,9 Psychomotor 1,4,11</i>	5.12,5.17-5.21,5.27-5.29 ,5.31,5.32
3		Diagnosis	<i>Cognitive 10 Psychomotor 11</i>	5.12,5.17-5.21,5.27-5.29 ,5.31,5.32
4		<i>No Class: Labor Day</i>		
5		Principles of Imaging	<i>Cognitive 7,8</i>	5.31
6		Spinal Examination	<i>Cognitive 6,7,9 Psychomotor 1,2,11</i>	5.27,5.30(b,c,e,f,h,l,j,k,l,m,n,p,q,s,t,v)
7		Peripheral Examination	<i>Cognitive 6,7,9 Psychomotor 1,3,11</i>	5.27,5.30(b,c,e,f,h,l,j,k,l,m,n,p,q,s,t,v)
8		<i>Oral Case Presentations I</i>	<i>Affective 2-4 Cognitive 4-10 Psychomotor 11</i>	5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17, 5.18,19,5.20,5.22,5.23,5.26,5.27, 5.28, 5.30(c,e,f,l,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33.
9		Intervention: Education/Prognosis	<i>Affective 2-5 Cognitive 10-13 Psychomotor 7</i>	5.26,5.33-5.38
10		Intervention: Activity Modification	<i>Affective 2-5 Cognitive 10-13 Psychomotor 8</i>	5.34-5.38, 5.39 (b,c)
11		Intervention: Therapeutic Exercise	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9a(i-vi)</i>	5.34-5.38, 5.39 (a)
12		Intervention: Therapeutic Exercise	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9a(i-vi)</i>	5.34-5.38, 5.39 (a)
13		Intervention: Therapeutic Exercise	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9a(i-vi)</i>	5.34-5.38, 5.39 (a)
14		Intervention: Manual Therapy	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (d)
15		Intervention: Manual Therapy	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (h,i)
16		Intervention: Manual Therapy	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (h,i)
17		Intervention: Modalities	<i>Affective 2-5 Cognitive 10-13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (h,i)
18		<i>Written Examination [MCQ]</i>	<i>Cognitive All</i>	<i>All of the above</i>

APPENDIX C. Course Syllabi

Course Schedule: Lab

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Palpation and End-Feel	<i>Psychomotor 1-2-6(b)(i-iv)</i>	5.39
2		Pain Chart Interpretation	<i>Affective 4 Cognitive 1,2,3,4,5</i>	5.31
3		Diagnostic Interpretation I	<i>Affective 4 Cognitive 1,2,3,4,5</i>	5.31
4		Diagnostic Interpretation II	<i>Affective 4 Cognitive 1,2,3,4,5</i>	5.31
5		Principles of Imaging	<i>Affective 4 Cognitive 8</i>	5.31
6		Spinal Differential Diagnosis Exam	<i>Affective 4 Cognitive 1,2,5,6,7 Psychomotor 1-4</i>	5.28-5.30
7		Peripheral Joint Examinations	<i>Affective 4 Cognitive 1,2,5,6,7 Psychomotor 1-4</i>	5.28-5.30 5.28-5.30
8		<i>Oral Practical Examination I</i>	<i>Affective 4 Cognitive 1,2,3,4,5,6,7 Psychomotor 1,-4</i>	5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17, 5.18,-19,5.20,5.22,5.23,5.26,5.27, 5.28, 5.30(c,e,f,l,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33.
9		Prognosis-Goals/Patient Education	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 6-7</i>	5.33-5.36
10		Activity Modification	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 8</i>	5.34-5.38, 5.39 (b,c)
11		Therapeutic Exercise	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (a)
12		Therapeutic Exercise	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 9a(i-vi)</i>	5.34-5.38, 5.39 (a)
13		Manual Therapy	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (d)
14		Manual Therapy	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 9b(i-iv)</i>	5.34-5.38, 5.39 (d)
15		Modalities	<i>Affective 3-5 Cognitive 10,11,12,13 Psychomotor 7(d)(i-iv)</i>	5.34-5.38, 5.39 (h,i)
16		<i>No Class: Thanksgiving Day</i>	<i>NA</i>	<i>NA</i>
17		Management Systems	<i>Affective 3-5 Psychomotor All</i>	<i>All of the above</i>
18		<i>Oral Practical Examination II</i>	<i>Psychomotor All</i>	5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17, 5.18,-19,5.20,5.22,5.23,5.26,5.27, 5.28, 5.30(c,e,f,l,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33,5.34- 5.38,5.39(a,c,d,e,h,i),5.40-5.45,

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8340

COURSE TITLE:	Neurological Physical Therapy
COURSE NUMBER:	DPT 8340
CREDIT & CLOCK HOURS:	(3:2:4) 3 credit hours with 3 hour of lecture and 6 hours of laboratory experience each week for a total of 10 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES :	N/A-lockstep program
COURSE DESCRIPTION:	This course will provide students with training for the acquisition and integration of knowledge and skills involved in treating patients with movement dysfunction caused by neurological damage. Developing and implementing a treatment plan based on sound evaluative findings and evidence of treatment efficacy will be the focus. Case presentation, video demonstrations and actual patient contact will be used to develop evaluation, treatment and problem-solving skills.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS AND LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Evaluate a set of patient/client data and develop an initial diagnostic hypothesis. [V]2. Choose an evidence-informed and individualized subjective and objective evaluation sequence for a neurological physical therapy patient/client. [V]3. Prioritize the patient/client appropriately and develop a basic prognosis. [V]4. Synthesize an all-source evidence-informed management plan including education, activity modification, and physical interventions. [VI]

APPENDIX C. Course Syllabi

5. Administer evidence-informed procedural interventions including education, activity modification, and physical interventions. [VII]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. List neurological conditions amenable to physical therapy interventions. [II]
2. Characterize the pathological conditions of the neurological system commonly encountered by physical therapists. [III]
3. Document the underlying pathophysiology of neurological conditions amenable to physical therapy interventions. [IV]
4. Describe the medical and surgical management of the pathological conditions of the neurological system commonly encountered by physical therapists. [V]
5. Choose appropriate components of the patient/client history & systems review based on patient/client needs. [V]
6. Choose appropriate tests and measures for the pathological conditions of the neurological system commonly encountered by physical therapists. [V]
7. Discern those patients/clients who present with clusters of symptoms that denote either a medical emergency or the need for referral to another healthcare provider. [V]
8. Describe the need for various imaging procedures in the examination of the patient/client with pathological conditions of the neurological system. [V]
9. Weigh individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [V]
10. Analyze the data from the examination to apply a diagnosis, determine a prognosis and develop a plan of care that is acceptable, realistic, and patient/client centered. [V]
11. Articulate an intervention plan for neurological conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [VI]
12. Consistently integrate the best evidence from various sources with clinical judgment and patient/client values to determine the best care for a patient/client. [VI]
13. Describe the contributions of health care professionals other than physical therapists in the management of pathological conditions of the neurological system commonly encountered by physical therapists. [V]

Psychomotor domain

Upon completion of this course, students should be expected to:

1. Build a patient history (SOAPIER: S) on neurological patients/clients from among the three major clinical paradigms from provided case scenarios. [B: M]
2. Demonstrate a spinal differential diagnosis examination (SOAPIER: O) on patients presenting with pathological conditions of the neurological system commonly encountered by physical therapists. [B: COR]

APPENDIX C. Course Syllabi

3. Demonstrate a peripheral joint differential diagnosis examination (SOAPIER: O) on patients presenting with pathological conditions of the neurological system commonly encountered by physical therapists. [B: COR]
4. Demonstrate how an examination sequence might be modified in cases where the patient is acutely painful, irritable, or lacks the mobility to complete the desired tests and measures. [B: COR]
5. Build an assessment (SOAPIER: A) from data gained in the subjective and objective components of the patient/client evaluation. [B: M]
6. Develop a basic physical therapy management plan (SOAPIER: P) using data from the assessment component of the patient client evaluation. [B: M]
7. Demonstrate the ability to educate a patient/client about their diagnosis/pathology, prognosis, and the content of their overall management plan. [B: COR]
8. Demonstrate the ability to modify a patient/client's daily activities in consideration of the physical therapy diagnosis and management plan. [B: COR]
9. Demonstrate neurological physical therapy management techniques: [B: COR]
 - a. Neuromuscular re-education/Therapeutic exercise
 - i. Postural adaptation
 - ii. Joint specific ROM, strength & endurance
 - iii. Post-operative protocols (THR, TKA, RC)
 - iv. Cervical/lumbar joint stabilization
 - v. Peripheral joint stabilization
 - vi. McKenzie extension based-exercises
 - b. Joint mobilization techniques
 - i. Posterior-Anterior spinal joint glides
 - ii. Posterior-Anterior peripheral joint glides
 - iii. Mechanical traction: Cervical, lumbar
 - iv. Manual traction: Cervical-thoracic-lumbopelvic]
 - c. Soft-tissue techniques
 - i. Cross friction techniques
 - ii. Muscle energy techniques
 - iii. Myofascial release techniques
 - iv. Strain-Counter-Strain techniques
 - d. Modalities
 - i. Electrophysiological
 - ii. Ultrasound
 - iii. Bracing
 - iv. Taping
10. Perform a review of outcomes of the patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account. [B: M]
11. Orally present a new patient/client's case in a logical sequence (patient profile, diagnostic hypothesis) summarizing the pertinent positive and negative examination findings as well as a comprehensive differential diagnosis, prognosis, general plans for physical therapy intervention, and a review and alteration of the overall management plan. [PT tax: IV]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Blumenfeld. *Neuroanatomy through Clinical Cases*. Sinauer Press.
ISBN: 978-0-87893-058-6.

APPENDIX C. Course Syllabi

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING AND EXAMINATIONS:

A total of 100 points are possible in this course. Letter grades will be assigned according to the table below. All assessment items must be completed in order to receive a grade for this course.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
9. Oral Practical Assessment I	10
10. Multiple Choice Assessment I	10
11. Oral Case presentation	10
12. Written Clinical Reasoning Assn.	10
13. Oral Practical Assessment II	20
14. Multiple Choice Assessment II	20
15. In-Class Assessments	10
16. Course participation	10
<i>TOTAL</i>	<i>100</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
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- 60 to 69.9 percent = D
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1. Oral Practical Assessment I (10 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

2. Multiple Choice Assessment (10 points): *Information & Rubric*

This will contain 50 multiple-choice format items. All items will be derived directly from course objectives and is designed to assess your *factual knowledge* of all course information taught prior to the examination.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common neurological pathology and is asked to utilize the literature and *communication* with student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Written Clinical Reasoning Assignment (10 points): *Information & Rubric*

Each student will be provided with a clinical case scenario and is asked to assess the information, provide a patho-anatomical diagnostic hypothesis, and select appropriate tests and measures aimed at applying an initial diagnosis. Differential diagnosis of the patient case should also be considered.

5. Oral Practical Assessment II (20 points) : *Information & Rubric*

This will assess your ability to *make basic decisions* about the evaluation and management components of patient/client care and includes all material taught prior to this assessment.

7. Multiple Choice Assessment II (20 points): *Information & Rubric*

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination. The assessment will be offered at a

APPENDIX C. Course Syllabi

time to be determined. You will receive a numerical score between 0 and 20 points.

6. In class assessments (20 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as desired by the instructor.

7. Course Participation (10 points): *Information & Rubric*

Participation is:

5. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
6. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok be wrong; it's a natural part of learning. It's what and how you learn from being wrong that defines active course participation.
7. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
8. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance, or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

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APPENDIX C. Course Syllabi

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SEXUAL MISCONDUCT: The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oi@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

INCLEMENT WEATHER: To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi

Course Schedule: Lecture

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Principles of Neurology Practice		
2		Subjective History Interpretation I		
3		Subjective History Interpretation II		
4		Subjective History Interpretation III		
5		Neurology Tests & Measures I		
6		Neurology Tests & Measures II		
7		Neurology Tests & Measures III		
8		Practical Examination I		
9		Principles of Management		
10		Prognosis-Goals/Patient Education		
11		Activity Modification		
12		Neurology Rehabilitation Techniques		

APPENDIX C. Course Syllabi

Course Schedule: Lab

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Principles of Neurology Practice		
2		Subjective History Interpretation I		
3		Subjective History Interpretation II		
4		Subjective History Interpretation III		
5		Neurology Tests & Measures I		
6		Neurology Tests & Measures II		
7		Neurology Tests & Measures III		
8		Practical Examination I		
9		Principles of Management		
10		Prognosis-Goals/Patient Education		
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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8350

COURSE TITLE:	Cardiopulmonary Physical Therapy
COURSE NUMBER:	DPT 8350
CREDIT & CLOCK HOURS:	(3:2:4) 3 credit hours with 3 hour of lecture and 6 hours of laboratory experience each week for a total of 10 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES :	N/A-lockstep program
COURSE DESCRIPTION:	This course addresses evaluation and management skills within the practice of cardiopulmonary physical therapy. Students will develop a patient profile, apply a diagnostic hypothesis, identify relevant tests and measures to determine the appropriateness of physical therapy management, and classify the patient/client according to the physical therapy diagnosis. Management strategies will address the complete biopsychosocial needs of the patient. Specific approaches to be addressed will include education, activity modification, and physical interventions. Students will additionally emphasize inter-professional communication by addressing the patient/client presentation lying outside the physical therapy scope of practice.
MEETING TIMES:	Lecture: TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS AND LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Evaluate a set of patient/client data and develop an initial diagnostic hypothesis. [V]2. Choose an evidence-informed and individualized subjective and objective evaluation sequence for a cardiopulmonary physical therapy patient/client. [V]3. Prioritize the patient/client appropriately and develop a basic prognosis. [V]4. Synthesize an all-source evidence-informed management plan including education, activity modification, and physical interventions. [VI]

APPENDIX C. Course Syllabi

5. Administer evidence-informed procedural interventions including education, activity modification, and physical interventions. [VII]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. List cardiopulmonary conditions amenable to physical therapy interventions. [II]
2. Characterize the pathological conditions of the cardiopulmonary system commonly encountered by physical therapists. [III]
3. Document the underlying pathophysiology of cardiopulmonary conditions amenable to physical therapy interventions. [IV]
4. Describe the medical and surgical management of the pathological conditions of the cardiopulmonary system commonly encountered by physical therapists. [V]
5. Choose appropriate components of the patient/client history & systems review based on patient/client needs. [V]
6. Choose appropriate tests and measures for the pathological conditions of the cardiopulmonary system commonly encountered by physical therapists. [V]
7. Discern those patients/clients who present with clusters of symptoms that denote either a medical emergency or the need for referral to another healthcare provider. [V]
8. Describe the need for various imaging procedures in the examination of the patient/client with pathological conditions of the cardiopulmonary system. [V]
9. Weigh individual examination sequences according to varying levels of severity and irritability in patient/client presentation. [V]
10. Analyze the data from the examination to apply a diagnosis, determine a prognosis and develop a plan of care that is acceptable, realistic, and patient/client centered. [V]
11. Articulate an intervention plan for cardiopulmonary conditions amenable to physical therapy intervention that incorporates education, activity modification, and physical interventions (modalities, therapeutic exercise, and manual therapy). [VI]
12. Consistently integrate the best evidence from various sources with clinical judgment and patient/client values to determine the best care for a patient/client. [VI]
13. Describe the contributions of health care professionals other than physical therapists in the management of pathological conditions of the cardiopulmonary system commonly encountered by physical therapists. [V]

Psychomotor domain

Upon completion of this course, students should be expected to:

1. Build a patient history (SOAPIER: S) on cardiopulmonary patients/clients from among the three major clinical paradigms from provided case scenarios. [B: M]
2. Demonstrate a spinal differential diagnosis examination (SOAPIER: O) on patients presenting with pathological conditions of the cardiopulmonary system commonly encountered by physical therapists. [B: COR]

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3. Demonstrate a peripheral joint differential diagnosis examination (SOAPIER: O) on patients presenting with pathological conditions of the cardiopulmonary system commonly encountered by physical therapists. [B: COR]
4. Demonstrate how an examination sequence might be modified in cases where the patient is acutely painful, irritable, or lacks the mobility to complete the desired tests and measures. [B: COR]
5. Build an assessment (SOAPIER: A) from data gained in the subjective and objective components of the patient/client evaluation. [B: M]
6. Develop a basic physical therapy management plan (SOAPIER: P) using data from the assessment component of the patient client evaluation. [B: M]
7. Demonstrate the ability to educate a patient/client about their diagnosis/pathology, prognosis, and the content of their overall management plan. [B: COR]
8. Demonstrate the ability to modify a patient/client's daily activities in consideration of the physical therapy diagnosis and management plan. [B: COR]
9. Demonstrate cardiopulmonary physical therapy management techniques: [B: COR]
 - a. Neuromuscular re-education/Therapeutic exercise
 - i. Postural adaptation
 - ii. Joint specific ROM, strength & endurance
 - iii. Post-operative protocols (THR, TKA, RC)
 - iv. Cervical/lumbar joint stabilization
 - v. Peripheral joint stabilization
 - vi. McKenzie extension based-exercises
 - b. Joint mobilization techniques
 - i. Posterior-Anterior spinal joint glides
 - ii. Posterior-Anterior peripheral joint glides
 - iii. Mechanical traction: Cervical, lumbar
 - iv. Manual traction: Cervical-thoracic-lumbopelvic]
 - c. Soft-tissue techniques
 - i. Cross friction techniques
 - ii. Muscle energy techniques
 - iii. Myofascial release techniques
 - iv. Strain-Counter-Strain techniques
 - d. Modalities
 - i. Electrophysiological
 - ii. Ultrasound
 - iii. Bracing
 - iv. Taping
10. Perform a review of outcomes of the patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account. [B: M]
11. Orally present a new patient/client's case in a logical sequence (patient profile, diagnostic hypothesis) summarizing the pertinent positive and negative examination findings as well as a comprehensive differential diagnosis, prognosis, general plans for physical therapy intervention, and a review and alteration of the overall management plan. [PT tax: IV]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

DeTurk & Cahalin. Cardiovascular and Pulmonary Physical Therapy, 2nd Edition. McGraw-Hill Publishing.

ISBN: 978-0-07-159812-5

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Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. Letter grades will be assigned according to the table below. All assessment items must be completed in order to receive a grade for this course.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
17. Oral Practical Assessment I	10
18. Multiple Choice Assessment I	10
19. Oral Case presentation	10
20. Written Clinical Reasoning Assn.	10
21. Oral Practical Assessment II	20
22. Multiple Choice Assessment II	20
23. In-Class Assessments	10
24. Course participation	10
<i>TOTAL</i>	<i>100</i>

Calculation of the Letter Grade will use the following criteria:

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APPENDIX C. Course Syllabi

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SEXUAL MISCONDUCT: The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oi@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

INCLEMENT WEATHER: To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

CRISIS MANAGEMENT:

APPENDIX C. Course Syllabi**Course Schedule: Lecture**

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Principles of Cardiopulmonary Practice		
2	Subjective History Interpretation I		
3	Subjective History Interpretation II		
4	Subjective History Interpretation III		
5	Cardiopulmonary Tests & Measures I		
6	Cardiopulmonary Tests & Measures II		
7	Cardiopulmonary Tests & Measures III		
8	Practical Examination I		
9	Principles of Management		
10	Prognosis-Goals/Patient Education		
11	Activity Modification		
12	Cardiopulmonary Rehabilitation Techniques		

APPENDIX C. Course Syllabi**Course Schedule: Lab**

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Principles of Cardiopulmonary Practice		
2	Subjective History Interpretation I		
3	Subjective History Interpretation II		
4	Subjective History Interpretation III		
5	Cardiopulmonary Tests & Measures I		
6	Cardiopulmonary Tests & Measures II		
7	Cardiopulmonary Tests & Measures III		
8	Practical Examination I		
9	Principles of Management		
10	Prognosis-Goals/Patient Education		
11	Activity Modification		
12	Cardiopulmonary Rehabilitation Techniques		

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8360

COURSE TITLE:	Physical Therapy for Special Population
COURSE NUMBER:	DPT 8360
CREDIT HOURS & CLOCK HOURS:	(4:4:0) This course is 4 credit hours and involves approximately 4 hours/week of lecture for a total of 60 contact hours over 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	<p>This course involves continued study of selected practice settings and patient populations. The first portion of the course addresses unique psychosocial, assessment, management, and documentation/reimbursement needs of women's and men's health. Concepts covered in industrial rehabilitation will include: employment screening, functional capacity evaluations, rehabilitation requirements, work site analysis, and OSHA reporting requirements related to environmental safety and health. The course ends with discussion of home health care delivery and the unique practice aspects of rural healthcare. Other items for discussion may include military/VA practice settings, and rehabilitation considerations of this population.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<p>TBD</p> <p>Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in evaluation and management of conditions related to women's/men's health, industrial rehabilitation, and home and rural health. Benefits of physical therapy in each of the aforementioned areas will assist graduates in providing excellent care to patients in these areas. "This course promotes the mission of the University of Memphis by equipping students with superior skills in assessment and management of patients with unique healthcare needs or practice settings which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><i>Overall Course Goals:</i></p> <ol style="list-style-type: none">1. Describe practice areas, assessment, intervention, and documentation in industrial rehabilitation. (V)2. Examine legal, ethical, psychosocial, communication, assessment, and intervention considerations within home health practice settings. (V)3. Distinguish pelvic floor dysfunction from pain conditions in men and women. (V)4. Select appropriate strategies for teaching pelvic floor movement patterns in men and women. (V)

APPENDIX C. Course Syllabi

5. Report challenges involved with healthcare delivery in rural settings. (VI)
6. Summarize typical surgical intervention for pelvic floor dysfunction and rehabilitative procedures to improve function in this population. (VI)
7. Instruct patients/clients in management of post-surgical complications. (VII)

*Affective (**Essay**)*

1. Provide examples of the role other healthcare providers play in healthcare environments. (A-Rc)
2. Examine the benefit of physical therapy services for patients to treat pelvic floor dysfunction, and patients requiring services in industrial, home health, and rural settings. (A-Rp)
3. Value patient/client management challenges in various rehabilitation populations. (A-V)

*Cognitive (**written examinations**)*

1. Browse gross anatomy by systems related to women's and men's health. (II)
2. Obtain the necessary evaluation, examination, and interventions skills to address patient populations that fall outside the realm of typical evaluation procedure. (II)
3. Discuss structure and function of reproductive systems. (II)
4. Classify pelvic pain mechanisms within genders. (III)
5. Organize differences in evaluation and assessment procedures in various healthcare settings. (III)
6. Describe key elements to effectively working in industrial, home and rural health, and pelvic floor dysfunction. (V)
7. Select appropriate evaluation/examination techniques when working with patients with pelvic floor dysfunction, industrial rehabilitation, and home and rural health. (V)
8. Compare changes in musculoskeletal and physiologic function and structure pre and postpartum. (V)
9. Investigate pharmaceutical agents utilized in treatment of women's and men's health. (V)
10. Synthesize the legal, ethical, and psychosocial variables associated with patients and practice in pelvic floor dysfunction, industrial rehabilitation, and home and rural health settings. (VI)
11. Appraise the challenges of working in home and rural healthcare environments. (VI)
12. Summarize disease processes with gender differences by system. (VI)
13. Advise women on health/wellness options to decrease risk of pathology. (VII)
14. Record findings from the evaluation, examination, and interventions utilized in treating patients with women's/men's health, industrial rehabilitation, and home health settings. (IV)

*Psychomotor (**no assessment; based on participation in laboratory experience**)*

1. Participate in the assessment of pelvic floor dysfunction. (P-GR)
2. Participate in industrial rehabilitation assessment and intervention laboratory. (P-GR)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

APPENDIX C. Course Syllabi

Irion JM and Irion GL. Women's Health in Physical Therapy. Lippincott Williams & Wilkins (2009). ISBN: 9780781744812

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be 4 written examinations. All exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

Course Evaluation:

Each examination (4) is worth 20% of the total course grade for a total of 80%. A written essay will comprise the remaining 20% of the course grade.

Essay: Please write a 2-page maximum, double spaced, with 1 inch margins paper describing challenges and benefits physical therapists face when treating patients in the following one of the following areas: 1) pelvic floor dysfunction, 2) industrial rehabilitation, 3) home health, and 4) rural health. Articulate other healthcare providers that may be involved in the management process for patients in the selected area described above.

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.

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- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result

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from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

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APPENDIX C. Course Syllabi

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TENTATIVE COURSE SCHEDULE

Note: Schedule is subject to change.

Week	Date	Day	Lecture	Resources	Objectives	Professional Skills
1	Wk 1	TBD	1: Education and Psychosocial Issues in Women's Health 2: Anatomy review and Assessment of Pelvic Floor Dysfunction	Ch. 2-3 Ch 6-7	A: 1-3 C: 1-3, 5-7, 10, 13	CC: 5.1,5.3, 5.5, 5.8, 5.10, 5.11-12, 5.17, 5.18-23, 5.27, 5.28-30(e,f,g,h,k,l,m,p,s,u,x), 5.31-38
2	Wk 2	TBD	1: Management of Pelvic Floor Dysfunction 2: Management of Pelvic Floor Dysfunction	Ch 7	A: 1-2 C: 2, 10, 12	CC: same as above plus: 5.25, 5.39(a,b,d,h,i), 5.41-43, 5.53-56
3	Wk 3	TBD	1: Management of Pelvic Pain 2: Chronic Pelvic Pain Disorders	Ch 8-9	A: 1-2 C: 2, 4, 6	CC: same as above plus: 5.25, 5.39(a,b,d,h,i), 5.41-43, 5.53-56
4	Wk 4	TBD	Laboratory: Assessment Techniques/Skills (simulation or paid subjects outside of program)-work w Dr. Langaker		P: 1-2	CC: 5.28-30(e,f,g,j,k,m,p,s,t,u,v,x)
5	Wk 5	TBD	1: Management Before and After Gynecologic Surgeries 2: Assessment & Management of Male Pelvic Floor Dysfunction Exam 1: Weeks 1-4	Ch. 10 Notes	A: 1-3 C: 2, 4, 6, 12	CC: 5.28-30(e,f,g,j,k,m,p,s,t,u,v,x), 5.33-39(a,b,c,d,h,i), 5.41-43, 5.53-56
6	Wk 6	TBD	1: Prenatal and Postpartum Musculoskeletal Dysfunction 2: Medical and PT Management of High-Risk Pregnancy	Ch 11-12 Ch 16	A: 1-3 C: 2, 7, 8, 10	CC: 5.1,5.3, 5.5, 5.8, 5.10, 5.11-12, 5.17, 5.18-23, 5.27, 5.28-30(e,f,g,h,k,l,m,p,s,u,x), 5.31-38, 5.39(a,b,c,d,h,i), 5.40-43, 5.44-49
7	Wk 7	TBD	1: Female Athlete Considerations 2: Oncology: Management of Breast Cancer and Lymphedema	Ch 17, 21, 24 Ch 22-23	A: 1-3 C: 2, 5, 6, 9	CC: 5.28-30(e,f,g,j,k,m,p,s,t,u,v,x), 5.33-39(a,b,c,d,h,i), 5.41-43, 5.53-56
8	Wk 8	TBD	1: Marketing and Documentation 2: Optional Review	Ch 4-5	C: 14	CC: 5.2, 5.7, 5.17, 5.42, 5.57-58, 5.59
9	Wk 9	TBD	1: Introduction to Industrial Rehabilitation 2: Pre-employment screenings Exam 2: Weeks 5-8	Notes	A: 1-3 C: 2, 5, 6, 10	CC: 5.1, 5.3, 5.10-11, 5.17, 5.18, 5.27, 5.28-30(a-l,k,-m,p,q,s,t,u,v,x)
10	Wk 10	TBD	1: Functional Capacity Evaluations 2: Management of Workforce Injury	Notes	A: 1-3 C: 2, 5, 6, 10, 14	CC: 5.1, 5.3, 5.10-11, 5.17, 5.18, 5.27, 5.28-30(a-l,k,-m,p,q,s,t,u,v,x), 5.31-39(a,c,e), 5.40-49,
11	Wk 11	TBD	1: Job Site Analysis 2: Ergonomics/OSHA/Reporting Requirements	Notes	A: 1-3 C: 2, 5, 6, 10, 14	CC: 5.1, 5.3, 5.10-11, 5.17, 5.18, 5.27, 5.28-30(a-l,k,-m,p,q,s,t,u,v,x), 5.31-39(a,c,e), 5.40-49,
12	Wk 12	TBD	Laboratory Experience: Industrial Rehabilitation	Notes	P: 1-2	CC: 5.30(a-l,k,-m,p,q,s,t,u,v,x), 5.39(a,c,e)
13	Wk 13	TBD	1: Introduction to Home Health Practice 2: Home Analysis Exam 3: Weeks 9-12	Notes	A: 1-3 C: 2, 5, 6, 10, 11, 14	CC: 5.1, 5.3, 5.10-11, 5.17, 5.18, 5.27, 5.28-30(a,c,d-g, i-m,p,q,s-v,x)
14	Wk 14	TBD	1: Approach to Patient Management 2: Communication and Documentation Scholar paper due	Notes	A: 1-3 C: 2, 5, 6, 10, 11, 14	CC: 5.2, 5.7, 5.17, 5.31-39(a,b,c,e,g), 5.42, 5.57-58, 5.59
15	Wk 15	TBD	1: Introduction to PT in Rural Health Settings 2: small community hospitals	Notes	A: 1-3 C: 2, 5, 6, 10, 11	CC: 5.1-5.11, 5.17-23, 5.26-30(all), 5.40-44, 5.50-56, 5.63-65
16	Wk 16	TBD	1: Generalist vs specialist 2: Military/VA issues	Notes	A: 1-3 C: 2, 5, 6, 10, 11	
17	WK 17		Exam 4: Weeks 13-16			

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8410

COURSE TITLE:	Lifespan Physical Therapy I
COURSE NUMBER:	DPT 8410
CREDIT & CLOCK HOURS:	(3:2:3) 3 credit hours with 2 hours of lecture and 3 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 75 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: Lockstep Program
COURSE DESCRIPTION:	This course will provide the student with an overview of human development and aging from birth to death. Specifically, an epidemiological, chronological approach will be presented to develop the learner's <i>understanding</i> and <i>recognition</i> of normal and abnormal physiological milestones throughout the lifespan. The course will also <i>establish</i> the learner's foundational skills in evaluation and management of the physical therapy patient/client through an introduction to the SOAP-IE format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an <i>organization</i> of the full biopsychosocial needs of the physical therapy patient/client. A focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in the biology and physiology of aging, basic evaluation and management skills, and application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Characterize the pediatric, adult, and geriatric stages of the lifespan continuum in the pathological conditions commonly encountered by physical therapists. [PT Tax: III]

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2. Organize an epidemiological approach to developing a timeline of normal and abnormal pathologies that occur during the pediatric, adult, and geriatric stages of human development. [PT Tax: III]
3. Interpret the International Classification of Functioning system and the role that it plays in identifying the total biopsychosocial needs of the patient/client. [PT Tax: IV]
4. Apply the SOAPIER format for patient client examination, diagnosis, prognosis, intervention and ongoing evaluative reassessment. [PT Tax: IV]
5. Initiate documentation, billing, inter-professional communication processes and an assessment of available rural community resources. [PT Tax: IV]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Identify developmental milestones in human development and aging in the three major clinical paradigms (pediatrics, adulthood, geriatrics). [PT Tax: I]
2. Gather various theories on how the human body ages and the effects of aging on physical function, cognition, and psychosocial status in the three major clinical paradigms (pediatrics, adulthood, geriatrics). [PT Tax: II]
3. Collate the specific effects of the rural environment on aging and physical function, cognition, and psychosocial status in the three major clinical paradigms (pediatrics, adulthood, geriatrics). [PT Tax: III]
4. Catalog community resources available to the rural patient/client during each stage the three major clinical paradigms (pediatrics, adulthood, geriatrics). [PT Tax: III]
5. Characterize the pathological conditions commonly encountered by physical therapists during each of the three major clinical paradigms (pediatrics, adulthood, geriatrics). [PT Tax: III]
6. Arrange an epidemiological, chronological timeline of the pathological conditions commonly encountered by physical therapists during each of the three major clinical paradigms (pediatrics, adulthood, geriatrics). [PT Tax: III]
7. Distinguish between individual, patient specific pain and functional behaviors and the role that they play in modifying the evaluation and management of the patient/client. [PT Tax: IV]
8. Characterize the International Classification of Function (ICF) model in terms of its applicability to the evaluation and management of the patient/client. [PT Tax: III]
9. Utilize the SOAPIER format to document a total evaluation and management of a new patient/client at any point of the lifespan continuum. [PT Tax: IV]
10. Describe the inter-professional and community resources available to the physical therapist in Harnett County that aid in management of the patient/client. [PT Tax: V]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

1. Build a basic patient history (SOAPIER: S) on patients/clients from among the three major clinical paradigms from provided case scenarios. [B: M]

APPENDIX C. Course Syllabi

2. Perform a basic objective examination (SOAPIER: O) on patients from among the three major clinical paradigms from provided case scenarios. [B: M]
3. Build a basic assessment (SOAPIER: A) from data gained in the subjective and objective components of the patient/client evaluation. [B: M]
4. Develop a basic physical therapy management plan (SOAPIER: P) using data from the assessment component of the patient client evaluation. [B: M]
5. Perform basic physical therapy interventions (SOAPIER: I) on patients from among the three major clinical paradigms from provided case scenarios. [B: M]
6. Perform a re-evaluation examination (SOAPIER: E) on patients from among the three major clinical paradigms from provided case scenarios. [B: M]
7. Perform a review of outcomes of the patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account.. [B: M]
8. Orally present a new patient/client's case using a SOAPIER sequence, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

Papalia DE, Wendkos-Olds S, Duskin-Feldman R. *Human Development with LifeMAP CD-ROM and PowerWeb*. 10th Ed. Philadelphia, PA: McGraw-Hill; 2006. [ISBN: 978-0073228785](#).

Course Manual for DPT 750 available through download – eCourseware.

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
1. Self-Reflective Journal	15
2. Critically Appraised Paper	15
3. Oral Case presentation	10
4. Written Exam (MCQ)	20
5. Oral Practical Assessment	20
6. In Class Assessments	10
7. Course participation	10
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
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1. Self-reflective Journal (15 points): *Information & Rubric*

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Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards achieving their goals.

2. Critically appraised paper (15 points): *Information & Rubric*

Each student will be required to identify a common pathology presenting to physical therapy and search the literature to find an article that summarizes the prevalence, incidence, and typical presentation of that pathology in a physical therapy patient/client.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common pathology seen by physical therapists and is asked to utilize the *literature* and *communication* with their student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Multiple Choice Assessment (20 points): *Information & Rubric*

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination.

5. Oral-Practical Assessment (20 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

6. In class assessments (10 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on the material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as determined by the instructor.

7. Course Participation (10 points): *Information & Rubric*

Participation is:

13. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
14. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok to be wrong; it's a natural part of learning.
15. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
16. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance or modify it for different scenarios. Don't sit and twiddle thumbs.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

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submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and

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fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

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Tentative Course Schedule

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Principles of the Lifespan Continuum	Affective 1 Cognitive 1,2	5.12, 5.18, 5.19, 5.20, 5.21,5.50-5.52
2	Lifespan Continuum: PEDIATRICS	Affective 1 Cognitive 1,3,4,5,6	5.19-5.25
3	Lifespan Continuum: ADULTHOOD	Affective 1 Cognitive 1,3,4,5,6	5.19-5.25
4	Lifespan Continuum: GERIATRICS	Affective 1 Cognitive 1,3,4,5,6	5.19-5.25
5	Epidemiological Principles	Affective 2 Cognitive 5,6	5.19-5.25
6	Models of Disease & Disability: The ICF Model	Affective 3,5 Cognitive 8	5.5, 5.8, 5.9, 5.17, 5.18, 5.45-5.49,5.62
7	SOAPIER: S [Subjective]	Affective 2,3,4 Cognitive 7,8,9 Psychomotor 1	5.1-5.14;5.18,5.19,5.20,5.27, 5.28, 5.31
8	SOAPIER: O [Objective]	Affective 2,3,4 Cognitive 7,8,9 Psychomotor 2	5.1-5.14; 5.18,5.19,5.20,5.29, 5.30
9	<i>Spring Break: No Class</i>	<i>NA</i>	<i>NA</i>
10	SOAPIER: A [Assessment]	Affective 2,3,4 Cognitive 7,8,9 Psychomotor 3	5.1-5.14; 5.18,5.19,5.20,5.17,5.27, 5.31, 5.32,5.33,
11	SOAPIER: P [Plan]	Affective 2,4,5 Cognitive 7,8,9 Psychomotor 4,10	5.1-5.14; 5.18,5.19,5.20,5.27, 5.34-5.36,5.53-5.56
12	SOAPIER: I [Intervention]	Affective 2,4,5 Cognitive 7,8,9 Psychomotor 5,10	5.1-5.14; 5.18,5.19,5.20, 5.26, 5.37, 5.39, 5.40, 5.41, 5.43
13	SOAPIER: E [Evaluation]	Affective 2,3,4 Cognitive 7,8,9 Psychomotor 6	5.1-5.14; 5.18,5.19,5.20,5.44, 5.45 – 5.49
14	SOAPIER: R [Review]	Affective 2,3,4 Cognitive 7,8,9 Psychomotor 7	5.1-5.14; 5.18,5.19,5.20,5.38,5.62
15	<i>Oral Case Presentations</i>	<i>Affective all Cognitive all Psychomotor 8</i>	<i>5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17, 5.18,19,5.20,5.22,5.23,5.26,5.27, 5.28, 5.30(c,e,f,l,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33.</i>
16	<i>Written Exam Oral Practical Examination</i>	<i>Affective all Cognitive all Psychomotor all</i>	<i>5.1.5,5.6,5.8,5.9,5.10,5.11,5.14,5.17, 5.18,19,5.20,5.22,5.23,5.26,5.27, 5.28, 5.30(c,e,f,l,j,k,l,m,p,q,s,t,u,v,x), 5.31,5.32,5.33.</i>

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8420

COURSE TITLE:	Lifespan Physical Therapy II: Pediatrics
COURSE NUMBER:	DPT 8420
CREDIT & CLOCK HOURS:	(3:2:4) 3 credit hours with 3 hour of lecture and 6 hours of laboratory experience each week for a total of 10 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: Lock Step Program
COURSE DESCRIPTION:	<p>This course will develop introductory skills in the evaluation and management of the pediatric physical therapy patient/client. An epidemiological, chronological approach will be presented to develop the learner's <i>understanding</i> and <i>recognition</i> of abnormal pathophysiological milestones throughout the pediatric portion of the lifespan continuum. Utilizing a problem-based learning approach, this course will <i>further develop</i> the learner's skills in examination and interventions aimed at the physical therapy patient/client across the various clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an <i>integration</i> of the full biopsychosocial needs of the physical therapy patient/client. A continued focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<p>TBD</p> <p>Instructors:</p> <p>TBD</p> <p>Office Hours: By appointment via email.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in evaluation and management skills, and the application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><u>OVERALL COURSE GOALS</u></p> <p>Upon completion of this course, students should be expected to:</p> <ol style="list-style-type: none">1. Express the pediatric stage of the lifespan continuum in terms of the abnormal physiological and pathological milestones. [PT Tax: IV]

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2. Utilize an epidemiological approach to develop a timeline of abnormal pathologies that occur during the pediatric stage of the lifespan continuum. [PT Tax: IV]
3. Analyze the pain, functional and social behaviors that the physical therapy patient/client presents throughout the pediatric lifespan. [PT Tax: V]
4. Synthesize the SOAPIER process and complete a physical therapy patient/client evaluation for conditions identified on the pediatric lifespan continuum [PT Tax: VI]
5. Share a complete physical therapy patient/client management plan that incorporates intervention, evaluation, review, inter-professional communication and an assessment of available rural community resources. [PT Tax: VI]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Arrange chronologically the various neurological, orthopedic, cardiovascular and pulmonary, and integumentary pathologies that occur in the pediatric stage of the lifespan continuum. [PT Tax: III]
2. Dissect the significant abnormal pathologies that occur most commonly during the pediatric portion of the lifespan continuum. [PT Tax: IV]
3. Articulate the components of an overall subjective history and interview [S] that are applicable to each individual physical therapy patient/client. [PT Tax: VI]
4. Articulate the individual components of an overall objective examination [O] applicable to each individual physical therapy patient/client. [PT Tax: VI]
5. Share a detailed, integrated assessment [A] of the subjective and objective data collected during the evaluation process with the purpose of making clinical judgments about the patient/client's status. [PT Tax: VI]
6. Share a diagnosis that guides future patient/client management. [PT Tax: VI]
7. Project a detailed prognosis and plan of care [P] that is evidence-informed, effective, safe, and patient/client centered. [PT Tax: VI]
8. Articulate the components of an overall intervention and management plan [I] that is acceptable, realistic and patient/client centered. [PT Tax: VI]
9. Interpret the results of physical therapy intervention and adjust assessment sequences and subsequent interventions for each physical therapy patient/client. [PT Tax: VI]
10. Consult the inter-professional and community resources available to the physical therapist in Harnett County that aid in the total management of the physical therapy patient/client. [PT Tax: VII]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

1. Execute a patient history taking (SOAPIER: S) on patients/clients in the pediatric clinical paradigms. [B: COR]
2. Demonstrate an objective examination (SOAPIER: O) on patients in the pediatric clinical paradigm. [B: COR]

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3. Build an assessment (SOAPIER: A) from data gained in the subjective and objective components of the pediatric patient/client evaluation. [B: COR]
4. Build a physical therapy management plan (SOAPIER: P) for a pediatric patient/client using data from the assessment component of the evaluation. [B: A]
5. Demonstrate components of physical therapy interventions (SOAPIER: I) from a management plan in the pediatric clinical paradigms. [B: COR]
6. Perform a re-evaluation examination (SOAPIER: E) on patients from the pediatric clinical paradigms. [B: M]
7. Perform a review of outcomes of the pediatric patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the pediatric patient/client into account. [B: M]
8. Orally present a new pediatric patient/client case using a SOAPIER sequence, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

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APPENDIX C. Course Syllabi

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9		CV-PULM Pathology	Acute faculty	<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
10		INTEGUMENTARY Pathology	Acute faculty	<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
11		EXAMINATIONS	TBD	<i>Cognitive All</i>	<i>All of Above</i>

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APPENDIX C. Course Syllabi

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1		MSK: Spinal Diff. Diag. Exams	Windsor/Dedrick	<i>Cognitive 3,4,5,6 Psychomotor 1,2</i>	<i>5.27, 5.28, 5.29, 5.30 (e,f,h,i,k,l,m,p,q,s,t,u),</i>
2		MSK: Spinal Biomechanical Exam	Windsor/Dedrick	<i>Cognitive 4 Psychomotor 1,2</i>	<i>5.30 (k,s)</i>
3		MSK: Spinal Interventions	Windsor/Dedrick	<i>Cognitive 8,9 Psychomotor 1,2</i>	<i>5.32-5.38; 5.39 (a,d,h)</i>
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8		NEURO: Management	NEURO Faculty	<i>Cognitive 8-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
9		CV-PULM: Eval. & Management	Acute faculty	<i>Cognitive 3-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
10		INTEGUMENTARY: Eval. & Mgt	Acute faculty	<i>Cognitive 3-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
11		EXAMINATIONS	TBD	<i>Cognitive All</i>	<i>All of Above</i>

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APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8430

COURSE TITLE:	Lifespan Physical Therapy II: Adulthood
COURSE NUMBER:	DPT 8430
CREDIT & CLOCK HOURS:	(3:2:4) 3 credit hours with 3 hour of lecture and 6 hours of laboratory experience each week for a total of 10 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: lockstep program
COURSE DESCRIPTION:	This course will develop introductory skills in the evaluation and management of the pediatric physical therapy patient/client. An epidemiological, chronological approach will be presented to develop the learner's <i>understanding</i> and <i>recognition</i> of abnormal pathophysiological milestones throughout the pediatric portion of the lifespan continuum. Utilizing a problem-based learning approach, this course will <i>further develop</i> the learner's skills in examination and interventions aimed at the physical therapy patient/client across the various clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an <i>integration</i> of the full biopsychosocial needs of the physical therapy patient/client. A continued focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in evaluation and management skills, and the application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: 1. Express the adulthood stage of the lifespan continuum in terms of the abnormal physiological and pathological milestones. [PT Tax: IV]

APPENDIX C. Course Syllabi

2. Utilize an epidemiological approach to develop a timeline of abnormal pathologies that occur during the adulthood stage of the lifespan continuum. [PT Tax: IV]
3. Analyze the pain, functional and social behaviors that the physical therapy patient/client presents throughout the adulthood lifespan. [PT Tax: V]
4. Synthesize the SOAPIER process and complete a physical therapy patient/client evaluation for conditions identified on the adulthood lifespan continuum [PT Tax: VI]
5. Share a complete physical therapy patient/client management plan that incorporates intervention, evaluation, review, inter-professional communication and an assessment of available rural community resources. [PT Tax: VI]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Arrange chronologically the various neurological, orthopedic, cardiovascular and pulmonary, and integumentary pathologies that occur in the adulthood stage of the lifespan continuum. [PT Tax: III]
2. Dissect the significant abnormal pathologies that occur most commonly during the adulthood portion of the lifespan continuum. [PT Tax: IV]
3. Articulate the components of an overall subjective history and interview [S] that are applicable to each individual physical therapy patient/client. [PT Tax: VI]
4. Articulate the individual components of an overall objective examination [O] applicable to each individual physical therapy patient/client. [PT Tax: VI]
5. Share a detailed, integrated assessment [A] of the subjective and objective data collected during the evaluation process with the purpose of making clinical judgments about the patient/client's status. [PT Tax: VI]
6. Share a diagnosis that guides future patient/client management. [PT Tax: VI]
7. Project a detailed prognosis and plan of care [P] that is evidence-informed, effective, safe, and patient/client centered. [PT Tax: VI]
8. Articulate the components of an overall intervention and management plan [I] that is acceptable, realistic and patient/client centered. [PT Tax: VI]
9. Interpret the results of physical therapy intervention and adjust assessment sequences and subsequent interventions for each physical therapy patient/client. [PT Tax: VI]
10. Consult the inter-professional and community resources available to the physical therapist in Harnett County that aid in the total management of the physical therapy patient/client. [PT Tax: VII]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

1. Execute a patient history taking (SOAPIER: S) on patients/clients in the adulthood clinical paradigms. [B: COR]
2. Demonstrate an objective examination (SOAPIER: O) on patients in the adulthood clinical paradigm. [B: COR]

APPENDIX C. Course Syllabi

3. Build an assessment (SOAPIER: A) from data gained in the subjective and objective components of the adulthood patient/client evaluation. [B: COR]
4. Build a physical therapy management plan (SOAPIER: P) for a adulthood patient/client using data from the assessment component of the evaluation. [B: A]
5. Demonstrate components of physical therapy interventions (SOAPIER: I) from a management plan in the adulthood clinical paradigms. [B: COR]
6. Perform a re-evaluation examination (SOAPIER: E) on patients from the adulthood clinical paradigms. [B: M]
7. Perform a review of outcomes of the adulthood patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the adulthood patient/client into account. [B: M]
8. Orally present a new adulthood patient/client case using a SOAPIER sequence, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade.

<i>Assessment</i>	<i>Points</i>
8. Self-Reflective Journal	10
9. Critically Appraised Paper	10
10. Oral Case presentation	10
11. Written Exam (MCQ)	30
12. Oral Practical Assessment	30
13. In Class Assessments	5
14. Course participation	5
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

1. Self-reflective Journal (10 points) : *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards

APPENDIX C. Course Syllabi

achieving their goals.

2. Critically appraised paper (10 points): *Information & Rubric*

Each student will be required to identify a common pathology presenting to physical therapy and search the literature to find an article that summarizes the prevalence, incidence, and typical presentation of that pathology in a physical therapy patient/client.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common adulthood pathology and is asked to utilize the *literature* and *communication* with their student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Multiple Choice Assessment (30 points): *Information & Rubric*

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination.

5. Oral-Practical Assessment (30 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

6. In class assessments (5 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as desired by the instructor.

7. Course Participation (5 points): *Information & Rubric*

Participation is:

1. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
2. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok be wrong; it's a natural part of learning. It's what and how you learn from being wrong that defines active course participation.
3. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
4. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance, or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified. Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.

APPENDIX C. Course Syllabi

- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, Kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY: Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY: Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT: All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.

PLAGIARISM: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as

APPENDIX C. Course Syllabi

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CRISIS MANAGEMENT;

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6	NEURO: Evaluation		<i>Cognitive 3-7 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
7	NEURO: Management		<i>Cognitive 8-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
8	NEURO: Management		<i>Cognitive 8-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
9	CV-PULM: Eval. & Management		<i>Cognitive 3-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
10	INTEGUMENTARY: Eval. & Mgt		<i>Cognitive 3-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
11	EXAMINATIONS		<i>Cognitive All</i>	<i>All of Above</i>

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8440

COURSE TITLE:	Lifespan Physical Therapy II: Geriatrics
COURSE NUMBER:	DPT 8440
CREDIT & CLOCK HOURS:	(3:2:4) 3 credit hours with 3 hour of lecture and 6 hours of laboratory experience each week for a total of 10 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: lockstep program
COURSE DESCRIPTION:	<p>This course will develop introductory skills in the evaluation and management of the geriatric physical therapy patient/client. An epidemiological, chronological approach will be presented to develop the learner's <i>understanding</i> and <i>recognition</i> of abnormal pathophysiological milestones throughout the Geriatric portion of the lifespan continuum. Utilizing a problem-based learning approach, this course will <i>further develop</i> the learner's skills in examination and interventions aimed at the physical therapy patient/client across the various clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. The concepts of health, functioning, and pain behaviors will be incorporated into an <i>integration</i> of the full biopsychosocial needs of the physical therapy patient/client. A continued focus on introductory skills in patient documentation, billing, inter-professional communication and rural community resources will be provided.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	<p>TBD</p> <p>Instructors:</p> <p>TBD</p> <p>Office Hours: By appointment via email.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in evaluation and management skills, and the application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><u>OVERALL COURSE GOALS</u></p> <p>Upon completion of this course, students should be expected to:</p> <ol style="list-style-type: none">1. Express the Geriatric stage of the lifespan continuum in terms of the abnormal physiological and pathological milestones. [PT Tax: IV]

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2. Utilize an epidemiological approach to develop a timeline of abnormal pathologies that occur during the Geriatric stage of the lifespan continuum. [PT Tax: IV]
3. Analyze the pain, functional and social behaviors that the physical therapy patient/client presents throughout the Geriatric lifespan. [PT Tax: V]
4. Synthesize the SOAPIER process and complete a physical therapy patient/client evaluation for conditions identified on the Geriatric lifespan continuum [PT Tax: VI]
5. Share a complete physical therapy patient/client management plan that incorporates intervention, evaluation, review, inter-professional communication and an assessment of available rural community resources. [PT Tax: VI]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Arrange chronologically the various neurological, orthopedic, cardiovascular and pulmonary, and integumentary pathologies that occur in the Geriatric stage of the lifespan continuum. [PT Tax: III]
2. Dissect the significant abnormal pathologies that occur most commonly during the Geriatric portion of the lifespan continuum. [PT Tax: IV]
3. Articulate the components of an overall subjective history and interview [S] that are applicable to each individual physical therapy patient/client. [PT Tax: VI]
4. Articulate the individual components of an overall objective examination [O] applicable to each individual physical therapy patient/client. [PT Tax: VI]
5. Share a detailed, integrated assessment [A] of the subjective and objective data collected during the evaluation process with the purpose of making clinical judgments about the patient/client's status. [PT Tax: VI]
6. Share a diagnosis that guides future patient/client management. [PT Tax: VI]
7. Project a detailed prognosis and plan of care [P] that is evidence-informed, effective, safe, and patient/client centered. [PT Tax: VI]
8. Articulate the components of an overall intervention and management plan [I] that is acceptable, realistic and patient/client centered. [PT Tax: VI]
9. Interpret the results of physical therapy intervention and adjust assessment sequences and subsequent interventions for each physical therapy patient/client. [PT Tax: VI]
10. Consult the inter-professional and community resources available to the physical therapist in Harnett County that aid in the total management of the physical therapy patient/client. [PT Tax: VII]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

1. Execute a patient history taking (SOAPIER: S) on patients/clients in the Geriatric clinical paradigms. [B: COR]
2. Demonstrate an objective examination (SOAPIER: O) on patients in the Geriatric clinical paradigm. [B: COR]

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3. Build an assessment (SOAPIER: A) from data gained in the subjective and objective components of the Geriatric patient/client evaluation. [B: COR]
4. Build a physical therapy management plan (SOAPIER: P) for a Geriatric patient/client using data from the assessment component of the evaluation. [B: A]
5. Demonstrate components of physical therapy interventions (SOAPIER: I) from a management plan in the Geriatric clinical paradigms. [B: COR]
6. Perform a re-evaluation examination (SOAPIER: E) on patients from the Geriatric clinical paradigms. [B: M]
7. Perform a review of outcomes of the Geriatric patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the Geriatric patient/client into account. [B: M]
8. Orally present a new Geriatric patient/client case using a SOAPIER sequence, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

9. **Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade.

<i>Assessment</i>	<i>Points</i>
15. Self-Reflective Journal	10
16. Critically Appraised Paper	10
17. Oral Case presentation	10
18. Written Exam (MCQ)	30
19. Oral Practical Assessment	30
20. In Class Assessments	5
21. Course participation	5
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

1. Self-reflective Journal (10 points) : *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards achieving their goals.

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2. Critically appraised paper (10 points): *Information & Rubric*

Each student will be required to identify a common pathology presenting to physical therapy and search the literature to find an article that summarizes the prevalence, incidence, and typical presentation of that pathology in a physical therapy patient/client.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common Geriatric pathology and is asked to utilize the *literature* and *communication* with their student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Multiple Choice Assessment (30 points): *Information & Rubric*

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination.

5. Oral-Practical Assessment (30 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

6. In class assessments (5 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as desired by the instructor.

7. Course Participation (5 points): *Information & Rubric*

Participation is:

1. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
2. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok be wrong; it's a natural part of learning. It's what and how you learn from being wrong that defines active course participation.
3. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
4. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance, or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.

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- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, Kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY: Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY: Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT: All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as

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a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you

APPENDIX C. Course Syllabi

SEXUAL MISCONDUCT: know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

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Tentative Course Schedule

WK	DATE	TOPIC	FACULTY	OBJECTIVES	PROF. PRAC. EXP
1		Screening for Referral: Viscera		<i>Cognitive 1, 2</i>	<i>5.1, 5.3, 5.6, 5.19, 5.20, 5.27</i>
2		Screening for Referral: Spine		<i>Cognitive 1, 2</i>	<i>5.1, 5.3, 5.6, 5.19, 5.20, 5.27</i>
3		Screening for Referral: UQ		<i>Cognitive 1, 2</i>	<i>5.1, 5.3, 5.6, 5.19, 5.20, 5.27</i>
4		Screening for Referral: LQ		<i>Cognitive 1, 2</i>	<i>5.1, 5.3, 5.6, 5.19, 5.20, 5.27</i>
5		MSK Pathology: Spine		<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
6		MSK Pathology: Spine		<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
7		NEURO Pathology		<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
8		NEURO Pathology		<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
9		CV-PULM Pathology		<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
10		INTEGUMENTARY Pathology		<i>Cognitive 1-5</i>	<i>5.19-5.25; 5.28-5.30</i>
11		EXAMINATIONS		<i>Cognitive All</i>	<i>All of Above</i>

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Tentative Course Schedule

WK	DATE	TOPIC	FACULTY	OBJECTIVES	PROF. PRAC. EXP
1		MSK: Spinal Diff. Diag. Exams		<i>Cognitive 3,4,5,6 Psychomotor 1,2</i>	<i>5.27, 5.28, 5.29, 5.30 (e,f,h,i,k,l,m,p,q,s,t,u),</i>
2		MSK: Spinal Biomechanical Exam		<i>Cognitive 4 Psychomotor 1,2</i>	<i>5.30 (k,s)</i>
3		MSK: Spinal Interventions		<i>Cognitive 8,9 Psychomotor 1,2</i>	<i>5.32-5.38; 5.39 (a,d,h)</i>
4		MSK: Spinal Interventions		<i>Cognitive 8, 9 Psychomotor 1,2</i>	<i>5.32-5.38; 5.39 (a,d,h)</i>
5		NEURO: Evaluation		<i>Cognitive 3-7 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
6		NEURO: Evaluation		<i>Cognitive 3-7 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
7		NEURO: Management		<i>Cognitive 8-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
8		NEURO: Management		<i>Cognitive 8-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
9		CV-PULM: Eval. & Management		<i>Cognitive 3-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
10		INTEGUMENTARY: Eval. & Mgt		<i>Cognitive 3-10 Psychomotor 1,2</i>	<i>5.19-5.25; 5.28-5.30</i>
11		EXAMINATIONS		<i>Cognitive All</i>	<i>All of Above</i>

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8450

COURSE TITLE:	Lifespan Physical Therapy III: Pediatrics
COURSE NUMBER:	DPT 8450
CREDIT & CLOCK HOURS:	(4:2:4) 4 credit hours with 2 hours of lecture and 4 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: Lock Step Program
COURSE DESCRIPTION:	This course will develop entry-level skills in the evaluation and management of the pediatric physical therapy patient/client and focuses on integration of previously learned skills into an interdisciplinary, inter-professional approach to care. Utilizing a case-based, problem-based learning approach, this course will <i>develop</i> the learner's skills in advanced reasoning, examination and intervention techniques across the various physical therapy clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. Learners will be expected to critically analyze colleague's clinical evaluation and management plans and the literature of the pediatric physical therapy patient/client. The concepts of health, functioning, and pain behaviors will be incorporated into an <i>integration</i> of the full biopsychosocial needs of the physical therapy patient/client. There is a continued focus inter-professional communication and rural community resources.
MEETING TIMES:	TBD
COURSE COORDINATOR (S) & OFFICE HOURS:	TBD Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with entry-level evaluation and management skills, and application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to:

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1. Conceptualize the pediatric stage of the lifespan continuum in terms of major physical therapy priorities at each stage of the pediatric lifespan continuum. [PT Tax: VIII]
2. Devise a timeline of abnormal pathologies that occur during the pediatric stage of the lifespan continuum. [PT Tax: VIII]
3. Design a matrix of the typical pain, functional and social behaviors that the physical therapy patient/client presents throughout the pediatric lifespan. [PT Tax: VIII]
4. Refine the SOAPIER process and complete a physical therapy patient/client evaluation for conditions identified on the pediatric lifespan continuum [PT Tax: VIII]
5. Coordinate a complete physical therapy patient/client management plan that incorporates intervention, evaluation, review, inter-professional communication and an assessment of available rural community resources. [PT Tax: VIII]
6. Conceive a clinical question and use the PICO format to critically analyze the literature to determine the best evidence for evaluation and management. [PT Tax: VIII]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Design a chronological timeline of the various neurological, orthopedic, cardiovascular and pulmonary, and integumentary pathologies that occur in the pediatric stage of the lifespan continuum. [PT Tax: VII]
2. Prognosticate significant abnormal pathologies that occur most commonly during the pediatric portion of the lifespan continuum. [PT Tax: VII]
3. Reorganize the components of an overall subjective history and interview [S] that are applicable to each individual physical therapy patient/client. [PT Tax: VIII]
4. Reorganize the individual components of an overall objective examination [O] applicable to each individual physical therapy patient/client. [PT Tax: VIII]
5. Challenge a detailed, integrated assessment [A] of the subjective and objective data collected during the evaluation process with the purpose of making clinical judgments about the patient/client's status. [PT Tax: X]
6. Critique a detailed prognosis and plan of care [P] that is evidence-informed, effective, safe, and patient/client centered. [PT Tax: X]
7. Defend the components of an overall intervention and management plan [I] that is acceptable, realistic and patient/client centered. [PT Tax: IX]
8. Revise the results of physical therapy intervention and adjust assessment sequences and subsequent interventions for each physical therapy patient/client. [PT Tax: VIII]
9. Disseminate inter-professional and community resources available to the physical therapist in Shelby County for the management of the patient/client. [PT Tax: VII]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

1. Create a detailed patient history (SOAPIER: S) on patients/clients from the pediatric clinical paradigm using provided case scenarios. [B: O]

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2. Create a detailed objective examination (SOAPIER: O) on patients/clients from the pediatric clinical paradigm using provided case scenarios. [B: O]
3. Construct a comprehensive assessment (SOAPIER: A) from data gained in the subjective and objective components of the pediatric patient/client evaluation. [B: O]
4. Construct a comprehensive physical therapy management plan (SOAPIER: P) using data from the assessment component of the pediatric patient client evaluation. [B: M]
5. Produce selected components of a detailed management plan for patients from the pediatric clinical paradigm. [B: O]
6. Produce a re-evaluation examination (SOAPIER: E) on patients in the pediatric clinical paradigms from provided case scenarios. [B: O]
7. Produce a review of outcomes of the pediatric patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account. [B: O]
8. Create a new pediatric patient/client case using the SOAPIER format, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through Blackboard. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
8. Self-Reflective Journal	15
9. Critically Appraised Paper	15
10. Oral Case presentation	10
11. Written Exam (MCQ)	20
12. Oral Practical Assessment	20
13. In Class Assessments	10
14. Course participation	10
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
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1. Self-reflective Journal (15 points): *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course,

APPENDIX C. Course Syllabi

students will be asked to write journal entries that reflect the progress made towards achieving their goals.

2. Critically appraised paper (15 points): *Information & Rubric*

Each student will be required to identify a common pathology presenting to physical therapy and search the literature to find an article that summarizes the prevalence, incidence, and typical presentation of that pathology in a physical therapy patient/client.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common pathology seen by physical therapists and is asked to utilize the *literature* and *communication* with their student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Multiple Choice Assessment (20 points): *Information & Rubric*

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination.

5. Oral-Practical Assessment (20 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

6. In class assessments (10 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on the material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as determined by the instructor.

7. Course Participation (10 points): *Information & Rubric*

Participation is:

1. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
2. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok to be wrong; it's a natural part of learning.
3. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
4. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance, or modify it for different scenarios. Don't sit and twiddle thumbs.

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EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.

APPENDIX C. Course Syllabi

- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
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WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT: All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written

APPENDIX C. Course Syllabi

work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

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DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

The University is committed to ensuring equality in education and eliminating any and all

APPENDIX C. Course Syllabi

SEXUAL MISCONDUCT: acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER: In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

INCLEMENT WEATHER: To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi

Tentative Course Schedule

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Evidence Based Practice: PICO Format		
2		MSK: Spinal Manipulation		
3		MSK: Spinal Manipulation		
4				
5		MSK: Soft-Tissue Work Systems		
6		MSK: Soft-Tissue Work Systems		
7		MSK: Advanced Therapeutic Exercise		
8		MSK: Advanced Therapeutic Exercise		
9		<i>Oral Case Presentation I</i>		
10		Topics in Neurology: Assessment		
11		Topics in Neurology: Assessment		
12		Topics in Neurology: Assessment		
13		Topics in Neurology: Intervention		
14		Topics in Neurology: Intervention		
15		Topics in Neurology: Intervention		
16		Interdisciplinary Clinical Problem Integration		
17		<i>Oral Case Presentations II</i>		
18		FINAL EXAM		

APPENDIX C. Course Syllabi

Tentative Course Schedule

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Evidence Based Practice: PICO Format		
2		MSK: Pediatric Sports Management		
3		MSK: Adolescent Sports Management		
4		MSK: Pediatric Manual Therapy		
5		MSK: Pediatric Soft-Tissue Work Systems		
6		MSK: Pediatric Soft-Tissue Work Systems		
7		MSK: Advanced Therapeutic Exercise		
8		MSK: Advanced Therapeutic Exercise		
9		<i>Oral Practical Exam I</i>		
10		Topics in Neurology: Assessment		
11		Topics in Neurology: Assessment		
12		Topics in Neurology: Assessment		
13		Topics in Neurology: Intervention		
14		Topics in Neurology: Intervention		
15		Topics in Neurology: Intervention		
16		<i>No Class: Thanksgiving</i>		
17		<i>Oral Practical Exam II</i>		
18		FINAL EXAM		

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8460

COURSE TITLE:	Lifespan Physical Therapy III: Adulthood
COURSE NUMBER:	DPT 8460
CREDIT & CLOCK HOURS:	(4:2:4) 4 credit hours with 2 hours of lecture and 4 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: lockstep program
COURSE DESCRIPTION:	<p>This course will develop entry-level skills in the evaluation and management of the adulthood physical therapy patient/client and focuses on integration of previously learned skills into an interdisciplinary, inter-professional approach to care. Utilizing a case-based, problem-based learning approach, this course will <i>develop</i> the learner's skills in advanced reasoning, examination and intervention techniques across the various physical therapy clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. Learners will be expected to critically analyze colleague's clinical evaluation and management plans and the literature of the adulthood physical therapy patient/client. The concepts of health, functioning, and pain behaviors will be incorporated into an <i>integration</i> of the full biopsychosocial needs of the physical therapy patient/client. There is a continued focus inter-professional communication and rural community resources.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR (S) & OFFICE HOURS:	<p>TBD</p> <p>Instructors:</p> <p>TBD</p> <p>Office Hours: By appointment via email.</p>
JUSTIFICATION:	<p>CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with entry-level evaluation and management skills, and application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients."</p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><u>OVERALL COURSE GOALS</u></p> <p>Upon completion of this course, students should be expected to:</p>

APPENDIX C. Course Syllabi

1. Conceptualize the Adulthood stage of the lifespan continuum in terms of major physical therapy priorities at each stage of the Adulthood lifespan continuum. [PT Tax: VIII]
2. Devise a timeline of abnormal pathologies that occur during the Adulthood stage of the lifespan continuum. [PT Tax: VIII]
3. Design a matrix of the typical pain, functional and social behaviors that the physical therapy patient/client presents throughout the Adulthood lifespan. [PT Tax: VIII]
4. Refine the SOAPIER process and complete a physical therapy patient/client evaluation for conditions identified on the Adulthood lifespan continuum [PT Tax: VIII]
5. Coordinate a complete physical therapy patient/client management plan that incorporates intervention, evaluation, review, inter-professional communication and an assessment of available rural community resources. [PT Tax: VIII]
6. Conceive a clinical question and use the PICO format to critically analyze the literature to determine the best evidence for evaluation and management. [PT Tax: VIII]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Design a chronological timeline of the various neurological, orthopedic, cardiovascular and pulmonary, and integumentary pathologies that occur in the Adulthood stage of the lifespan continuum. [PT Tax: VII]
2. Prognosticate significant abnormal pathologies that occur most commonly during the Adulthood portion of the lifespan continuum. [PT Tax: VII]
3. Reorganize the components of an overall subjective history and interview [S] that are applicable to each individual physical therapy patient/client. [PT Tax: VIII]
4. Reorganize the individual components of an overall objective examination [O] applicable to each individual physical therapy patient/client. [PT Tax: VIII]
5. Challenge a detailed, integrated assessment [A] of the subjective and objective data collected during the evaluation process with the purpose of making clinical judgments about the patient/client's status. [PT Tax: X]
6. Critique a detailed prognosis and plan of care [P] that is evidence-informed, effective, safe, and patient/client centered. [PT Tax: X]
7. Defend the components of an overall intervention and management plan [I] that is acceptable, realistic and patient/client centered. [PT Tax: IX]
8. Revise the results of physical therapy intervention and adjust assessment sequences and subsequent interventions for each physical therapy patient/client. [PT Tax: VIII]
9. Disseminate inter-professional and community resources available to the physical therapist in Shelby County for the management of the patient/client. [PT Tax: VII]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

APPENDIX C. Course Syllabi

1. Create a detailed patient history (SOAPIER: S) on patients/clients from the Adulthood clinical paradigm using provided case scenarios. [B: O]
2. Create a detailed objective examination (SOAPIER: O) on patients/clients from the Adulthood clinical paradigm using provided case scenarios. [B: O]
3. Construct a comprehensive assessment (SOAPIER: A) from data gained in the subjective and objective components of the Adulthood patient/client evaluation. [B: O]
4. Construct a comprehensive physical therapy management plan (SOAPIER: P) using data from the assessment component of the Adulthood patient client evaluation. [B: M]
5. Produce selected components of a detailed management plan for patients from the Adulthood clinical paradigm. [B: O]
6. Produce a re-evaluation examination (SOAPIER: E) on patients in the Adulthood clinical paradigms from provided case scenarios. [B: O]
7. Produce a review of outcomes of the Adulthood patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account.. [B: O]
8. Create a new Adulthood patient/client case using the SOAPIER format, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

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The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity

APPENDIX C. Course Syllabi

Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

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INCOMPLETE WEATHER:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

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Tentative Course Schedule

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Evidence Based Practice: PICO Format		
2		MSK: Adulthood Sports Management		
3		MSK: Adolescent Sports Management		
4		MSK: Adulthood Manual Therapy		
5		MSK: Adulthood Soft-Tissue Work Systems		
6		MSK: Adulthood Soft-Tissue Work Systems		
7		MSK: Advanced Therapeutic Exercise		
8		MSK: Advanced Therapeutic Exercise		
9		<i>Oral Practical Exam I</i>		
10		Topics in Neurology: Assessment		
11		Topics in Neurology: Assessment		
12		Topics in Neurology: Assessment		
13		Topics in Neurology: Intervention		
14		Topics in Neurology: Intervention		
15		Topics in Neurology: Intervention		
16		<i>No Class: Thanksgiving</i>		
17		<i>Oral Practical Exam II</i>		
18		FINAL EXAM		

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8470

COURSE TITLE:	Lifespan Physical Therapy III: Geriatrics
COURSE NUMBER:	DPT 8470
CREDIT & CLOCK HOURS:	(4:2:4) 4 credit hours with 2 hours of lecture and 4 hours of laboratory experience each week for a total of 15 weeks. Total clock hours are 90 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A: lockstep program
COURSE DESCRIPTION:	This course will develop entry-level skills in the evaluation and management of the geriatric physical therapy patient/client and focuses on integration of previously learned skills into an interdisciplinary, inter-professional approach to care. Utilizing a case-based, problem-based learning approach, this course will develop the learner's skills in advanced reasoning, examination and intervention techniques across the various physical therapy clinical disciplines utilizing the SOAPIER format as the cornerstone of total patient/client management. Learners will be expected to critically analyze colleague's clinical evaluation and management plans and the literature of the geriatric physical therapy patient/client. The concepts of health, functioning, and pain behaviors will be incorporated into an integration of the full biopsychosocial needs of the physical therapy patient/client. There is a continued focus inter-professional communication and rural community resources.
MEETING TIMES:	TBD
COURSE COORDINATOR (S) & OFFICE HOURS:	TBD Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "“This course promotes the mission of the University of Memphis by equipping students with entry-level evaluation and management skills, and application of evidence-based interventions which will allow them to practice physical therapy with the highest integrity and service to their patients.”"
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: 1. Conceptualize the Geriatric stage of the lifespan continuum in terms of major physical therapy priorities at each stage of the Geriatric lifespan continuum. [PT Tax: VIII]

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2. Devise a timeline of abnormal pathologies that occur during the Geriatric stage of the lifespan continuum. [PT Tax: VIII]
3. Design a matrix of the typical pain, functional and social behaviors that the physical therapy patient/client presents throughout the Geriatric lifespan. [PT Tax: VIII]
4. Refine the SOAPIER process and complete a physical therapy patient/client evaluation for conditions identified on the Geriatric lifespan continuum [PT Tax: VIII]
5. Coordinate a complete physical therapy patient/client management plan that incorporates intervention, evaluation, review, inter-professional communication and an assessment of available rural community resources. [PT Tax: VIII]
6. Conceive a clinical question and use the PICO format to critically analyze the literature to determine the best evidence for evaluation and management. [PT Tax: VIII]

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Believe in the value of the human life span and epidemiology as central factors in developing accurate physical therapy evaluation and management plans. [B: V]
2. Recognize the role that all source-evidence-informed clinical reasoning plays in the evaluation and management of patients/clients. [B: R]
3. Reconcile that optimal physical therapy patient/client evaluation and management focuses on a patient/client-centered approach. [B: O]
4. Accept the importance of a systematic format as a central factor in the evaluation and management of the physical therapy patients/clients. [B: V]
5. Pursue the judgment required to make decisions that take into account, and are in the best interests of, the overall health and function of the individual. [B: V]

Cognitive domain

Upon completion of this course, students should be expected to:

1. Design a chronological timeline of the various neurological, orthopedic, cardiovascular and pulmonary, and integumentary pathologies that occur in the Geriatric stage of the lifespan continuum. [PT Tax: VII]
2. Prognosticate significant abnormal pathologies that occur most commonly during the Geriatric portion of the lifespan continuum. [PT Tax: VII]
3. Reorganize the components of an overall subjective history and interview [S] that are applicable to each individual physical therapy patient/client. [PT Tax: VIII]
4. Reorganize the individual components of an overall objective examination [O] applicable to each individual physical therapy patient/client. [PT Tax: VIII]
5. Challenge a detailed, integrated assessment [A] of the subjective and objective data collected during the evaluation process with the purpose of making clinical judgments about the patient/client's status. [PT Tax: X]
6. Critique a detailed prognosis and plan of care [P] that is evidence-informed, effective, safe, and patient/client centered. [PT Tax: X]
7. Defend the components of an overall intervention and management plan [I] that is acceptable, realistic and patient/client centered. [PT Tax: IX]
8. Revise the results of physical therapy intervention and adjust assessment sequences and subsequent interventions for each physical therapy patient/client. [PT Tax: VIII]
9. Disseminate inter-professional and community resources available to the physical therapist in Harnett County for the management of the patient/client. [PT Tax: VII]

Psychomotor domain

Upon completion of this course, student physical therapists should be expected to:

1. Create a detailed patient history (SOAPIER: S) on patients/clients from the Geriatric clinical paradigm using provided case scenarios. [B: O]
2. Create a detailed objective examination (SOAPIER: O) on patients/clients from the Geriatric clinical paradigm using provided case scenarios. [B: O]

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3. Construct a comprehensive assessment (SOAPIER: A) from data gained in the subjective and objective components of the Geriatric patient/client evaluation. [B: O]
4. Construct a comprehensive physical therapy management plan (SOAPIER: P) using data from the assessment component of the Geriatric patient client evaluation. [B: M]
5. Produce selected components of a detailed management plan for patients from the Geriatric clinical paradigm. [B: O]
6. Produce a re-evaluation examination (SOAPIER: E) on patients in the Geriatric clinical paradigms from provided case scenarios. [B: O]
7. Produce a review of outcomes of the Geriatric patient/client management plan (SOAPIER: R) and suggest modifications to the plan that take the overall health interests of the patient/client into account. [B: O]
8. Create a new Geriatric patient/client case using the SOAPIER format, summarizing pertinent positive and negative examination findings, the assessment, prognosis and general plans for physical therapy intervention, with a review and alteration of the overall management plan. [B: M]

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade.

<i>ASSESSMENT ITEM</i>	<i>Points</i>
22. Self-Reflective Journal	15
23. Critically Appraised Paper	15
24. Oral Case presentation	10
25. Written Exam (MCQ)	20
26. Oral Practical Assessment	20
27. In Class Assessments	10
28. Course participation	10
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

1. Self-reflective Journal (15 points): *Information & Rubric*

Each student will be required to keep a self-reflective journal. Each student will be asked to write goals that reflect what they want to learn from the course. Throughout the course, students will be asked to write journal entries that reflect the progress made towards achieving their goals.

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2. Critically appraised paper (15 points): *Information & Rubric*

Each student will be required to identify a common pathology presenting to physical therapy and search the literature to find an article that summarizes the prevalence, incidence, and typical presentation of that pathology in a physical therapy patient/client.

3. Oral Case presentation I (10 points): *Information & Rubric*

This will assess the student's ability to *orally present* a concise patient case. Each student will be provided with a common pathology seen by physical therapists and is asked to utilize the *literature* and *communication* with their student and physical therapist colleagues in order to develop a two-minute oral presentation, to be performed in class, which describes the typical subjective and objective patient presentation for that pathology.

4. Multiple Choice Assessment (20 points): *Information & Rubric*

This assessment will contain 100 multiple-choice format items. All items will be derived directly from course objectives. This examination is designed to assess your knowledge of all course information taught prior to the examination.

5. Oral-Practical Assessment (20 points): *Information & Rubric*

This will assess your ability perform basic examination and intervention components of patient/client care and includes all material taught prior to this assessment.

6. In class assessments (10 points): *Information & Rubric*

In class assessments will be given randomly throughout the semester and will focus on the material discussed in class. These assessments may take the format of a short answer, multiple choice, one-minute essay, or other forms as determined by the instructor.

7. Course Participation (10 points): *Information & Rubric*

Participation is:

1. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
2. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok to be wrong; it's a natural part of learning.
3. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
4. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance, or modify it for different scenarios. Don't sit and twiddle thumbs.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.

APPENDIX C. Course Syllabi

- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, Kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY: Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY: Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT: All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as

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a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

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Tentative Course Schedule

WEEK	DATE	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1		Evidence Based Practice: PICO Format		
2		MSK: Spinal Manipulation		
3		MSK: Spinal Manipulation		
4				
5		MSK: Soft-Tissue Work Systems		
6		MSK: Soft-Tissue Work Systems		
7		MSK: Advanced Therapeutic Exercise		
8		MSK: Advanced Therapeutic Exercise		
9		<i>Oral Case Presentation I</i>		
10		Topics in Neurology: Assessment		
11		Topics in Neurology: Assessment		
12		Topics in Neurology: Assessment		
13		Topics in Neurology: Intervention		
14		Topics in Neurology: Intervention		
15		Topics in Neurology: Intervention		
16		Interdisciplinary Clinical Problem Integration		
17		<i>Oral Case Presentations II</i>		
18		FINAL EXAM		

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8510

COURSE TITLE:	Clinical Education
COURSE NUMBER:	DPT 8510
CREDIT & CLOCK HOURS:	2 credit hours; Clock hours (2:2:0). This course will contain 30 hours of didactic and active learning experiences over a 15-week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course includes lecture- and class-based discussions currently accepted documentation standards and practices in physical therapy. Also discussed is professional behavior and communication in the clinical setting. Specific topics covered include communication when dealing with unusual or unexpected patient situations, generational and cultural differences, teaching and learning principles, different learning styles applied to student and patient education, and proper use of the Clinical Performance Instrument as an assessment tool. Activities to prepare the student for clinical internships include an overview of the site-selection process.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program addresses all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in the <i>Minimum Required Skills of Physical Therapist Graduates</i> related to education, communication, cultural competence, and professionalism. CC5.18 of the <i>PT Evaluative Criteria</i> defines the professional practice expectation for students related to cultural competence. It states that students must “Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities.” ^(CAPTE, p. 45) “This course promotes the mission of the University of Memphis by equipping students with superior skills in <u>documentation, professional standards/practice, inter-professional interactions, cultural competence, and teaching principles</u> which will allow them to practice physical therapy with the highest integrity and service to their patients.
OVERALL COURSE GOALS:	This course should enable the student to: <ol style="list-style-type: none">1. Execute respectful, effective, and culturally competent communication with patients/clients, families, inter-professional team members. (Cognitive- IV) (CC:5.17, 5.18, 5.34, 5.41)2. Initiate effective communication and teaching activities respectful of various educational, personal, cultural, and learning requirements in patient care, inter-professional activities, and professional advocacy activities. (Cognitive- IV) (CC:5.17, 5.18, 5.26, 5.41)

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3. Prepare complete, concise, and accurate medical documentation required in physical therapy practice. (Cognitive- IV) (CC:5.1, 5.2, 5.10, 5.11, 5.17,5.42)
4. Describe the proper use of the CPI. Cognitive-V) (CC:5.3, 5.4, 5.10, 5.12, 5.13)
5. Discuss components of cultural competence in physical therapy professional practice. (Affective- Responding) (CC:5.17, 5.18, 5.26, 5.50)
6. Pursue culturally competent behaviors in all care delivery methods to benefit patient care and inter-professional interactions. (Affective- Valuing) (CC:5.17, 5.18, 5.26, 5.50, 5.53, 5.54, 5.55)

SPECIFIC LEARNING OBJECTIVES:

Cognitive Domain

This course should enable the student to:

1. Categorize the five elements of a culturally competent system. (II) (CC: 5.18)
2. Classify health disparities in health care and strategies to minimize their effect. (APTA 2008) (III) (CC:5.18, 5.50)
3. Organize components of patient information, interventions, and data appropriately into a well-organized and thorough patient note. (III) (CC: 5.1, 5.2, 5.42)
4. Categorize professional and unprofessional behaviors that might be exhibited in the clinical setting. (III) (CC:5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11-5.17)
5. Chart the essential components of legal documentation according to the North Carolina Board of Physical Therapy Examiners and APTA. (IV) (CC:5.1, 5.42)
6. Apply the L.E.A.R.N. Model for culturally effective communication in patient/client and family/caregiver scenarios. (IV) (CC:5.17)
7. Cite the types of patient notes that can be written by a physical therapist, a physical therapist assistant, or by both. (IV) (CC:5.1, 5.40, 5.42)
8. Record components of patient history, interactions, and interventions correctly in-patient notes. (IV) (CC:5.1, 5.2, 5.10, 5.11, 5.42)
9. Apply the 8-minute rule correctly in-patient billing scenarios. (IV) (5.1, 5.2, 5.42)
10. Differentiate the various types of physical therapy patient notes and the components of each. (V) (CC:5.42)
11. Analyze different learning styles and how their differences apply in professional interactions. (V) (CC:5.26, 5.41)
12. Examine the need for a patient-centered approach to culturally competent physical therapy. (V) (CC:5.6, 5.9, 5.12, 5.18, 5.35)
13. Compare and contrast cultural and generational differences that impact patient interactions and interactions with clinical instructors. (V) (CC:5.8, 5.18)
14. Select effective communication strategies including active listening to meet patient needs. (V) (CC:5.4, 5.12, 5.17, 5.18, 5.26)
15. Articulate an awareness of basic principles of teaching and learning styles and their importance in physical therapy interventions. (VI) (CC: 5.26)
16. Report how Medicare policies impact what a student physical therapist can do in various practice settings. (VI) (CC:5.1, 5.2, 5.17)
17. Articulate appropriate boundaries of the therapist-patient relationship and how this might affect communication. (VI) (CC:5.3, 5.4, 5.10, 5.11, 5.17)
18. Summarize the correct use of the CPI to a supervising CI. (VI) (CC:5.3, 5.4, 5.12, 5.13, 5.14)

Affective Domain

This course should enable the student to:

1. Take part in self-assessment using the CPI. (Receive) (CC: 5.4, 5.12, 5.13, 5.14)

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2. Realize current level of cultural awareness. (Receive) (CC:5.12, 5.13, 5.14, 5.18)
3. Recognize cultural disparities in rural and medically underserved areas. (Receive) (CC:5.18)
4. Respond appropriately to unprofessional behaviors with communication and actions to minimize inappropriate situations. (Responding) (CC:5.3, 5.4, 5.10, 5.11, 5.17)
5. Examine self-behaviors related to culturally competent interactions through reflective practice. (Responding) (CC:5.3, 5.4, 5.12, 5.13, 5.14)
6. Challenge culturally incompetent healthcare. (Valuing) (CC:5.3, 5.4, 5.12, 5.13, 5.14)
7. Accept culturally appropriate standards. (Valuing) (CC:5.18)

TEXTBOOKS:

Required:

Quinn, Lorie. *Documentation for Rehabilitation: A Guide to Clinical Decision Making*, 2nd Edition, Philadelphia, PA: Saunders; 2010.

Rose, Patti. *Cultural Competency for the Health Professional*, 1st Ed. Burlington, MA: Jones and Bartlett Learning; 2013.

OTHER MATERIALS:

Lecture notes and articles via eCourseware, handouts, APTA website, NCBPTE website, CPI

TEACHING METHODS & LEARNING EXPERIENCES

Lecture, handouts, group discussions, individual reading, written assignments and reflective journaling. All reading materials and links will be available on eCourseware. Students are expected to read all module assignments prior to class.

GRADING and EXAMINATIONS:

Written Assignments:

- Students are required to complete writing assignments in the documentation workbook according to the class schedule table.
- Students are required to complete documentation in their Reflective Journal including the Cultural Competence Self-Assessment pre and post survey summaries.
- Students are required to complete four patient notes as defined in weekly assignments

Examinations: There will be 2 written exams. All written exams will be closed book. Exam format may include multiple choice, matching, true/false, and fill-in-the-blank.

Course Grades: Grades will be based on scores from 2 closed book examinations, reflective journal assignments, SOAP notes, and workbook assignments. The weights assigned to exams and assignments for determining the course score will be as follows:

Examinations:	2	40% (20% each exam)
Reflective Journals		25%
Patient Notes		20% (5% each note)
Documentation Workbook		15%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

APPENDIX C. Course Syllabi

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You **MUST** verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these **MUST** be identified within the first 2 weeks of the semester. Please review the

APPENDIX C. Course Syllabi

examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:	Failure to abide by the University Honor Code will result in automatic failure of this course.
WRITTEN ASSIGNMENT AND ACADEMIC MISCONDUCT:	All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.
PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
PROMOTING A POSITIVE LEARNING ENVIRONMENT:	The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.
SPECIAL NEEDS:	Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

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AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

References:

APTA. (2008). *Blueprint for Teaching Cultural Competence in Physical Therapy Education*. Retrieved February 12, 2013, from APTA.org: <http://www.apta.org/Educators/Curriculum/APTA/CulturalCompetence/>

CAPTE. (2013.). *PT Evaluative Criteria*. Retrieved February 7, 2013, from CAPTEonline.org: http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources?Accreditation_Handbook/EvaluativeCriteria_PT.pdf

APPENDIX C. Course Syllabi

Tentative Course Schedule

Week	Topic	Readings
Wk 1	Overview of Clinical Education Processes and Expectations Professional Behaviors, Skills and Expectations	APTA & NCBPTE websites, handouts
Wk 2	Cultural Competence: Overview; Relevance to Healthcare Professionals; LEARN Model; Understanding Cultural Concerns	Rose: Chapters 1-4
	Labor Day Holiday	No Classes
Wk 3	Cultural Competence: Cultural Competency and Health Literacy; Health Disparities	Rose: Chapters 5-6 Appendix III: Pre Self-Assessment
Wk 4	Cultural Competence: Assessment; Training	Rose: Chapters 7-8 Chapter 9 PT Scenarios
Wk 5	Cultural Competence: Healthcare Reform and Economic Concerns; Culturally Incompetent Healthcare	Rose: Chapters 10-11
Wk 6	Cultural Competence: The Paradigm Shift; Culturally Appropriate Standards	Rose: Chapters 12-13
Wk 7	Cultural Competence: Educational and Institutional Considerations	Rose: Chapter 14 Appendix III: Post Self-Assessment Exam 1: Week 1-7
Wk 8	Teaching and Learning Styles http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html	eCourseware: Websites, handouts, etc.
Wk 9	Teaching and Learning Styles	eCourseware: Websites, handouts, etc.
Wk 10	Documentation Overview, APTA Essential Components, NCBPTE Requirements	Quinn: Chapters 1-4 Appendix A APTA & NCBPTE websites
Wk 11	Documentation Components and the SOAP Note	Quinn: Chapters 5-12 Appendix B APTA & NCBPTE websites Patient Note #1 Due TBD
Wk 12	Documentation Components and Scenarios	Quinn: Chapters 5-12 APTA & NCBPTE websites Patient Note #2 Due TBD
Wk 13	Documentation Forms and Special Considerations	Quinn: Chapters 13-16 Appendix D APTA & NCBPTE websites Patient Note #3 Due TBD
Wk 14	Medicare Issues: Supervision, 8-Minute Rule, Medically Necessary Care and Skilled Documentation	APTA & NCBPTE websites Patient Note #4 Due TBD
Wk 15	Exam Introduction to the CPI	Exam 2: Weeks 8-15 TBD CPI module on eCourseware & webinar
	Thanksgiving Break	No Classes
Wk 16	CPI	CPI module on eCourseware & webinar

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8520

COURSE TITLE:	Clinical Experience I
COURSE NUMBER:	DPT 8520
CREDIT & CLOCK HOURS:	(1:1:0). This course will expect students to participate in a minimum of 15 hours of supervised clinical activities over the course of a 15-week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This is the first in a series of two integrated clinical learning experiences and associated service courses for students prior to their initial full-time clinical rotation. This course will allow students to: interact in physical therapy and inter-professional activities, practice communication skills, practice tests and measures, use of physical agents, develop professional behavior, identify legal and ethical components of physical therapy, and observe medical conditions associated with health wellness and pathology. Inter-professional interaction and peer learning will be encouraged with all clinical experiences.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	The APTA code of ethics principles 1, 2, & 8 supports the need for service learning and early clinical experience to develop core values related to respecting the dignity and rights of individuals, compassion, and efforts to meet health needs of communities. CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in both documents related to the generic abilities, professionalism, compassion, and health needs in communities. "This course promotes the mission of the University of Memphis by equipping students with introductory skills in <u>professionalism, communication, screening, examination, and interventions including infection control</u> which will allow them to practice physical therapy with the highest integrity and service to their patients."
OVERALL COURSE GOALS:	This course should enable the student to: <ol style="list-style-type: none">1. Classify psychosocial aspects of care related to chronic conditions, illness, aging, and challenging conditions in physical therapy. (Cognitive III) (CC:5.8)2. Duplicate appropriate vitals, physical agents and interventions including exercise in patient care. (PM- Guided Response) (CC:5.30, 5.39)3. Take part in professional interactions expected of a physical therapist related to communication, core values, and ethics. (Affective- Receive) (CC:5.1, 5.3, 5.4, 5.6, 5.8, 5.10, 5.11, 5.17)

APPENDIX C. Course Syllabi

- SPECIFIC LEARNING OBJECTIVES:
4. Realize the effect of bias, values, and beliefs in patient interactions. (Affective-Receive) (CC:5.12, 5.18)

Cognitive Domain

This course should enable the student to:

1. Observe legal and ethical patient care related to use of support personnel. (I) (CC:5.8, 5.40)
2. Identify appropriate inter-professional and community services beneficial to patients/ clients, family members, and caregivers. (II) (CC:5.34)
3. Find pathologies and health related issues in patient history and chart reviews that will impact patient care. (II) (CC:5.19, 5.31)
4. List appropriate personal protective equipment needed in patient interactions. (II) (CC:5.19, 5.39g)
5. Categorize different personality types of patients and clinicians. (III) (CC:5.11, 5.12)

Psychomotor Domain

This course should enable the student to:

1. Adjust proper body mechanics during patient interventions. (Set) (CC: 5.19)
2. Duplicate accurate tests and measures including goniometry and manual muscle testing. (Guided Response) (CC:5.39)
3. Copy proper use of personal protective equipment when required. (Guided Response) (CC:5.39g)
4. Determine appropriate physical therapy interventions. (Guided Response) (CC:5.19, 5.20)
5. Illustrate basic sterile or clean technique if applicable. (Mechanism) (CC:5.39g)

Affective Domain

This course should enable the student to:

1. Recognize information that will add to the knowledge of patients/clients, their family, or staff through research. (Receive) (CC:5.20, 5.21-23, 5.26)
2. Behave with professional attributes during patient, family, or inter-professional interactions. (Responding) (CC:5.10)
3. Pursue professional behaviors consistent with the APTA Code of Ethics and legal practice in interactions with patients/clients, family members, caregivers, and interdisciplinary team members. (Valuing) (CC:5.1, 5.3, 5.6-5.11)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartoletti Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS: None required

OTHER MATERIALS: Professional portfolio and reflective narrative instructions are available on eCourseware. Clinical experience log is available on eCourseware.

GRADING and EXAMINATIONS: There are no examinations in this course. The course grade will be determined by the number and variety of hours completed in clinical settings and grading of the professional portfolio and reflective narrative. Clinical logs must be signed by supervising clinician.

Clinical Hours Grade: Must be completed in two different physical therapy settings

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70% Grade-Clinical Hours (see below)
15% Grade-professional portfolio
15% Grade-Reflective narrative
100%

Clinical Hours completed and grade assignment:

≥15 hours=100
13-14 hours=90
10-12 hours=70
< 9 hours=0

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C
60 to 69.9 percent = D
Below 60 percent = F

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

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AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-

APPENDIX C. Course Syllabi

ENVIRONMENT:

being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at ojie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX C. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8530

COURSE TITLE:	Clinical Experience II
COURSE NUMBER:	DPT 8530
CREDIT & CLOCK HOURS:	(1:1:0). This course will expect students to participate in a minimum of 15 hours of supervised clinical activities over the course of a 15-week semester.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This is the second in a series of two integrated clinical learning experiences and associated service courses that occurs the semester after the initial full-time clinical rotation. This course builds upon students' previous clinical experiences by exposing them to different practice settings and additional inter-professional activities. Students will enhance their communication skills, testing and measurement skills, use of physical agents, development of professional behaviors, ability to identify legal and ethical components of physical therapy, and understanding of medical conditions associated with health, wellness, and pathology. Inter-professional interaction and peer learning will be encouraged with all clinical experiences.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	The APTA code of ethics principles 1, 2, & 8 supports the need for service learning and early clinical experience to develop core values related to respecting the dignity and rights of individuals, compassion, and efforts to meet health needs of communities. CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in both documents related to the generic abilities, professionalism, compassion, and health needs in communities. "This course promotes the mission of the University of Memphis by equipping students with introductory skills in <u>professionalism, communication, screening, examination, and interventions including infection control</u> which will allow them to practice physical therapy with the highest integrity and service to their patients."
OVERALL COURSE GOALS:	This course should enable the student to: <ol style="list-style-type: none">1. Ascertain psychosocial aspects of care related to chronic conditions, illness, aging, and challenging conditions in physical therapy. (Cognitive V) (CC:5.8)2. Implement appropriate vitals, physical agents and interventions including exercise in patient care. (PM- Mechanism) (CC:5.30, 5.39)

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3. Behave in a manner consistent with the professional expectations of a physical therapist related to communication, core values, and ethics. (Affective- Responding) (CC:5.1, 5.3, 5.4, 5.6, 5.8, 5.10, 5.11, 5.17,)
4. Examine the effect of bias, values, and beliefs in patient interactions. (Affective-Responding) (CC:5.12, 5.18)

SPECIFIC LEARNING OBJECTIVES:

Cognitive Domain

This course should enable the student to:

1. Compile appropriate inter-professional and community services beneficial to patients/ clients, family members, and caregivers. (III) (CC:5.34)
2. Execute legal and ethical patient care related to use of support personnel. (IV) (CC:5.8)
3. Monitor health related issues in patient history and chart reviews that will impact patient care. (IV) (CC:5.19, 5.31)
4. Choose appropriate personal protective equipment needed in patient interactions. (V) (CC:5.19, 5.39g)
5. Infer how different personality types of patients and clinicians impact care. (VI) (CC:5.11, 5.12)

Psychomotor Domain

This course should enable the student to:

1. Execute proper use of personal protective equipment when required. (Mechanism) (CC:5.39g)
2. Adjust physical therapy interventions using clinical reasoning skills and considering patient goals. (Mechanism) (CC:5.19, 5.20)
3. Demonstrate tests and measures including goniometry and manual muscle testing. (Complex Overt Response) (CC:5.39)
4. Demonstrate basic sterile or clean technique if applicable. (Complex Overt Response) (CC:5.39g)
5. Solve positioning and safe handling issues during patient interventions. (Adaptation) (CC:5.39c, 5.12,5.19)

Affective Domain

This course should enable the student to:

1. Cooperate in interdisciplinary activities and services. (Responding)(CC:5.10, 5.55, 5.56)
2. Seek information that will add to the knowledge of patients/clients, their family, or staff through research. (Valuing) (CC:5.20, 5.21-23, 5.26)
3. Value the psychosocial challenges that impact patients/clients and their families related to chronic illness or other challenging conditions. (Valuing) (CC:5.3, 5.6, 5.8, 5.11, 5.17)
4. Display professional attributes during patient, family, or inter-professional interactions. (Organization) (CC:5.10)

**Overall and cognitive objectives written using Johnson G and Woodruff L.

Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartolet Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

None required

OTHER MATERIALS:

Professional portfolio and reflective narrative instructions are available on eCourseware. Clinical experience log is available on eCourseware.

GRADING and EXAMINATIONS:

There are no examinations in this course. The course grade will be determined by

APPENDIX C. Course Syllabi

the number and variety of hours completed in clinical settings and grading of the professional portfolio and reflective narrative. Clinical logs must be signed by supervising clinician.

Clinical Hours Grade: Must be completed in two different physical therapy settings
70% Grade-Clinical Hours (see below)
15% Grade-professional portfolio
15% Grade-Reflective narrative
100%

Clinical Hours completed and grade assignment:

≥15 hours=100

13-14 hours=90

10-12 hours=70

< 9 hours=0

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

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AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in

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which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

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Weather Hotline at 678-0888.

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8610

COURSE TITLE:	Administration, Management & Supervision in Physical Therapy
COURSE NUMBER:	DPT 8610
CREDIT & CLOCK HOURS:	(3:3:0) 3 credit hours with 7.5 hours of lecture experience each week for a total of 6 weeks. Total clock hours are 45 hours.
REQUIRED or ELECTIVE:	Required
PREREQUISITES:	N/A-lockstep program
COURSE DESCRIPTION:	This course will provide an in-depth study of the organization and administration of physical therapy services, including organizational and administrative principles, managing employees and personnel, marketing, facility planning, financial stewardship, reimbursement and outcomes. Current payer methodologies and case management will be reviewed. Students will learn the practical aspects of managing physical therapy services, beginning an initial business plan concept and progressing to long term strategic planning. Current regulatory, legal and policy and procedures that impact practice management will also be presented.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	Instructors: TBD Office Hours: By appointment via email.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to most of the professional practice expectations in communication, reasoning, evidence-based practice, and professional duties. Patient/client management expectations related to education, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment are covered in this course. "This course promotes the mission of the University of Memphis by equipping students with superior skills in clinical reasoning and application of evidence-based practice which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	<u>OVERALL COURSE GOALS</u> Upon completion of this course, students should be expected to: <ol style="list-style-type: none">1. Participate in the success of the business mission of the clinical site.2. Assess the impact of decisions to direct others on patient/client care quality.3. Assess the impact of direction and supervision decisions on the facility.

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4. Direct others within the constraints of legal regulation, professional standards, and institutional policy.
5. Report all reimbursable patient/client care activities (including time) in billing.
6. Adapt marketing and public relations plans to target audiences.
7. Articulate the outline of a plan to market services to customers (e.g., physicians, corporate clients, general public).

SPECIFIC COURSE LEARNING OBJECTIVES

Affective domain

Upon completion of this course, students should be expected to:

1. Recognize that the clinical site is a business with business objectives.
2. Accept that the physical therapist plays a vital role in the administration, management, and supervision of rehabilitation organizations.
3. Defend the role of the physical therapist as an administrator of multi-disciplinary health care services.
4. Reconcile the dual roles of the physical therapist as a clinician and administrator in the rural health care setting.
5. Internalize the importance of the physical therapist being competent in the area of administration, management and supervision of rehabilitation services.

Cognitive domain

Upon completion of this course, students should be expected to:

1. Describe basic principles of direction and supervision of human resources.
2. Describe major reimbursement guidelines and practices, including coding issues and the application of ICD-9 codes.
3. Report accepted accountancy and financial techniques to determine and manage administrative aspects of practice.
4. Determine referral base and patient/client mix and analyze profit margin and cost-to-benefit ratio needs for regulating contracts on behalf of practice.
5. Participate in developing justification for expansion or reduction of budgets.
6. Determine staffing patterns considering mission, client mix, available resources, and fluctuations in supply and demand.
7. Analyze the expenses, revenue, and productivity of a physical therapy provider (e.g., develop a balance sheet, interpret a profit and loss statement).
8. Participate in the continued evaluation of the competency of rehabilitation personnel.
9. Describe the process of developing, implementing, and evaluating a marketing plan and public relations plan.
10. Develop a mission statement that guides business strategy and practices.
11. Perform a needs analysis to identify customers, location options, and business niches.
12. Establish personnel management policies considering legal and ethical issues.
13. Establish staffing patterns based on full-time equivalency (FTE) concepts.
14. Analyze need for and type of equipment required to maximize efficiency, quality, and cost effectiveness of service delivery.

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15. Design a program for ongoing assessment of quality indicators.
16. Create a marketing plan in support of fitness, wellness, and prevention of injury.
17. Design space that reflects a business plan for health promotion, fitness, and wellness.

**Overall and cognitive objectives written using Johnson G and Woodruff L. *Taxonomy of Physical Therapist Behaviors*, Vol III. Darbone and Bartolett Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

A full course manual with all resources will be available through the campus bookstore

Recommended Supplemental Resources:

Additional resources will be provided/recommended as needed throughout the course.

OTHER

MATERIALS:

The course will be administered through eCourseware. All required materials will be available there from the beginning of the semester.

GRADING and EXAMINATIONS:

A total of 100 points are possible in this course. The total points achieved out of 100 will be directly converted to a percentage, which will convert to a letter grade according to the table below. All assessment items must be completed in order to receive a grade.

Job Application/Cover Letter	10 points
Resume Preparation	20 points
Group Project	40 points
Class participation	30 points
<i>TOTAL</i>	<i>100 points</i>

Calculation of the Letter Grade will use the following criteria:

- 90 to 100 percent = A
- 80 to 89.9 percent = B
- 70 to 79.9 percent = C
- 60 to 69.9 percent = D
- Below 60 percent = F

1. Job application and cover letter

Look for a job...in the paper, on line, on the bulletin board, from a friend, on Craig's list...wherever. Write a cover letter – a good cover letter should include the following:

- Introduce yourself
- State that you are applying
- Where did you notice/how did you find the position?
- Why are you applying?
- What do you bring to the table? I.e. why should they hire you?
- Where and how can they contact you

Your final product is due to me electronically by midnight Sunday.

2. Resume Preparation

Prepare your resume. Include the following:

1. Your name and your contact details (how can they contact you....)
2. A *professional objective*. Tell the employer exactly what you are looking for and who you want to be in the short-medium term (next 2-3 years). This should be a 1-2 sentence statement.

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3. A summary of your *educational background* (include any significant awards received)
4. A summary of your *professional experience* (i.e. your clinical affiliations)
5. A summary of your *recent employment*...as new grads, keep this brief...As a PT, I care that you've had a job, but that's about it. Details are not that important here.
6. A summary of your *professional involvement/volunteer experience* (APTA membership, committees, service learning etc.)

Your final product is due to me electronically by midnight, Sunday.

3. Group Project

Choose one of the topics from the course schedule that corresponds to a chapter in the course textbook. Perform a literature search on the topic and prepare a 30-minute presentation, with associated handouts, that you would provide to an audience with no knowledge of the topic. The final product will be a power point presentation with a minimum of 30 slides including detailed discussion notes in the notes section. Please prepare an appropriate bibliography/reference page with no less than five (5) peer-reviewed articles.

Please email me by midnight Sunday with the title of your project.

Your final product is due to me electronically by midnight, Sunday.

4. Course Participation (20 points)

Participation is:

1. Asking questions, challenging theory, and learning from the responses and interactions that occur as a result.
2. A measure of boldness and a willingness to make some mistakes as you develop and learn the course material. It is ok be wrong; it's a natural part of learning. It's what and how you learn from being wrong that defines active course participation.
3. Engaging faculty and other students during lab demonstration times in an open, consistent, and inquiring manner.
4. Always practicing while you're working in class. If you believe you have mastered a skill, practice it, or teach it to someone else. Ask others to critique your performance or modify it for different scenarios.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.

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- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, Kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY: Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY: Failure to abide by the University Honor Code will result in automatic failure of this course.

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Course Schedule: Lecture

WEEK	TOPIC	OBJECTIVES	PROF. PRAC. EXP
1	Chapter 1: Management in Health Care Chapter 2: Health Care Org. & PT		
	Chapter 3: Leadership, Management & PT		
2	Chapter 4: Health Insurance		
	Chapter 5: Mission-Vision-Goals Chapter 6: Policies & Procedures		
3	Chapter 7: Marketing		
	Chapter 8: Staffing Chapter 9: Patient Care		
4	Chapter 10: Fiscal Responsibilities		
	Chapter 11: Risk Management Chapter 12: Legal and Ethical Responsibilities		
5	Chapter 13: Communication		
	Chapter 15: Management in Long Term Care		
6	Chapter 16: Management in Outpatient		
	Chapter 17: Management in School PT		
7	Chapter 18: Management in Home Care		
	Chapter 19: Management in Hospitals		

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8620

COURSE TITLE:	Licensure Preparation I
COURSE NUMBER:	DPT 8620
CREDIT HOURS & CLOCK HOURS:	(2:2:0) This course will involve 15 hours of self-assessment over the course of 10 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course is designed to assist students with formal licensure preparation. Students will review areas of study within the Federation of State Boards of Physical Therapy content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on eCourseware.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in curriculum content review necessary for licensure preparation and success "This course promotes the mission of the University of Memphis by equipping students with superior skills in examination preparation which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	This course should enable the student to: <ol style="list-style-type: none">1. Employ a study strategy to allow for success on the licensure examination. (III)2. Analyze results of individual content area exams and complete practice exams to direct future preparation. (IV)3. Create a plan of study for licensure preparation to ensure success. (V)4. Appraise preparation and readiness for the licensure examination. (VI)5. Select content areas of strength and weaknesses to develop a refined study strategy. (VI)

**Overall and cognitive objectives written using Johnson G and Woodruff L.
Taxonomy of Physical Therapist Behaviors, Vol III. Darbone and Bartoletti
Publishers, Baton Rouge, LA 2003.

**Affective and Psychomotor objectives written using Learning Domains or Bloom's

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Taxonomy from the *New Faculty Development Workshop*, 2010.

TEXTBOOKS:

Required:

O'Sullivan SB. National Physical Therapy Examination Review & Study Guide (2012). TherapyEd (15th ed). ISBN: 9780984339334

Giles SM. PTEXAM: The Complete Study Guide (latest ed). Online at <http://www.scorebuilders.com>

OTHER MATERIALS:

Teaching methods will include:

- eCourseware content modules and quizzes
 - Access eCourseware during the first week of your clinical internship and confirm by email message to course coordinator that you've accessed the course. If you have difficulty, contact the help desk or course coordinator within the first week.
- Mock Board Examinations
- Group Discussion

GRADING and EXAMINATIONS:

Examinations:

Online Quizzes (5): 50%

Midterm Exam (1):15%

Comprehensive Exam (1): 25%

Participation: 10%
100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C* Will require pre-graduation counseling prior to graduation

60 to 69.9 percent = D** Will require pre-graduation remediation prior to graduation

Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

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- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
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ACADEMIC DISHONESTY POLICY:

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WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

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PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's

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Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

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CRISIS MANAGEMENT:

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TENTATIVE COURSE SCHEDULE

Week	Topic	Readings
Wk 1	NPTE Examination Basics/Blueprint/Study Concepts	Giles: Ch. 1-3
Wk 2	Musculoskeletal System	Giles: Ch 4 Quiz 1
Wk 3	Musculoskeletal System	Giles: Ch 4 Quiz 2
Wk 4	Musculoskeletal System	Giles: Ch 4
Wk 5	Musculoskeletal System	Quiz 3
Wk 6	Midterm Exam	Take exam 1: Ch. 11
Wk 7	Neuromuscular and Nervous Systems	Giles: Ch 5
Wk 8	Neuromuscular and Nervous Systems	Giles: Ch 5 Quiz 4
Wk 9	Neuromuscular and Nervous Systems	Giles: Ch 5
Wk 10	Neuromuscular and Nervous Systems	Giles: Ch 5 Quiz 5
WK 11	Final Exam	PEAT Exam

Note: Schedule is subject to change.

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8630

COURSE TITLE:	Licensure Preparation II
COURSE NUMBER:	DPT 8630
CREDIT HOURS & CLOCK HOURS:	(1:1:0) This course will involve 30 hours of self-assessment over the course of 15 weeks.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course is designed to assist students with formal licensure preparation. Students will review areas of study within the FSBPT content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on eCourseware.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in curriculum content review necessary for licensure preparation and success "This course promotes the mission of the University of Memphis by equipping students with superior skills in examination preparation which will allow them to practice physical therapy with the highest integrity and service to their patients."
COURSE GOALS and LEARNING OBJECTIVES:	This course should enable the student to: <ol style="list-style-type: none">1. Employ a study strategy to allow for success on the licensure examination. (II)2. Analyze results of individual content area exams and complete practice exams to direct future preparation. (IV)3. Create a plan of study for licensure preparation to ensure success. (V)4. Appraise preparation and readiness for the licensure examination. (VI)5. Select content areas of strength and weaknesses to develop a refined study strategy. (VI) <p>**Overall and cognitive objectives written using Johnson G and Woodruff L. <i>Taxonomy of Physical Therapist Behaviors</i>, Vol III. Darbone and Bartolet Publishers, Baton Rouge, LA 2003.</p> <p>**Affective and Psychomotor objectives written using Learning Domains or Bloom's <i>Taxonomy from the New Faculty Development Workshop</i>, 2010.</p>

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TEXTBOOKS:

Required:

O'Sullivan SB. National Physical Therapy Examination Review & Study Guide (2012). TherapyEd (15th ed). ISBN: 9780984339334

Giles SM. PTEXAM: The Complete Study Guide (latest ed). Online at <http://www.scorebuilders.com>

OTHER MATERIALS:

Teaching methods will include:

- eCourseware content modules and quizzes
 - *Access eCourseware during the first week of your clinical internship and confirm by email message to course coordinator that you've accessed the course. If you have difficulty, contact the help desk or course coordinator within the first week.*
- Mock Board Examinations
- Group Discussion

Students will report to campus the first week of school to participate in curriculum review and small group discussions regarding patient interactions in peer groups with a faculty facilitator. A deconstructive process will be utilized to encourage student reflection on decision making on previous clinical internships.

Students will report to campus the Monday of graduation week. A detailed schedule of events is included after the weekly content outline at the end of this syllabus.

GRADING and EXAMINATIONS:

Examinations:

Online Quizzes (5): 50%
Midterm Exam (1):15%
Comprehensive Exam (1): 25%
Participation: ~~10%~~
100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.9 percent = B
70 to 79.9 percent = C* Will require pre-graduation counseling prior to graduation
60 to 69.9 percent = D** Will require pre-graduation remediation prior to graduation
Below 60 percent = F

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating

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circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

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PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
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another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

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TENTATIVE COURSE SCHEDULE

Date	Topic	Readings
Wk 1	Students on campus for deconstructive debriefing process and curriculum review	
Wk 2	Report for clinical internship 4	
Wk 3	Cardiovascular/Pulmonary and Lymphatic Systems Start of Clinical Internship 4	Giles Ch 6
Wk 4	Cardiovascular/Pulmonary and Lymphatic Systems	Giles Ch 6 Quiz 1
Wk 5	Cardiovascular/Pulmonary and Lymphatic Systems	Giles Ch 6
Wk 6	Cardiovascular/Pulmonary and Lymphatic Systems	Giles Ch 6 Quiz 2
Wk 7	Other Systems	Ch 7
Wk 8	Other Systems	Ch 7 Quiz 3
Wk 9	Midterm Examination	PEAT Exam
Wk 10	Review PEAT exam performance and develop study plan	
Wk 11	Equipment and Devices	Ch 8
Wk 12	Equipment and Devices	Ch 8
Wk 13	Equipment and Devices	Ch 8 Quiz 4
Wk 14	Safety and Protection End of Clinical Internship 4	Ch 9
Wk 15	Thanksgiving: No Classes	
Wk 16	Safety and Protection	Ch 9 Exam 3
Wk 17	Students on campus for licensure preparation course and program close-out activities	

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Seminar Week-This schedule is subject to change. You will be notified in advance of any changes.

Date	Time	Event	Location & Faculty
		Score Builders Review Course	TBD
		Score Builders Review Course	TBD
		Score Builders Review Course	TBD
		Professional Development	TBD
		NCPT State Board	TBD
		Faculty/Staff/Student Lunch	TBD
		Pictures	TBD
		Free Day with Family	
	TBD	Graduation	

**Breakfast and lunch provided by the program M-W

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THE UNIVERSITY OF
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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8910

COURSE TITLE:	Clinical Internship I
COURSE NUMBER:	DPT 8910
CREDIT & CLOCK HOURS:	4 credit hours; Clock hours (4:0:12). This course will contain 240 hours of clinical and active learning experiences, full-time for 6 weeks, beginning in the first week of the Spring Semester, 2 nd year.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	Six weeks of full-time experiential training (approximately 240 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 8910 may involve general hospital, skilled nursing, outpatient orthopedic, or home health settings to emphasize application of musculoskeletal, cardiopulmonary, and basic care skills learned in the first year.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	<p>CAPTE requires that the DPT program addresses all educational needs listed in the normative model of PT education and minimal required skills set of PT graduates. This course addresses needs in documents related to examination/reexamination, evaluation, diagnosis, prognosis, plan of care, interventions, outcomes assessments, education, practice management, professionalism, consultation, evidence-based practice, communication and cultural competence. In the Evaluative Criteria for Accreditation of PT Programs, the Commission on Accreditation in Physical Therapy Education (CAPTE) requires that one third of the DPT program is a clinical component allowing application of “knowledge, skills, attitudes, and behaviors” (CAPTE p. 4) in a variety of physical therapy practice settings. Section CC-4 of the PT Evaluative Criteria specifies that clinical internships must: provide experiences in patient management across the lifespan; throughout the continuum of care; and provide interdisciplinary activities. At the completion of these clinical internships, students must demonstrate expected student outcomes and beginning entry-level competence. “This course promotes the mission of the University of Memphis by equipping students with skills in <i>clinical practice</i> which will allow them to practice physical therapy with the highest integrity and service to their patients.”</p> <p>CAPTE. (2013.). <i>PT Evaluative Criteria</i>. Retrieved February 7, 2013, from CAPTEonline.org: http://www.capteonline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources?Accreditation Handbook/EvaluativeCriteria_PT.pdf</p>
OVERALL COURSE GOALS	<p>This course should enable the student to:</p> <ol style="list-style-type: none">1. Implement patient screening, examination, assessment, outcome tools, and interventional skills in a variety of clinical settings. (Psychomotor- Mechanism) (CC:5.27, 5.28,5.29, 5.30, 5.31, 5.34, 5.39, 5.45, 5.46, 5.47, 5.48, 5.49)

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2. Execute legal, accurate, concise, and thorough documentation and billing. (Cognitive-IV) (CC: CC:5.1, 5.2, 5.10, 5.11, 5.17,5.42)
3. Assess patient evaluation, prognosis, plan of care, and goals using clinical reasoning. (Cognitive-V) (CC: 5.19, 5.20, 5.31, 5.34, 5.35, 5.36)
4. Select respectful, effective, and culturally competent communication with patients/clients, families, inter-professional team members. (Cognitive- V) (CC:5.17, 5.18, 5.34, 5.41)
5. Choose effective communication and teaching activities respectful of various educational, personal, cultural, and learning requirements in patient care, inter-professional activities, and professional advocacy activities. (Cognitive- V) (CC:5.17, 5.18, 5.26, 5.41)
6. Summarize patient interactions and professional actions/growth using the CPI and professional portfolio. (Cognitive-VI) (CC:5.3, 5.4, 5.10, 5.12, 5.13)
7. Pursue culturally competent behaviors in all care delivery methods to benefit patient care and inter-professional interactions. (Affective- Valuing) (CC:5.17, 5.18, 5.25, 5.26, 5.50, 5.53, 5.54, 5.55)
8. Seek interdisciplinary interactions and supervisory roles related to PT support personnel to promote patient care and best practice. (Affective- Valuing) (CC:5.11, 5.40)

SPECIFIC LEARNING OBJECTIVES:

Cognitive Domain

This course should enable the student to:

1. Identify key components of the patient's chart including lab values, comorbidities and medications impacting the patient plan of care. (I)(CC: 5.31, 5.38, 5.43)
2. Identify patient non-verbal communication cues and their importance in the patient-therapist interaction. (I) (CC: 5.5.17)
3. List appropriate inter-professional and community services beneficial to patients/clients, family members and caregivers. (II) (CC: 5.12, 5.18)
4. Organize items from the patient interaction, chart review, and interventions into appropriate categories of the patient documentation in the SOAP format. (III) (CC: 5.42)
5. Compile information that will add to the knowledge of patients/clients, their family, or staff through research. (III) (CC: 5.21, 5.22, 5.23, 5.26)
6. Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting. (IV) (CC: 5.1, 5.2, 5.42, 5.45, 5.49)
7. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (IV) (CC: 5.1, 5.2, 5.3, 5.42, 5.45, 5.49)
8. Assist in determining a physical therapy diagnosis and prognosis that guides future patient/client management. (IV) (CC: 5.31, 5.34, 5.35)
9. Assign tasks appropriate for support personnel, including the physical therapist and aides, related to legal and ethical care. (V) (CC: 5.40)
10. Articulate basic clinical decision-making skills including clinical reasoning, clinical judgment, evidence-based practice, and reflective practice. (VI) (CC: 5.19, 5.20, 5.21, 5.22, 5.23, 5.25)
11. Deduce with patient/client, family members, payers, clinical instructors, and other professionals to determine a plan of care that is acceptable, safe, effective, realistic, and culturally competent to achieve the goals of the patient. (VI) (CC: 5.18, 5.20, 5.35, 5.37)
12. Share a case study or inservice designed to enhance the clinical experience and to meet the needs of facility staff. (VI) (CC: 5.21, 5.26)

Psychomotor Domain

This course should enable the student to:

1. Execute patient examinations, treatments and interventions in accordance with established plan of care at or above the "Beginning Performance" level of the PT CPI. (IV) (CC: 5.1, 5.3, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.15, 5.17, 5.18, 5.28, 5.29, 5.30, 5.37, 5.38, 5.39)
2. Monitor patient progress or change through goniometry, manual muscle testing, vitals, or other ongoing assessment methods. (IV) (CC: 5.30, 5.45, 5.46, 5.47, 5.48, 5.49)

Affective Domain

This course should enable the student to:

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1. Behave at least beginning level proficiency in professional behaviors consistent with the APTA Code of Ethics in all interactions with patients/clients, family members, caregivers, interdisciplinary team members, consumers, and payers. (Responding)(CC: 5.10, 5.11, 5.18)
2. Value sensitivity to cultural differences in interactions and treatment selection. (Valuing)(CC: 5.10, 5.11, 5.18)
3. Take part in self-assessment using the CPI. (Receive) (CC: 5.4, 5.12, 5.13, 5.14)
4. Realize current level of cultural awareness. (Receive) (CC:5.12, 5.13, 5.14, 5.18)
5. Recognize cultural disparities in rural and medically underserved areas. (Receive) (CC:5.18)
6. Respond appropriately to unprofessional behaviors with communication and actions to minimize inappropriate situations. (Responding) (CC:5.3, 5.4, 5.10, 5.11, 5.17)

TEXT/READINGS : Readings appropriate to the patient population or clinical site may be assigned by the clinical instructor.

OTHER MATERIALS: CPI, eCourseware, and Internet

TEACHING METHODS: Course objectives will be accomplished through supervised clinical practice at a clinical site with one or more clinical instructors. Students will have the opportunity to observe evaluation and treatment by practicing therapists, but will be expected to practice skills themselves in order to meet the course objectives. Written and verbal feedback provided by the clinical instructor regarding student performance will assist in individualizing the clinical experience to meet the needs of the clinical site and the learning needs of the student.

EVALUATION/ GRADING: Students will receive a midterm and a final written evaluation utilizing the APTA Clinical Performance Instrument (CPI). The clinical instructor[s] will provide written and verbal feedback specific to the areas included on the evaluation tool, including appropriate use of the rating scale and the "significant concerns" box.

1. Students and their Clinical Instructor (CI) will determine written goals appropriate for the clinical internship.
2. The intern and CI are required to complete a midterm evaluation using the CPI. After completing the self-evaluation, the intern must write two or more goals for herself/himself to be achieved by the end of the internship. These goals should be written in the same format with which goals would be written for a patient, and they should be written in the "Recommendations" section of the CPI.
3. The Director of Clinical Education (DCE) or another faculty member may visit the site near the midway point of the internship. This visit will consist of a discussion with the student, clinical instructor, and other team members as needed to review the internship site, student performance, and clinical education experience.
4. Site visits by the faculty may also occur at other points during the internship as necessary to resolve or assist in any issues impairing successful completion of the rotation. CIs and students are encouraged to initiate phone contact with the DCE at any point during the internship if problems arise, if problem-solving support is needed, or to clarify issues about the student's performance or goals.
5. At the end of the internship, the intern will again evaluate herself/himself using the CPI. The clinical instructor will also evaluate the intern with the CPI.
6. Students must complete the APTA Evaluation of Clinical Experience and Clinical Instruction form and clinical logs at midterm and at the end of the internship. Review these with your clinical instructor and/or CCCE. All involved parties should sign the forms. Leave copies with the facility if requested and return the originals back to the Director of Clinical Education.

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7. The CPI's and the Evaluation of Clinical Experience and Clinical Instruction form are ***due the Wednesday immediately following the last day of the internship***. Forms will be returned by student or mailed to the Director of Clinical Education.

TBD

8. Successful completion of any internship is a combined decision of the clinical and academic faculty based upon the clinical instructor's and intern's written and verbal evaluation of the intern's performance in the clinic. However, the academic faculty makes the final determination of the grade.
9. Clinical internships not completed secondary to personal or medical reasons will be evaluated by the DCE and program director on an individual basis to determine whether the student will continue progression through the curriculum

GRADING:

1. Grading for internships is Pass, No Pass, or Incomplete.
2. As stated above, the academic faculty makes the final determination of the clinical internship grade.
3. Failure to complete Course Requirements as listed above will result in a grade of incomplete.
4. Based upon the CPI, the grade of Pass is received when the student:
 - Demonstrates an acceptable level of professional competency for level of academic preparation including no greater than one "red flag" area marked as "significant concern" at final with others marked at beginner to advanced beginner or above
 - Demonstrates an acceptable level of professional competency for level of academic preparation including no greater than two items/areas of "significant concern" at final with others marked at beginner to advanced beginner or above.
 - Areas identified at level of "significant concern" prior to the end of the rotation require a plan for remediation.
 - Remedial programs are agreed upon by the student, CI, and DCE with specific objectives and evaluative method planned in advance.
 - When two areas of significant concern are identified at the end of the rotation, remediation comments should reflect improvement in order to attain a grade of "Pass".
 - If successful remediation does not occur, a grade of no pass is received.
 - AND when comments reflect performance consistent with expectations for level of academic preparation.
5. Based upon the CPI, the grade of No Pass is received when the student:
 - Demonstrates an unacceptable level of professional competency for level of academic preparation including two or more "red flag" areas marked as "significant concern" at final

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- Demonstrates an unacceptable level of professional competency for level of academic preparation including greater than two items/areas of “significant concern” at final
 - Demonstrates failure to meet numerous behavioral objectives
 - OR comments demonstrate lack of progress in areas of concern over the course of the rotation
6. Attendance is mandatory during the clinical experience, and students must complete the hours required for this course in accordance with the **Attendance Policy** found in the Clinical Education Handbook. Students not completing the required hours during the 6 weeks scheduled will receive a grade of incomplete (I) if absences were excused, or a grade of No Pass if absences were not excused.
 7. The student must exhibit professional, safe and ethical behavior at all times during the clinical education experience. Repeated unprofessional, unsafe, or unethical behavior during the clinical experience will result in a failing grade of No Pass for Clinical Internship I, regardless of the number of skills at or above entry level.
 - Depending upon the severity of the initial infraction, students demonstrating unprofessional, unsafe, or unethical behaviors will receive remediation and a plan for improvement.
 - The DCE will evaluate any extenuating circumstances and the nature of the infractions to determine whether students receive remediation or a No Pass grade.
 8. The student must remain current and compliant with all required health records, CPR certification, TB testing, immunizations, background checks, and drug screens in accordance with the Clinical Education Policy And Procedure Manual. Failure to do so will result in removal from the clinical education experience. If the absence from the clinic is brief, less than one week, **and** the facility can accommodate the student for the required make-up period, the student will receive a grade of incomplete (I) until the required rotation requirements are met. If this accommodation cannot be met, or if the absence is greater than one week, then the student will receive a No Pass for the course.
 9. A final grade will not be given until all unexcused days are made up and all signed evaluation forms are turned in.
 10. If a grade of “No Pass” is received in an internship, the student must repeat the internship. The student will not be able to do this until the next time that internship is regularly scheduled. A second failed internship results in removal from the program.

EXAM ATTENDANCE:

This course does not have any exams.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student’s original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student’s responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

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PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
PROMOTING A POSITIVE LEARNING ENVIRONMENT:	The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.
SPECIAL NEEDS:	Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.
AMERICANS WITH DISABILITIES ACT:	The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. <i>The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.</i> Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
DEALING WITH HARASSMENT:	<p>The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:</p> <p>The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.</p>
SEXUAL MISCONDUCT:	The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating

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violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

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THE UNIVERSITY OF
MEMPHIS

UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8920

COURSE TITLE:	Clinical Internship II
COURSE NUMBER:	DPT 8920
CREDIT & CLOCK HOURS:	8 credit hours; Clock hours (8:0:24). This course will contain 640 hours of clinical and active learning experiences, full-time for 16 weeks, beginning in the seventh week of the Spring Semester, 3 rd year.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	Ten weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 8920 may include acute care, musculoskeletal, neuromuscular, or elective.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	<p>CAPTE requires that the DPT program addresses all educational needs listed in the normative model of PT education and minimal required skills set of PT graduates. This course addresses needs in documents related to examination/reexamination, evaluation, diagnosis, prognosis, plan of care, interventions, outcomes assessments, education, practice management, professionalism, consultation, evidence-based practice, communication and cultural competence. In the Evaluative Criteria for Accreditation of PT Programs, the Commission on Accreditation in Physical Therapy Education (CAPTE) requires that one third of the DPT program is a clinical component allowing application of “knowledge, skills, attitudes, and behaviors” (CAPTE p. 4) in a variety of physical therapy practice settings. Section CC-4 of the PT Evaluative Criteria specifies that clinical internships must: provide experiences in patient management across the lifespan; throughout the continuum of care; and provide interdisciplinary activities. At the completion of these clinical internships, students must demonstrate expected student outcomes and beginning entry-level competence. “This course promotes the mission of the University of Memphis by equipping students with skills in <i>clinical practice</i> which will allow them to practice physical therapy with the highest integrity and service to their patients.”</p> <p>CAPTE. (2013.). <i>PT Evaluative Criteria</i>. Retrieved February 7, 2013, from CAPTEonline.org: http://www.capteonline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources?Accreditation Handbook/EvaluativeCriteria_PT.pdf</p>
OVERALL COURSE GOALS	<p>This course should enable the student to:</p> <ol style="list-style-type: none">1. Demonstrate patient screening, examination, assessment, outcome tools, and interventional skills in a variety of clinical settings. (Psychomotor- Complex Overt Response) (CC:5.27, 5.28,5.29, 5.30, 5.31, 5.34, 5.39, 5.45, 5.46, 5.47, 5.48, 5.49)

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2. Choose legal, accurate, concise, and thorough documentation wording and billing. (Cognitive-V) (CC: (CC:5.1, 5.2, 5.10, 5.11, 5.17,5.42)
3. Deduce patient evaluation, prognosis, plan of care, and goals using clinical reasoning. (Cognitive-VI) (CC: 5.19, 5.20, 5.31, 5.34, 5.35, 5.36)
4. Articulate respectful, effective, and culturally competent communication with patients/clients, families, inter-professional team members. (Cognitive- VI) (CC:5.17, 5.18, 5.34, 5.41)
5. Project effective communication and teaching activities respectful of various educational, personal, cultural, and learning requirements in patient care, inter-professional activities, and professional advocacy activities. (Cognitive- VI) (CC:5.17, 5.18, 5.26, 5.41)
6. Share patient interactions and professional actions/growth using the CPI and professional portfolio. (Cognitive-VI) (CC:5.3, 5.4, 5.10, 5.12, 5.13)
7. Display culturally competent behaviors in all care delivery methods to benefit patient care and inter-professional interactions. (Affective- Organization) (CC:5.17, 5.18, 5.25, 5.26, 5.50, 5.53, 5.54, 5.55)
8. Organize interdisciplinary interactions and supervisory roles related to PT support personnel to promote patient care and best practice. (Affective- Organization) (CC:5.11, 5.40)

SPECIFIC LEARNING OBJECTIVES:

Cognitive Domain

This course should enable the student to:

1. Classify key components of the patient's chart including lab values, comorbidities and medications impacting the patient plan of care. (III)(CC: 5.31, 5.38, 5.43)
2. Characterize patient non-verbal communication cues and their importance in the patient-therapist interaction. (III))(CC: 5.5.17)
3. Compile appropriate inter-professional and community services beneficial to patients/clients, family members and caregivers. (III))(CC: 5.12, 5.18)
4. Initiate referrals to appropriate other personnel/services or specialists based upon individual health needs. (5.17, 5.23, 5.27)
5. Prepare information that will add to the knowledge of patients/clients, their family, or staff through research. (IV))(CC: 5.21, 5.22, 5.23, 5.26)
6. Implement an action plan to address professional development needs. (IV)(5.13)
7. Protect safety, security, privacy and confidentiality of individuals. (IV)(5.1, 5.3, 5.19, 5.43, 5.44)
8. Assign items from the patient interaction, chart review, and interventions into appropriate categories of the patient documentation in the SOAP format. (V))(CC: 5.42)
9. Assess documentation to ensure that it that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting. (V))(CC: 5.1, 5.2, 5.42, 5.45, 5.49)
10. Discern legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (V))(CC: 5.1, 5.2, 5.3, 5.42, 5.45, 5.49)
11. Analyze a physical therapy diagnosis and prognosis that guides future patient/client management. (V))(CC: 5.31, 5.34, 5.35)
12. Deduce tasks appropriate for support personnel, including the physical therapist and aides, related to legal and ethical care. (VI))(CC: 5.40)
13. Administer basic clinical decision-making skills including clinical reasoning, clinical judgment, evidence-based practice, and reflective practice. (VII))(CC: 5.19, 5.20, 5.21, 5.22, 5.23, 5.25)
14. Cooperate with patient/client, family members, payers, clinical instructors, and other professionals to determine a plan of care that is acceptable, safe, effective, realistic, and culturally competent to achieve the goals of the patient. (VII))(CC: 5.18, 5.20, 5.35, 5.37)
15. Create a case study or inservice designed to enhance the clinical experience and to meet the needs of facility staff. (VII))(CC: 5.21, 5.26)

Psychomotor Domain

This course should enable the student to:

1. Execute patient examinations, treatments and interventions in accordance with established plan of care at or above the "Intermediate Performance" level of the PT CPI. (Mechanism))(CC: 5.1, 5.3, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.15, 5.17, 5.18, 5.28, 5.29, 5.30, 5.37, 5.38, 5.39)
2. Indicate patient progress or change through goniometry, manual muscle testing, vitals, or other ongoing assessment methods. (Mechanism))(CC: 5.30, 5.45, 5.46, 5.47, 5.48, 5.49)

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Affective Domain

This course should enable the student to:

1. Examine performance through self-assessment using the CPI. (Responding) (CC: 5.4, 5.12, 5.13, 5.14)
2. Examine cultural disparities in rural and medically underserved areas. (Responding) (CC:5.18)
3. Behave at or above the beginning level of proficiency in professional behaviors consistent with the APTA Code of Ethics in all interactions with patients/clients, family members, caregivers, interdisciplinary team members, consumers, and payers. (Responding)(CC: 5.10, 5,11, 5,18)
4. Value sensitivity to cultural differences in interactions and treatment selection. (Valuing)(CC: 5.10, 5,11, 5,18)
5. Challenge current level of cultural awareness. (Valuing) (CC:5.12, 5.13, 5.14, 5.18)
6. Reconcile unprofessional behaviors with communication and actions to minimize inappropriate situations. (Organization) (CC:5.3, 5.4, 5.10, 5.11, 5.17)

TEXT/READINGS : Readings appropriate to the patient population or clinical site may be assigned by the clinical instructor.

OTHER MATERIALS: CPI, eCourseware Site, and Internet

TEACHING METHODS: Course objectives will be accomplished through supervised clinical practice at a clinical site with one or more clinical instructors. Students will have the opportunity to observe and perform evaluation and treatments along with by practicing therapists, and will be expected to practice skills themselves in order to meet the course objectives. Written and verbal feedback provided by the clinical instructor regarding student performance will assist in individualizing the clinical experience to meet the needs of the clinical site and the learning needs of the student.

EVALUATION/ GRADING: Students will receive a midterm and a final written evaluation utilizing the APTA Clinical Performance Instrument (CPI). The clinical instructor[s] will provide written and verbal feedback specific to the areas included on the evaluation tool, including appropriate use of the rating scale and the "significant concerns" box.

1. Students and their Clinical Instructor (CI) will determine written goals appropriate for the clinical internship.
2. The intern and CI are required to complete a midterm evaluation using the CPI. After completing the self-evaluation, the intern must write two or more goals for herself/himself to be achieved by the end of the internship. These goals should be written in the same format with which goals would be written for a patient, and they should be written in the "Recommendations" section of the CPI.
3. Students must complete an inservice during this rotation. The subject matter should add to the knowledge of the staff and be approved by the CI. Students and CI must document completion of this activity.
4. The Director of Clinical Education (DCE) or another faculty member may visit the site near the midway point of the internship. This visit will consist of a discussion with the student, clinical instructor, and other team members as needed to review the internship site, student performance, and clinical education experience.
5. Site visits by the faculty may also occur at other points during the internship as necessary to resolve or assist in any issues impairing successful completion of the rotation. CIs and students are encouraged to initiate phone contact with the DCE at any point during the internship if problems arise, if problem-solving support is needed, or to clarify issues about the student's performance or goals.

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6. At the end of the internship, the intern will again evaluate herself/himself using the CPI. The clinical instructor will also evaluate the intern with the CPI.
7. Students must complete the APTA Evaluation of Clinical Experience and Clinical Instruction form and clinical logs at midterm and at the end of the internship. Review these with your clinical instructor and/or CCCE. All involved parties should sign the forms. Leave copies with the facility if requested and return the originals back to the Director of Clinical Education.
8. The CPI's and the Evaluation of Clinical Experience and Clinical Instruction form are ***due the Wednesday immediately following the last day of the internship***. Forms will be returned by student or mailed to the DCE.

TBD

9. Successful completion of any internship is a combined decision of the clinical and academic faculty based upon the clinical instructor's and intern's written and verbal evaluation of the intern's performance in the clinic. However, the academic faculty makes the final determination of the grade.
10. Clinical internships not completed secondary to personal or medical reasons will be evaluated by the DCE and program director on an individual basis to determine whether the student will continue progression through the curriculum

GRADING:

1. Grading for internships is Pass, No Pass, or Incomplete.
2. As stated above, the academic faculty makes the final determination of the clinical internship grade.
3. Failure to complete Course Requirements as listed above will result in a grade of incomplete.
4. Based upon the CPI, the grade of Pass is received when the student:
 - Demonstrates an acceptable level of professional competency for level of academic preparation with all "red flag" areas marked as "intermediate level" at final; and all remaining items marked at intermediate level or above
 - Demonstrates an acceptable level of professional competency for level of academic preparation including no greater than two items/areas of "significant concern" at final with others marked at intermediate level or above.
 - Areas identified at level of "significant concern" prior to the end of the rotation require a plan for remediation.
 - Remedial programs are agreed upon by the student, CI, and DCE with specific objectives and evaluative method planned in advance.
 - When two areas of significant concern are identified at the end of the rotation, remediation comments should reflect improvement in order to attain a grade of "Pass".
 - If successful remediation does not occur, a grade of no pass is received.
 - AND when comments reflect performance consistent with expectations for level of academic preparation.

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5. Based upon the CPI, the grade of No Pass is received when the student:
 - Demonstrates an unacceptable level of professional competency for level of academic preparation including any “red flag” areas marked as “significant concern” at final
 - Demonstrates an unacceptable level of professional competency for level of academic preparation including greater than two items/areas of “significant concern” at final
 - Demonstrates failure to meet numerous behavioral objectives or numerous CPI items marked significantly below the intermediate level
 - OR comments demonstrate lack of progress in areas of concern over the course of the rotation
6. Attendance is mandatory during the clinical experience, and students must complete the hours required for this course in accordance with the **Attendance Policy** found in the Clinical Education Handbook. Students not completing the required hours during the 10 weeks scheduled will receive a grade of incomplete (I) if absences were excused, or a grade of No Pass if absences were not excused.
7. The student must exhibit professional, safe and ethical behavior at all times during the clinical education experience. Repeated unprofessional, unsafe, or unethical behavior during the clinical experience will result in a failing grade of No Pass for Clinical Internship I, regardless of the number of skills at or above entry level.
 - Depending upon the severity of the initial infraction, students demonstrating unprofessional, unsafe, or unethical behaviors will receive remediation and a plan for improvement.
 - The DCE will evaluate any extenuating circumstances and the nature of the infractions to determine whether students receive remediation or a No Pass grade.
8. The student must remain current and compliant with all required health records, CPR certification, TB testing, immunizations, background checks, and drug screens in accordance with the Clinical Education Policy And Procedure Manual. Failure to do so will result in removal from the clinical education experience. If the absence from the clinic is brief, less than one week, **and** the facility can accommodate the student for the required make-up period, the student will receive a grade of incomplete (I) until the required rotation requirements are met. If this accommodation cannot be met, or if the absence is greater than one week, then the student will receive a No Pass for the course.
9. A final grade will not be given until all unexcused days are made up and all signed evaluation forms are turned in.
10. If a grade of “No Pass” is received in an internship, the student must repeat the internship. The student will not be able to do this until the next time that internship is regularly scheduled. A second failed internship results in removal from the program.

EXAM
ATTENDANCE:

This course does not have any exams.

ACADEMIC
DISHONESTY

Failure to abide by the University Honor Code will result in automatic failure of this course.

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POLICY:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

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AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

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AMERICANS WITH DISABILITIES ACT:

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DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

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The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oi@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

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THE UNIVERSITY OF
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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8930

COURSE TITLE:	Clinical Internship III
COURSE NUMBER:	DPT 8930
CREDIT & CLOCK HOURS:	8 credit hours; Clock hours (8:0:24). This course will contain 640 hours of clinical and active learning experiences, full-time for 16 weeks, beginning in the first week of the Summer Semester, 3 rd year.
REQUIRED or ELECTIVE:	Required
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors. Entry-level competencies will be developed as defined by the clinical performance instrument (CPI). Rotations for DPT 8930 may include acute care, musculoskeletal, neuromuscular, or elective.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	<p>CAPTE requires that the DPT program addresses all educational needs listed in the normative model of PT education and minimal required skills set of PT graduates. This course addresses needs in documents related to examination/reexamination, evaluation, diagnosis, prognosis, plan of care, interventions, outcomes assessments, education, practice management, professionalism, consultation, evidence-based practice, communication and cultural competence. In the Evaluative Criteria for Accreditation of PT Programs, the Commission on Accreditation in Physical Therapy Education (CAPTE) requires that one third of the DPT program is a clinical component allowing application of “knowledge, skills, attitudes, and behaviors” (CAPTE p. 4) in a variety of physical therapy practice settings. Section CC-4 of the PT Evaluative Criteria specifies that clinical internships must: provide experiences in patient management across the lifespan; throughout the continuum of care; and provide interdisciplinary activities. At the completion of these clinical internships, students must demonstrate expected student outcomes and beginning entry-level competence. “This course promotes the mission of the University of Memphis by equipping students with skills in <i>clinical practice</i> which will allow them to practice physical therapy with the highest integrity and service to their patients.”</p> <p>CAPTE. (2013.). <i>PT Evaluative Criteria</i>. Retrieved February 7, 2013, from CAPTEonline.org: http://www.capteonline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources?Accreditation Handbook/EvaluativeCriteria_PT.pdf</p>
OVERALL COURSE GOALS	<p>This course should enable the student to:</p> <ol style="list-style-type: none">1. Demonstrate patient screening, examination, assessment, outcome tools, and interventional skills in a variety of clinical settings. (Psychomotor- Complex Overt Response) (CC:5.27, 5.28,5.29, 5.30, 5.31, 5.34, 5.39, 5.45, 5.46, 5.47, 5.48, 5.49)

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2. Report legal, accurate, concise, and thorough documentation wording and billing. (Cognitive-VI) (CC: (CC:5.1, 5.2, 5.10, 5.11, 5.17,5.42)
3. Deduce patient evaluation, prognosis, plan of care, and goals using clinical reasoning. (Cognitive-VI) (CC: 5.19, 5.20, 5.31, 5.34, 5.35, 5.36)
4. Articulate respectful, effective, and culturally competent communication with patients/clients, families, inter-professional team members. (Cognitive- VI) (CC:5.17, 5.18, 5.34, 5.41)
5. Share patient interactions and professional actions/growth using the CPI and professional portfolio. (Cognitive-VI) (CC:5.3, 5.4, 5.10, 5.12, 5.13)
6. Direct effective communication and teaching activities respectful of various educational, personal, cultural, and learning requirements in patient care, inter-professional activities, and professional advocacy activities. (Cognitive- VII) (CC:5.17, 5.18, 5.26, 5.41)
7. Manage interdisciplinary interactions and PT support personnel activities to promote patient care and best practice. (Cognitive-VII) (CC:5.11, 5.40)
8. Display culturally competent behaviors in all care delivery methods to benefit patient care and inter-professional interactions. (Affective- Organization) (CC:5.17, 5.18, 5.25, 5.26, 5.50, 5.53, 5.54, 5.55)

Cognitive Domain

SPECIFIC LEARNING OBJECTIVES:

This course should enable the student to:

1. Pursue appropriate inter-professional and community services beneficial to patients/clients, family members and caregivers. (IV))(CC: 5.12, 5.18)
2. Assist in the discharge process as appropriate for the practice setting. (IV) (5.1, 5.2, 5.37, 5.38)
3. Initiate actions effectively to patient/client and environmental emergencies in one's practice setting. (Cognitive-IV)(5.38, 5.43, 5.44)
4. Analyze key components of the patient's chart including lab values, comorbidities and medications impacting the patient plan of care. (V)(CC: 5.31, 5.38, 5.43)
5. Differentiate patient non-verbal communication cues and their importance in the patient-therapist interaction. (V))(CC: 5.5.17)
6. Choose referrals to appropriate other personnel/services or specialists based upon individual health needs. (V) (5.17, 5.23, 5.27)
7. Select information that will add to the knowledge of patients/clients, their family, or staff through research. (V))(CC: 5.21, 5.22, 5.23, 5.26)
8. Assess an action plan to address professional development needs. (V)(5.13)
9. Prioritize the safety, security, privacy and confidentiality of individuals. (V)(5.1, 5.3, 5.19, 5.43, 5.44)
10. Interpret items from the patient interaction, chart review, and interventions into appropriate patient documentation formats. (VI))(CC: 5.42)
11. Interpret documentation to ensure that it that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting. (VI))(CC: 5.1, 5.2, 5.42, 5.45, 5.49)
12. Articulate legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (VI))(CC: 5.1, 5.2, 5.3, 5.42, 5.45, 5.49)
13. Synthesize a physical therapy diagnosis and prognosis that guides future patient/client management. (VI))(CC: 5.31, 5.34, 5.35)
14. Forecast the effectiveness of health and wellness interventions. (VI) (5.5, 5.50, 5.51, 5.52)
15. Coordinate tasks appropriate for support personnel, including the physical therapist and aides, related to legal and ethical care. (VII))(CC: 5.40)
16. Administer clinical decision-making skills including clinical reasoning, clinical judgment, evidence-based practice, and reflective practice. (VII))(CC: 5.19, 5.20, 5.21, 5.22, 5.23, 5.25)
17. Cooperate with patient/client, family members, payers, clinical instructors, and other professionals to determine a plan of care that is acceptable, safe, effective, realistic, and culturally competent to achieve the goals of the patient. (VII))(CC: 5.18, 5.20, 5.35, 5.37)
18. Create a case study or inservice designed to enhance the clinical experience and to meet the needs of facility staff. (VII))(CC: 5.21, 5.26)

Psychomotor Domain

This course should enable the student to:

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1. Reliably execute patient examinations, treatments and interventions in accordance with established plan of care at or above the “Intermediate Performance” level of the PT CPI. (Complex Overt Response)(CC: 5.1, 5.3, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.15, 5.17, 5.18, 5.28, 5.29, 5.30, 5.37, 5.38, 5.39)
2. Coordinate goniometry, manual muscle testing, vitals, or other ongoing assessment methods as needed. (Adaptation)(CC: 5.30, 5.45, 5.46, 5.47, 5.48, 5.49)

Affective Domain

This course should enable the student to:

1. Challenge performance through self-assessment using the CPI. (Valuing) (CC: 5.4, 5.12, 5.13, 5.14)
2. Criticize cultural disparities in rural and medically underserved areas. (Valuing) (CC:5.18)
3. Seek professional behaviors consistent with the APTA Code of Ethics in all interactions with patients/clients, family members, caregivers, interdisciplinary team members, consumers, and payers. (Valuing)(CC: 5.10, 5.11, 5.18)
4. Accept responsibilities of a practitioner of choice for those that have direct access including appropriately referring to other professionals. (Valuing) (5.1, 5.2, 5.3, 5.4, 5.10, 5.11, 5.19, 5.22, 5.23, 5.25, 5.27, 5.37, 5.42, 5.53, 5.54)
5. Favor sensitivity to cultural differences in interactions and treatment selection. (Organization)(CC: 5.10, 5.11, 5.18)
6. Challenge current level of cultural awareness. (Valuing) (CC:5.12, 5.13, 5.14, 5.18)
7. Reconcile unprofessional behaviors with communication and actions to minimize inappropriate situations. (Organization) (CC:5.3, 5.4, 5.10, 5.11, 5.17)

TEXT/READINGS : Readings appropriate to the patient population or clinical site may be assigned by the clinical instructor.

OTHER MATERIALS: CPI, eCourseware Site, and Internet

TEACHING METHODS: Course objectives will be accomplished through supervised clinical practice at a clinical site with one or more clinical instructors. Students will have the opportunity to observe and perform evaluation and treatments along with by practicing therapists, and will be expected to practice skills themselves in order to meet the course objectives. Written and verbal feedback provided by the clinical instructor regarding student performance will assist in individualizing the clinical experience to meet the needs of the clinical site and the learning needs of the student.

EVALUATION/ GRADING: Students will receive a midterm and a final written evaluation utilizing the APTA Clinical Performance Instrument (CPI). The clinical instructor[s] will provide written and verbal feedback specific to the areas included on the evaluation tool, including appropriate use of the rating scale and the “significant concerns” box.

1. Students and their Clinical Instructor (CI) will determine written goals appropriate for the clinical internship.
2. The intern and CI are required to complete a midterm evaluation using the CPI. After completing the self-evaluation, the intern must write two or more goals for herself/himself to be achieved by the end of the internship. These goals should be written in the same format with which goals would be written for a patient, and they should be written in the “Recommendations” section of the CPI.
3. Students must complete an inservice during this rotation. The subject matter should add to the knowledge of the staff and be approved by the CI. Students and CI must document completion of this activity.
4. The Director of Clinical Education (DCE) or another faculty member may visit the site near the midway point of the internship. This visit will consist of a discussion with the student, clinical

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instructor, and other team members as needed to review the internship site, student performance, and clinical education experience.

5. Site visits by the faculty may also occur at other points during the internship as necessary to resolve or assist in any issues impairing successful completion of the rotation. CIs and students are encouraged to initiate phone contact with the DCE at any point during the internship if problems arise, if problem-solving support is needed, or to clarify issues about the student's performance or goals.
6. At the end of the internship, the intern will again evaluate herself/himself using the CPI. The clinical instructor will also evaluate the intern with the CPI.
7. Students must complete the APTA Evaluation of Clinical Experience and Clinical Instruction form and clinical logs at midterm and at the end of the internship. Review these with your clinical instructor and/or CCCE. All involved parties should sign the forms. Leave copies with the facility if requested and return the originals back to the Director of Clinical Education.
8. The CPI's and the Evaluation of Clinical Experience and Clinical Instruction form are ***due the Wednesday immediately following the last day of the internship***. Forms will be returned by student or mailed to the DCE.

TBD

9. Successful completion of any internship is a combined decision of the clinical and academic faculty based upon the clinical instructor's and intern's written and verbal evaluation of the intern's performance in the clinic. However, the academic faculty makes the final determination of the grade.
10. Clinical internships not completed secondary to personal or medical reasons will be evaluated by the DCE and program director on an individual basis to determine whether the student will continue progression through the curriculum

GRADING:

1. Grading for internships is Pass, No Pass, or Incomplete.
2. As stated above, the academic faculty makes the final determination of the clinical internship grade.
3. Failure to complete Course Requirements as listed above will result in a grade of incomplete.
4. Based upon the CPI, the grade of Pass is received when the student:
 - Demonstrates an acceptable level of professional competency for level of academic preparation with all "red flag" areas marked as "intermediate level or entry level" at final; and all remaining items marked at intermediate level or above
 - Demonstrates an acceptable level of professional competency for level of academic preparation including no greater than one item/area of "significant concern" at final with others marked at intermediate level or above.
 - Areas identified at level of "significant concern" prior to the end of the rotation require a plan for remediation.
 - Remedial programs are agreed upon by the student, CI, and DCE with specific objectives and evaluative method planned in advance.

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- When an area of significant concern is identified at the end of the rotation, remediation comments should reflect improvement in order to attain a grade of “Pass”.
 - If successful remediation does not occur, a grade of no pass is received.
 - AND when comments reflect performance consistent with expectations for level of academic preparation.
5. Based upon the CPI, the grade of No Pass is received when the student:
- Demonstrates an unacceptable level of professional competency for level of academic preparation including any “red flag” areas marked as “significant concern” at final
 - Demonstrates an unacceptable level of professional competency for level of academic preparation including greater than one item/area of “significant concern” at final
 - Demonstrates failure to meet numerous behavioral objectives or numerous CPI items marked significantly below the intermediate level
 - OR comments demonstrate lack of progress in areas of concern over the course of the rotation
6. Attendance is mandatory during the clinical experience, and students must complete the hours required for this course in accordance with the **Attendance Policy** found in the Clinical Education Handbook. Students not completing the required hours during the 10 weeks scheduled will receive a grade of incomplete (I) if absences were excused, or a grade of No Pass if absences were not excused.
7. The student must exhibit professional, safe and ethical behavior at all times during the clinical education experience. Repeated unprofessional, unsafe, or unethical behavior during the clinical experience will result in a failing grade of No Pass for Clinical Internship I, regardless of the number of skills at or above entry level.
- Depending upon the severity of the initial infraction, students demonstrating unprofessional, unsafe, or unethical behaviors will receive remediation and a plan for improvement.
 - The DCE will evaluate any extenuating circumstances and the nature of the infractions to determine whether students receive remediation or a No Pass grade.
8. The student must remain current and compliant with all required health records, CPR certification, TB testing, immunizations, background checks, and drug screens in accordance with the Clinical Education Policy And Procedure Manual. Failure to do so will result in removal from the clinical education experience. If the absence from the clinic is brief, less than one week, **and** the facility can accommodate the student for the required make-up period, the student will receive a grade of incomplete (I) until the required rotation requirements are met. If this accommodation cannot be met, or if the absence is greater than one week, then the student will receive a No Pass for the course.
9. A final grade will not be given until all unexcused days are made up and all signed evaluation forms are turned in.
10. If a grade of “No Pass” is received in an internship, the student must repeat the internship. The student will not be able to do this until the next time that internship is regularly scheduled. A second failed internship results in removal from the program.

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EXAM ATTENDANCE:	This course does not have any exams.
ACADEMIC DISHONESTY POLICY:	Failure to abide by the University Honor Code will result in automatic failure of this course.
WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:	All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.
PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
PROMOTING A POSITIVE LEARNING ENVIRONMENT:	The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.
SPECIAL NEEDS:	Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.
AMERICANS WITH DISABILITIES ACT:	The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. <i>The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.</i> Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester

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and in providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT:

The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oe@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

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UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8810

COURSE TITLE:	Advanced Methods in Gait & Posture
COURSE NUMBER:	DPT 8810
CREDIT & CLOCK HOURS:	(3:2:3) This course will contain 5 hours/week of lecture and 7 hours/week of laboratory-based activities for a total of 45 contact hours over 6 weeks.
REQUIRED or ELECTIVE:	Elective
PREREQUISITES (if any):	Status as PT3 student or permission of instructor
COURSE DESCRIPTION:	<p>This course expands upon existing knowledge and provides students with advanced theory and skills in gait and posture assessment. A focus on understanding the foundations of normal and pathological function will underlie gait and posture components of the course. The course will be organized by task and will address the biomechanical, metabolic and neuromuscular aspects associated with both gait and posture. The design of the course will address normative function followed by problem-based clinical scenarios and assessments.</p> <p>A variety of learning activities will be incorporated into the presentation of course material including lecture, demonstration, case studies and problem-based learning. All course information will be available on eCourseware, where you will be able to constantly interact at a sophisticated level with the course material.</p>
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	<p>This elective course will expand student knowledge and gait assessment skills beyond entry level. This course addresses knowledge related to performance and maintenance of gait and posture in healthy and pathological populations as well as non-standard forms of locomotion including ramp and stair walking, and running. This knowledge will prepare students for clinical gait and postural analysis. This course promotes the mission of the University of Memphis by equipping students with superior knowledge in <u><i>gait and posture analysis which will provide a base of understanding that will allow them to practice physical therapy with the highest integrity and service to their patients.</i></u></p>
COURSE GOALS and LEARNING OBJECTIVES:	<p><u>OVERALL COURSE GOALS</u> This course should enable the student to:</p> <ol style="list-style-type: none">1. Identify structures and functions of the neuro-musculoskeletal system.2. Characterize the mechanisms underlying normal and pathological gait kinematics, kinetics and muscle activation patterns.3. Describe the interaction of the nervous, muscular and skeletal systems in the generation and control of gait and posture.

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4. Describe structures and processes responsible integrated postural stability and control of gait for the generation and modulation of normal and abnormal postural control and gait patterns.
5. Describe the processes of compensation and adaptation that occur in response to ineffective strategies for postural control and gait.
6. Perform qualitative and quantitative assessments of gait and posture

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain

This course should enable the student to:

1. Identify the major structures and functions of the neuro-musculoskeletal system in healthy postural control.
2. Identify the neural pathways and integration involved in maintaining upright posture (static & dynamic).
3. Describe the roles of lower extremity, core and upper extremity musculature to the maintenance of static and dynamic postural stability.
4. Describe the roles of the neuromuscular system and its individual components in pathological postural control.
5. Compare and contrast clinical and laboratory-based methods of quantitative and qualitative assessment of postural stability.
6. Identify the major structures and functions of the neuro-musculoskeletal system in healthy gait.
7. Identify the joint-level contribution of lower extremity, core and upper extremity musculature to healthy gait patterns.
8. Describe the functional roles of lower extremity joint kinematics and kinetics to healthy and pathological gait patterns.
9. Describe the joint-level contribution of lower extremity, core and upper extremity musculature to pathological gait patterns.
10. Compare and contrast individual and integrated joint function in healthy and pathological gait patterns.

TEXTBOOKS:

Required:

Perry & Burnfield. Gait Analysis: Normal & Pathological Function, 2nd Edition. SLACK Inc., 2010
ISBN: 978-1-55642-766-4

Shumway-Cook & Woollacott. Motor Control: Translating Research into Clinical Practice, 4th Edition.
Lippencott, Williams & Wilkens, 2012.
ISBN: 978-1-60831-017-0

OTHER MATERIALS:

eCourseware

GRADING and EXAMINATIONS:

Examinations: There will be 2 written exams. All exams will be closed book. Exam format may include multiple choice, matching, fill-in-the-blank and essay questions.

Clinical Assessments: Each student will perform three clinical gait and posture assessments and complete a written clinical report similar to that which would be conducted in a physical therapy or clinical gait laboratory. These reports will be approximately two to three pages in length and focus on the function of the system in gait and posture.

Final Project: A gait and posture analysis project will also be used to determine achievement of learning goals. The project will include a written report focusing on specific gait or postural pathologies and will also feature a PowerPoint presentation to lasting approximately ten minutes.

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All reading assignments from textbooks and websites (supplemental reading and viewing to reinforce reading and lecture material) will be provided on eCourseware. Students are expected to read the module assignments.

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Attendance under "Student Responsibilities" listed below.

Course Grades: Grades will be based on scores from 2 closed-book examinations, clinical assessments and a final project. The weights assigned to exams and projects and for determining the course score will be as follows:

Examinations: 2	(20% each) for a total of 40% grade
Clinical Assessments: 3	(10% each) for a total of 30% grade
Final Project: 1	(30%) for a total of 30% grade

Grades will be assigned based on the following traditional arbitrary scale:

A = 90-100%; B = 80-89.99%; C = 70-79.99%; D = 60-69.99%; F = <60%.

Remediation will be required for any student (a) **scoring below 70%**, (b) incurring a safety violation, or (c) professional and/or behavioral misconduct on any assessment item. Students must contact the course director by **email within 72 hours** of releasing a grade containing any of a through c above. Failure to contact the course director will result in referral to the DPT Academic Performance & Standards Committee where penalties up to and including a lowering of academic status may be applied. Students will have one attempt to correct any professional/behavioral, safety, or technical proficiency deficiencies for practical/OSCE/laboratory assessment. Should the examination not be successfully remediated, action will be taken in accordance with the remediation section of the DPT Academic Bulletin.

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.
- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.

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- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make-up examinations given, except at the discretion of the course master. If you miss an examination:
 - a. If possible contact the course instructor prior to the examination if you know you won't be attending.
 - b. You must provide the course instructor with a written excuse/documentation (email is acceptable) of the reason for the absence within 24 hours of missing the exam.
 - c. You MUST verbally (paging or phone call, voicemail is not acceptable) contact the course instructor within 24 hours after missing the examination, if you did not contact him/her prior to the examination. If you fail to contact the course instructor within 24 hours you will receive a ZERO for that examination.
 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.

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Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE:

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT:

The School of Health Studies recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for all students to openly discuss issues of diversity.

SPECIAL NEEDS:

Any student who has special needs for assistance and/or accommodation, and who is registered with the Disability Resources for Students Office should meet with the instructor during the first week of classes. It is the responsibility of the student to register with the Disability Resources for Students Office if they believe they have a special need.

AMERICANS WITH DISABILITIES ACT:

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DEALING WITH HARASSMENT:

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The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate. You may speak to the instructor, the School Director (office located in Fieldhouse 106), the University's Institutional Equity Officer, or the Dean of Students. It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If

APPENDIX C. Course Syllabi

you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

INCLEMENT WEATHER:

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CRISIS MANAGEMENT:

To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX D. Course Syllabi

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Prof.
Wk. 1	Postural Control: A physics-based motor control problem	Mot. Cont.: Chs. 7-8	
Wk. 2	Quantitative & Qualitative Assessment of Postural Control Data Collection: Clinical Assessment #1 – Postural Control	Research Literature	
Wk. 3	Advancing Age, Pathology & Postural Control Identification of Project Topic	Mot. Cont.: Chs. 9-10	
Wk. 4	Review of Normal Gait: A Joint-Level Approach Lab: Gait Analysis: A Qualitative, Clinical Approach	Perry: Chs. 1-6	
Wk. 5	Gait Analysis: A Quantitative Approach Exam 1		
Wk. 6	Pathological Gait Mechanics: Ankle & Knee Data Collection: Clinical Assessment #2 - Qualitative Gait Analysis	Perry: Chs. 10-12	
Wk. 7	Pathological Gait Mechanics: Hip, Trunk & Pelvis	Perry: Chs. 13-14	
Wk. 8	Pathological Gait Mechanics: Review Assignment Due: Qualitative Gait Analysis Report Data Collection: Clinical Assessment #3 - Qualitative Gait Analysis		
Wk. 9	Role of Trunk & Upper Extremity in Gait Synergistics	Perry: Chs. 7-9	
Wk. 10	Non-Standard Locomotion: Ramps, Stairs & Running Assignment Due: Quantitative Gait Analysis Report Project Presentations	Perry: Chs. 17-18	
Finals	Exam 2		

Note: Tentative course schedule is subject to change.

APPENDIX D. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8820

COURSE TITLE:	Theory & Methods in Manual Therapy
COURSE NUMBER:	DPT 8820
CREDIT HOURS & CLOCK HOURS:	(3:2:3) This course will involve approximately 5 hour/week of lecture and 7 hours/week of laboratory activities for a total of 60 contact hours over 6 weeks.
REQUIRED or ELECTIVE:	Elective
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course is designed to expose student to differences in manual therapy practice and continue to explore the evidence for manipulation and mobilization in treatment of patients. Inter-professional activities may be planned to educate and learn from Osteopathic physicians, chiropractors, and other manual therapy practitioners.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD
	Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to patient/client education, education of colleagues, other healthcare professionals and students, and evidence-based practice. "This course promotes the mission of the University of Memphis by equipping students with superior skills in evidence-based practice providing a foundation upon which further learning and professional communication within and between healthcare professions can occur which will allow them to practice physical therapy with the highest integrity and service to their patients."

APPENDIX D. Course Syllabi

COURSE GOALS and LEARNING OBJECTIVES:

OVERALL COURSE GOALS

Upon completion of this course, students should be expected to:

1. TBD

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain (written examination)

This course should enable the student to:

1. TBD

Psychomotor domain (practical examination)

1. TBD

TEXTBOOKS:

Required:

Orthopedic Manual Therapy (2nd Edition)

Chad Cook

ISBN-13: 978-0-13-300362-8

OTHER MATERIALS:

Lecture Notes will be provided via Blackboard & Google sites

GRADING and EXAMINATIONS:

Examinations: There will be two written exams and one practical examination. All written exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

If a student is unable to attend an exam, it is the student's responsibility to communicate with the instructor in advance. Please see Exam Attendance section.

Course Evaluation:

Exam I	30%
Exam II	30%
Practical Exam	<u>40%</u>
	100%

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A

80 to 89.9 percent = B

70 to 79.9 percent = C

60 to 69.9 percent = D

Below 60 percent = F

EXAM ATTENDANCE:

Attendance is required at all examinations. There will be **NO** make-up examinations administered except at the discretion of the course director and **ONLY** after a valid reason has been identified (see SHS student handbook-DPT program). Students planning to miss an examination, for whatever reason, should notify the course director by email within 24 hours of the examination date. If deemed necessary, make-up examinations will be offered only at a date and time that is convenient to the course director. The make-up examination may not be identical to the regularly scheduled examination.

EXAMINATION RULES for STUDENTS:

Preamble: In order to maintain exam integrity and to maximize the exam administration process, the following rules are provided. Obviously, extenuating circumstances may arise which would permit individual faculty discretion in applying all of these guidelines.

- 1) Students must arrive promptly at the designated time that the exam begins. Faculty reserve the right to deny access to the examination room after the exam has begun.

APPENDIX D. Course Syllabi

- 2) Put your books and other materials in the front or back of the room prior to the beginning of the exam.
- 3) Make sure at the beginning of an examination that you are seated such that you cannot readily observe a neighbor's exam. Ask the instructor to move you if this is the case.
- 4) To preserve the integrity of the exam, no one is permitted to leave the exam room once the exam has begun, unless, of course, it is a dire emergency. Please bring a handkerchief, kleenex, etc., with you if those items will be needed.
- 5) There should be no talking during the examinations.
- 6) All students must take the examination on the designated date and in the designated time slot.
- 7) Generally, questions that students may have about questions on the examination during the actual exam-taking process will not be addressed. However, if a student does have a concern about a question during the examination, the student should raise his/her hand and remain seated. Either the proctor will come to the student or the proctor will acknowledge the student and invite the student to come to the instructor.
- 8) Attendance is required at all examinations. There will be NO make up examinations given, except at the discretion of the course master. If you miss an examination:
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 - d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

EXAM DATE CHANGE POLICY:

Examination dates and times are listed in the syllabus for this course at the beginning of the semester. If you anticipate a conflict in examinations dates/times these MUST be identified within the first 2 weeks of the semester. Please review the examination schedule for ALL courses this semester. Changing of exam dates/times is made at the discretion of the course director. NO examination will be moved unless previously discussed with the course director during the first 2 weeks of the semester.

ACADEMIC DISHONESTY POLICY:

Failure to abide by the University Honor Code will result in automatic failure of this course.

WRITTEN ASSIGNMENTS AND ACADEMIC MISCONDUCT:

All written work submitted must be the student's original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM:

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials.

APPENDIX D. Course Syllabi

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

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APPENDIX D. Course Syllabi

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APPENDIX D. Course Syllabi

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Prac. Exp.
Wk 1 Jan 5-11	Orthopedic Manual Therapy: Assessment	Chs. 1,2,5		
Wk 2 Jan 12-18	Manual Therapy of the Cervical Spine & Jaw	Chs. 3, 4, 6, 7		
Wk 3 January 19-25	Manual Therapy of the Thoracic and Lumbar Spine	Chs. 8,11		
Wk 4 Jan 26-1	Manual Therapy of the Lumbar and Sacroiliac Spine	Chs. 11,12		
Wk 5 Feb 2-8	Manual Therapy of the Shoulder, Elbow & Wrist	Chs. 9,10		
Wk 6 Feb 9-15	Manual Therapy of the Hip & Knee	Chs. 13,14		
Wk 7 Feb 16-22	Manual Therapy of the Foot & Ankle	Ch. 15		

Note: Tentative course schedule is subject to change.

APPENDIX D. Course Syllabi



UNIVERSITY OF MEMPHIS
SCHOOL OF HEALTH STUDIES
Doctor of Physical Therapy Program
DPT 8830

COURSE TITLE:	Sports Physical Therapy
COURSE NUMBER:	DPT 8830
CREDIT HOURS & CLOCK HOURS:	(3:2:3) This course will involve approximately 5 hours/week of lecture and 7 hours/week of laboratory activities for a total of 60 contact hours over 6 weeks.
REQUIRED or ELECTIVE:	Elective
PREREQUISITES (if any):	N/A-lockstep program
COURSE DESCRIPTION:	This course is designed to introduce students to principles of sports medicine. Items to be discussed and practiced may include: 1) on-field emergency management, 2) protection/prevention, 3) inter-disciplinary communication, 4) concussion evaluation, examination, and management, and 5) differences in therapeutic intervention in athletic populations.
MEETING TIMES:	TBD
COURSE COORDINATOR(S) & OFFICE HOURS:	TBD Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.
JUSTIFICATION:	CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in documents related to patient/client education, education of colleagues, other healthcare professionals and students, and evidence-based practice. "This course promotes the mission of the University of Memphis by equipping students with superior skills in <i>evidence-based practice providing a foundation upon which further learning and professional communication within and between healthcare professions can occur</i> which will allow them to practice physical therapy with the highest integrity and service to their patients."

APPENDIX D. Course Syllabi

COURSE GOALS and LEARNING OBJECTIVES:

OVERALL COURSE GOALS

Upon completion of this course, students should be expected to:

1. Respond to emergency on-field situations in a professional, safe, and ethical manner. (IV)
2. Apply taping and protective equipment to prevent frequent athletic injuries. (IV)
3. Synthesize differences in therapeutic interventions utilized in athletic populations. (VI)
4. Administer concussion testing and follow guidelines for return to play. (VII)

SPECIFIC COURSE LEARNING OBJECTIVES

Cognitive domain (written examination)

This course should enable the student to:

1. Categorize emergency management procedures including appropriate communication with other providers. (III)
2. Apply splinting and other devices to manage fractures and dislocations. (IV)
3. Execute different soft tissue and therapeutic interventions encountered in athletic competition. (IV)
4. Describe the indications and contraindications for taping/bracing of body regions frequently injured in athletic competition. (V)
5. Appraise the evidence for evaluation, examination, and management of concussions in athletic populations. (VI)

Psychomotor domain (practical examination)

1. Duplicate taping and wrapping techniques in common LE and UE body regions. (P:GR)
2. Implement components of concussion testing. (P:Mechanism)
3. Indicate return to play criteria for common UE and LE injuries along with concussion. (P:Mechanism)
4. Demonstrate therapeutic interventions in athletic populations to include: (P:COR)
 - a. Sports massage
 - b. Graston technique
 - c. Functional movement screen/SFMA
 - d. Therapeutic Exercise
5. Execute safely emergency management procedures and splinting/bracing for traumatic injuries. (P: COR)

TEXTBOOKS:

Required:

Physical Rehabilitation of the Injured Athlete (4th Ed).
James Andrews, Gary Harrelson & Kevin Walk.
ISBN: 9781437724110

OTHER MATERIALS:

Lecture Notes will be provided via eCourseware

GRADING and EXAMINATIONS:

Examinations: There will be two written exams and one practical examination. All written exams will be "closed book". Exam format may include multiple choice, true/false, matching, fill in the blank, short answer or essay.

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Course Evaluation:

Exam I	30%
Exam II	30%
Practical Exam	<u>40%</u>

100%

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APPENDIX D. Course Syllabi

- d. If a make-up examination is allowed it must be completed within 96 hours of the missed examination.

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ACADEMIC DISHONESTY POLICY:	Failure to abide by the University Honor Code will result in automatic failure of this course.
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PLAGIARISM:	Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.
AWARDING AN INCOMPLETE GRADE:	A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.
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APPENDIX D. Course Syllabi

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- AMERICANS WITH DISABILITIES ACT:** The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
- DEALING WITH HARASSMENT:** The School of Health Studies believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:
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- SEXUAL MISCONDUCT:** The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.
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- CRISIS MANAGEMENT:** To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit <http://www.memphis.edu/crisis/>

APPENDIX D. Course Syllabi
TENTATIVE COURSE SCHEDULE

Week	Topic	Readings	Objectives	Prof. Prac. Exp.
Wk 1	Foundational Concepts in Rehabilitation	Chs. 1 – 4		
Wk 2	Principles of Rehabilitation	Chs. 5 - 10		
Wk 3	Rehabilitation of the Spine	Chs. 15 – 17		
Wk 4	Rehabilitation of the Upper Extremity I	Chs. 12 – 14		
Wk 5	Rehabilitation of the Upper Extremity II Rehabilitation of the Lower Extremity I	Chs. 12 – 14 Chs. 18 – 21		
Wk 6	Rehabilitation of the Lower Extremity II	Chs. 18 -21		
Wk 7	Restoration of Athletic Performance	Chs. 22 - 26		

Note: Tentative course schedule is subject to change.

5.3. Doctor of Social Work

For Approval

Presented by Karen Weddle-West

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
For Approval

Date: June 6, 2018

Committee: Academics, Research, & Student Success Committee

Presentation Title: Approval of New Academic Programs: Doctor of Social Work

Presented by: Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

Background:

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

The Doctor of Social Work (DSW) degree is designed to further the education and enhance the practice and research skills of practicing social workers. The mission of University of Memphis' DSW program will be:

The mission of the Doctor of Social Work (DSW) program is to prepare practitioner-scholars who can generate new social work knowledge and respond to increasingly complex practice environments. The DSW program seeks to enhance the professional skills of practicing social workers and prepare them for supervision, teaching, management, and data-driven decision-making.

This program proposal has been considered and approved by the respective College or School faculty and Deans. Subsequently, the proposal was considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The proposal was also considered and approved by the Provost and President of the University.

Committee Recommendation:

The Academics, Research, & Student Success Committee recommends approval of the Doctor of Social Work as contained in the meeting materials and delegates authority to the Provost to make any changes necessary to facilitate program approval by THEC.

**Doctor of Social Work
Letter of Notification &
New Academic Program Proposal**

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Program Name Doctor of Social Work

CIP Code 44.0701

Proposed Implementation Date Fall 2018

Academic Program Liaison Name and Contact Information

Susan Neely-Barnes, snlybrns@memphis.edu, 901.678.3438

Purpose and Nature of the Program

The Doctor of Social Work (DSW) degree is designed to further the education and enhance the practice and research skills of practicing social workers. The mission of University of Memphis' DSW program will be:

The mission of the Doctor of Social Work (DSW) program is to prepare practitioner-scholars who can generate new social work knowledge and respond to increasingly complex practice environments. The DSW program seeks to enhance the professional skills of practicing social workers and prepare them for supervision, teaching, management, and data-driven decision-making.

It has long been recognized that there is a shortage of doctoral trained social workers in the United States, particularly in academic settings (Anastas & Kuerbis, 2009). In particular, there is a shortage of persons who have both a doctorate and a professional practice degree (MSW). On surveys of social work faculty, between 51% and 86% held the Master of Social Work degree and between 42% and 80% held a doctoral degree (Berzoff & Drisko, 2015). There has been a four-fold increase in the number of BSW and MSW programs since 1970 (Berzoff & Drisko) making it difficult for some institutions to fill faculty lines. In particular, institutions are struggling to fill faculty lines to teach practice skills (Kutzman, 2015; Zastrow & Bremner, 2004). The vast majority of social work doctoral programs in the United States are traditional PhD programs focused on developing research skills and not advanced practice (Diaz, 2015). These traditional PhD programs often require a full-time commitment to doctoral study. The result is that few social workers choose to leave practice to pursue a doctoral degree and graduation rates from doctoral programs hover around 50% (Diaz).

The need for more social workers with doctoral level training extends beyond academia. Currently, only 35.2% of doctoral trained social workers enter academic settings (Kurzman, 2015). The rest choose to use their advanced skills in practice settings (Anastas & Kuerbis). Yet, a relatively small number of social workers hold doctoral degrees. The field suffers from a practice-research divide. More practitioner-scholars are needed to move the quality of practice forward (Berzoff & Drisko, 2015).

This national problem has led to a resurgence in interest in advanced practice oriented doctoral programs (Edwards, Rittner, & Holmes, n.d.). Some sources suggest that this resurgence in interest is associated with the emergence of practice doctorates in other fields including nursing (DNP), pharmacy (PharmD), and physical therapy (DPT). Another reason for the resurgence in interest might be the

growing complexity of care, especially in the context of best practices reflecting cutting edge interdisciplinary research (Edwards, Rittner, & Holmes, n.d.).

There are currently a small number of practice doctorate programs in social work in the United States. As of 2015, there were only eight programs (Council on Social Work Education, 2015). Most of these programs are relatively new. All of these programs focus on advancing the careers of working professionals offering courses online or in the evenings so that their students could continue working. As of 2015, only one program, at the University of Pennsylvania, had graduates. Penn reports that 86% of their students graduated within five years and that their students had high rates of success in using their doctoral degrees to advance their skills either in practice or in faculty positions (Hartocollis, Soloman, Doyle, & Ditty, 2015).

Currently, the only institution offering doctoral level education in social work in the State of Tennessee is the University of Tennessee, Knoxville. UT, Knoxville offers both a PhD and a DSW in social work and is located six hours from Memphis.

Alignment with State Master Plan and Institutional Mission

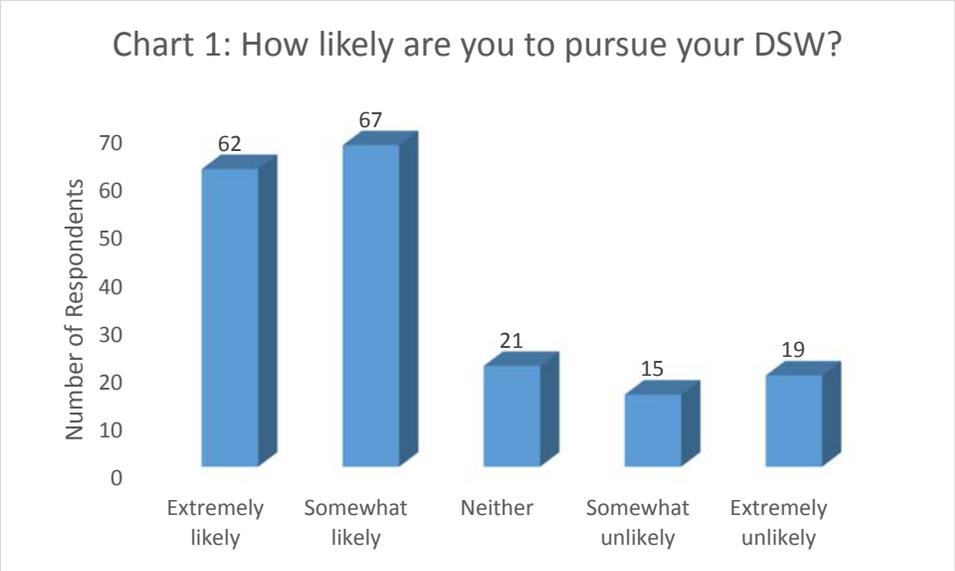
The State Master Plan seeks to increase the educational attainment levels of Tennesseans, address workforce development, increase degree production, and minimize redundancies in degrees. The proposal for a DSW accomplishes these goals. First, the degree will increase educational attainment by increasing the number of doctoral prepared individuals in our state. Second, the DSW will address workforce development by offering a degree in a growing area of employment (as described in the feasibility section below). Third, the program will increase degree production by producing approximately 15-18 graduates per year. Finally, the program will minimize redundancies in degrees by taking a different focus than the degree offered by University of Tennessee. The University of Tennessee program focuses on clinical issues (direct practice). The University of Memphis program focuses on applied research and management of social work practice.

The University of Memphis is a research university with higher research activity (RU/H). The University of Memphis mission statement includes “pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.” The plan to add a DSW program is aligned with the University of Memphis mission. Adding a DSW program will increase the number of doctoral degrees produced by the University of Memphis thereby strengthening the research mission of the university. The addition of a DSW program is also aligned with the engaged scholarship mission of the university. The faculty and students involved in the DSW program will produce practitioner-scholars whose research will be engaged with the community and applied to the solving of problems at the local, state, national, and/or international level.

Feasibility Study

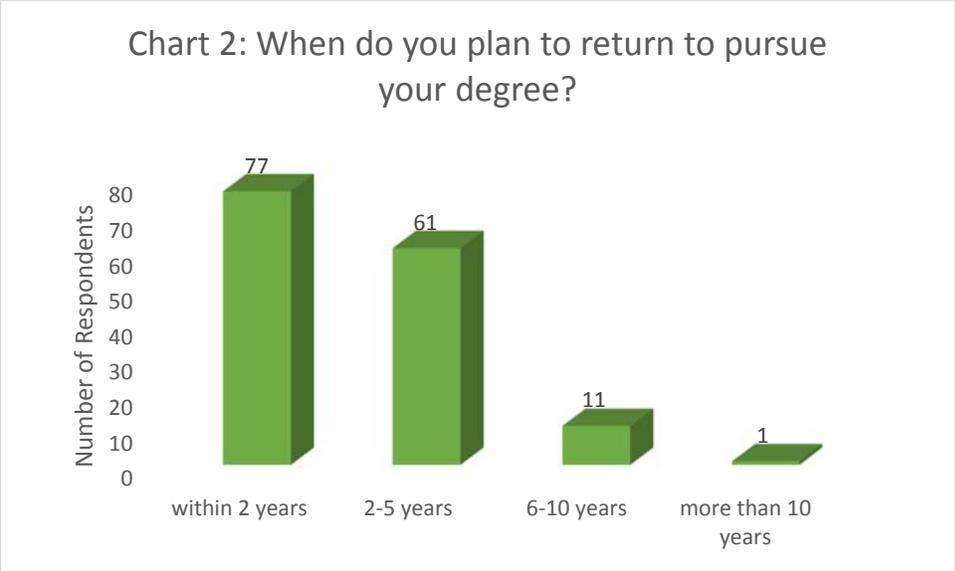
Student Interest in the Program

To assess student interest in the program, an online survey was conducted during late June/early July 2017. The survey was sent to 720 alumni, current MSW students, and adjunct faculty. The survey was also posted to Facebook. The survey received 184 responses. Approximately 70% of respondents indicated that they were interested in the program. Response data is included in the bar chart below.

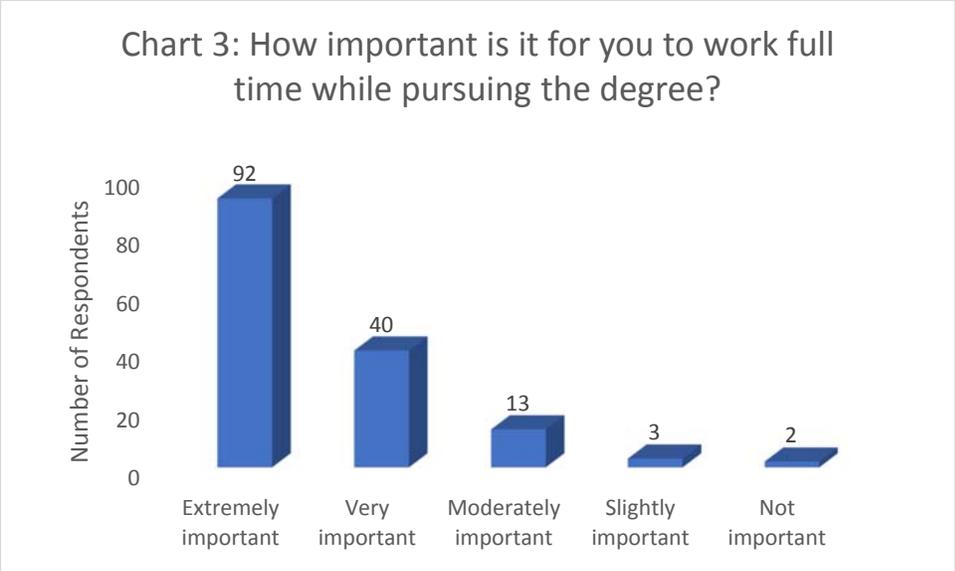


Respondents who indicated that they were either “extremely likely,” “somewhat likely,” or “neither likely nor unlikely” were asked five additional questions: 1) When do you plan to pursue your degree? 2) How important is it for you to continue working full time while you pursue your degree? 3) What modality of coursework do you prefer? 4) How many years are you willing to commit to pursuing your degree? 5) What would be your career goal in pursuing your DSW?

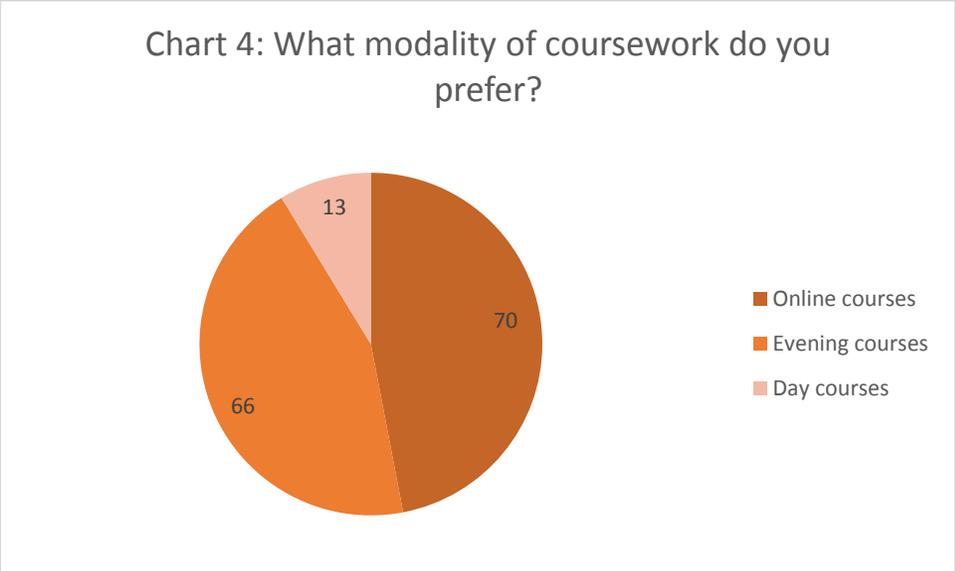
Ninety-two percent said that they intended to return in the next five years to complete the degree, and 51.3 percent indicated that they would return in the next two years. In other words, seventy-seven students indicated an interest in pursuing the degree in the next two years. See chart 2 below.



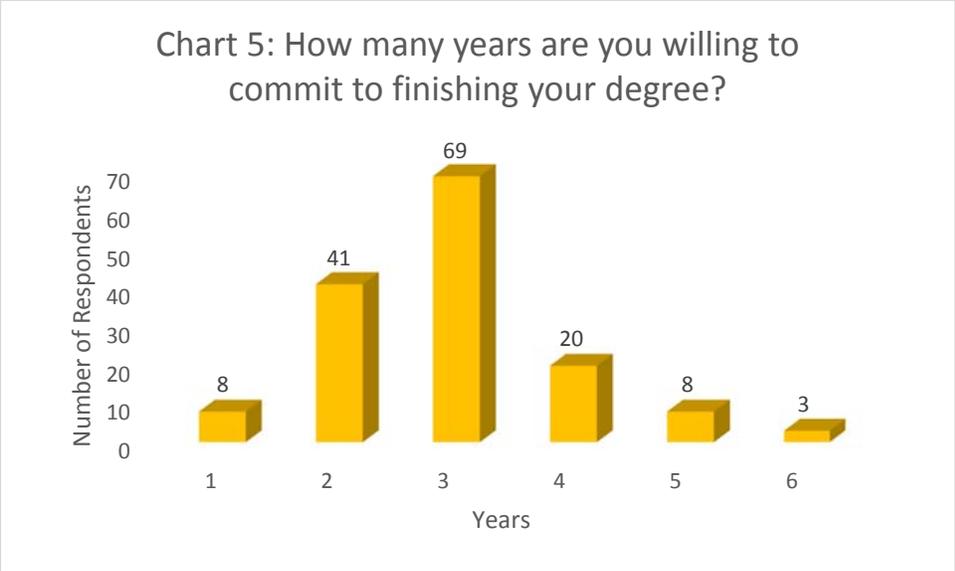
Nearly all respondents indicated that they wanted to work full time while pursuing the degree. Responses to this question are in Chart 3 below.



Nearly all respondents indicated they preferred online or evening courses over daytime courses. There was a slight preference for online courses over evening courses.



Most respondents indicated that they were willing to commit three years to finishing the degree. The mean number of years that respondents were willing to commit was 2.92.



The most common reported career goal was advanced clinical practitioner (64.67%), followed by manager of a large agency (51.3%) and faculty position (45.3%). Results are found in chart six below.



Comments

One open-ended question asked respondents for comments about the concept of a DSW. Most responses to the open-ended question indicated enthusiasm for the program. Most of the comments indicated enthusiasm for the degree. Some of the comments were:

I am thrilled that the University of Memphis will be offering a Doctor of Social Work. I would not want to earn such a degree at any other institution.

I think it would be great if the University of Memphis would offer a DSW program tailored to professionals who are already working in the field.

I want to start Spring 2018 if possible!

Other comments were focused on specific foci that they would like to see the program have:

My goal is to become an advanced practitioner in a clinical setting. I would like to have my own clients where I can bill the insurance company directly.

It would be interesting to have some macro focus for a DSW, especially because the MSW program is very clinically based. Have some macro focus would definitely make U of M a top contender for me when I go on to pursue my doctorate.

Regarding the eighteen percent of respondents who were not interested in the program, the most common response was that it was not the right time in the person's career to pursue the degree.

Presently, I have a Master's in Education and am retired. But, if Memphis State (as it was when I attended) had the option for a DSW, I definitely would have explored that option.

I wish this could have been offered 10 years ago.

Demographics

Demographics of the respondents to the survey are included in Table 1 below. Most respondents were between the ages of 25 and 34. Most were female, African American, and held an MSW.

Table 1: Demographics of Respondents		
	Frequency	Percent
What is your age?		
Under 25	14	8.1
25-34	74	42.8
35-44	50	27.0
45-54	20	10.8
55-64	11	6.4
65 and over	4	2.3
What is your gender?		
Male	19	11.0
Female	154	89.0
What is your race/ethnicity?		
White/Caucasian	53	30.8
Black/African-American	111	64.5
Latino	3	1.7
Native American/American Indian	1	.6
Pacific Islander	1	.6
Other	3	1.7
What is your highest degree completed?		
Bachelor of Arts in Social Work	50	29.4
Master of Social Work	108	63.5
Other master's degree	10	5.9
Other doctoral degree	2	1.2

Local and Regional Need/Demand

Currently, the only doctoral programs offered in social work in the State of Tennessee are offered at the University of Tennessee, Knoxville. There are very limited options for pursuing a doctoral degree in social work in the entire region. The only social work doctoral program in Arkansas is a PhD program at the University of Arkansas, Fayetteville. There are two PhD programs in Mississippi: one at University of Mississippi and the other at Jackson State. There are no DSW programs offered in Arkansas or Mississippi.

The University of Memphis has a highly diverse student population. Forty-two percent (42%) of the undergraduate population and 38.7% of the graduate student population are non-white. This is much higher than the population at University of Tennessee, Knoxville (15.3% and 20.7% respectively). The percentage of doctoral level social work faculty who are ethnic minorities in the United States is disproportionately low (CSWE, 2014). Offering a doctoral program in social work at the University of Memphis would help address a disparity problem in the field of social work.

Employer Need/Demand

The US Department of Labor reports that employment for social workers is projected to grow twelve percent from 2014 to 2024. This is faster than the average for all occupations. Most of the growth is projected to occur in healthcare, mental health, and substance abuse. These three fields are anticipated to have nineteen percent growth. Additionally, post-secondary teaching positions in social work are projected to have fourteen percent growth. (US Department of Labor, n.d.).

Since the field is growing particularly rapidly in health and mental health care, the faculty designed a program of study that will fit leadership and advanced practice in these fields. For example, the Innovations in Social Work Practice course will focus on the latest evidence based treatment approaches in substance abuse and mental health care. The Informatics & Data Driven Decision Making will focus on how to use information from large datasets to make decisions in practice. Managing a Social Work Practice I will focus on managing a small private practice in mental health or substance abuse while Managing a Social Work Practice II will focus on management in a larger mental health or health care setting.

Future Sustainable Need/Demand

Letters from employers in the field are attached in Appendix B. During Spring 2017, representatives of the School of Urban Affairs and Public Policy met with representatives from funders in the Memphis area including the Assisi Foundation, the Plough Foundation, and Community Foundation of Greater Memphis. All representatives raised concerns that there is a lack of capacity in Memphis non-profits and social service agencies for evaluation and data analysis. The DSW program will address these concerns by teaching quantitative design, statistics, and managing large data sets.

Program Costs/Revenues

The THEC financial projection form is based on eighteen students in the first year and thirty-six students in the second through seventh years. Tuition increases are budgeted for as are increases in salaries. The program will be sustainable. The tuition and fees generated will be sufficient to fund three tenure-track faculty, one half-time support staff, two full-time graduate assistants, and an operating budget. The form is included in Appendix A.

Existing Programs Offered at Public and Private Tennessee Institutions

University of Tennessee, Doctor of Social Work

References

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New Academic Program Proposal

Curriculum

Program Requirements

- 1) Students are required to complete a minimum of forty-two (42) hours.

- 2) Students are required to complete thirty-six (36) hours of required coursework. Required Courses are as follows:
 - 8040 Advanced SW Theory
 - 8XXX Leading Public Discourse in SW
 - 8XXX Innovations in SW Practice
 - 8XXX Developing Fundable Proposals
 - 8XXX Writing for Publication
 - 8XXX Pedagogy in SW
 - 8XXX Reflective Supervision
 - 8XXX Managing a SW Practice I
 - 8XXX Managing a SW Practice II
 - 8XXX Informatics & Data Driven Decision Making
 - 8XXX Quantitative SW Research
 - SUAP 8100 Public Policy Statistics

- 3) Students are required to complete a minimum of 6 hours of banded dissertation. In a banded dissertation, students produce three works of scholarship that are linked by issues, theme, or population. Students must submit three high-quality products of applied social work research. At least one of the products should be a paper submitted for peer-reviewed publication. Other options for products are described in the syllabus. A banded dissertation is a capstone project that is of higher quality than a master's project but not as rigorous as a PhD dissertation.

The program will be designed so that students may complete their degree in two years. A sample of a two-year plan is included below:

Year 1					
Fall			Spring		
SWRK 8XXX	Quantitative SW Research	3	SWRK 8XXX	Leading Public Discourse	3
SUAP 8100	Public Policy Statistics	3	SWRK 8XXX	Writing for Publication	3
SWRK 8040	Advanced SW Theory	3	SWRK 8XXX	Informatics & Data-Driven	3
Summer					
SWRK 8XXX	Develop. Fund. Proposals	3	SWRK 8XXX	Pedagogy in SW	3
Year 2					
Fall			Spring		
SWRK 8XXX	Managing SW Practice I	3	SWRK 8XXX	Managing SW Practice II	3
SWRK 8XXX	Reflective Supervision	3	SWRK 8XXX	Innovations SW Practice	3
SWRK 9000	Banded Dissertation	3	SWRK 9000	Banded Dissertation	3

Current Courses

The following courses are currently in the catalog and will not need to be developed for the program.

SWRK 7040 Advanced SW Theory

SUAP 8100 Public Policy Statistics

New Courses

The following courses will be developed for the program.

8XXX Leading Public Discourse in SW

Students will get training and experience in agenda-setting, legislative research, and advocacy, both legislatively and through the media to become the public voice of social work for the marginalized and for the advancement of society in general. Students will learn advocacy techniques and how to utilize the media to lead the discourse for social justice in the community.

8XXX Innovations in SW Practice

This course will introduce students to theories of assessment, intervention, diversity, evaluation, and termination. Specific attention is given to the development of context-relevance and evidence-based interventions commonly used in current practice over a variety of specific client and community needs. Challenges and concerns especially unique to vulnerable families, oppressed families, at-risk families, military families, low-income families, families of color, and nontraditional families are reviewed within an individual and family framework. Students will also develop an understanding of how values and ethics impact social work practice with each of the practice models.

8XXX Developing Fundable Proposals

Course is designed to prepare students to apply knowledge of evidence-based interventions and knowledge of policy related to social work practice to the development of a proposal for funding. Foundation knowledge and skills in grant writing will be explored. There will also be emphasis on working effectively with others to operationalize ideas to create a program or a plan in response to a request for proposals/applications. Students will learn to organize a proposal and respond to reviewers. Particular emphasis is placed on proposals for social work practice with culturally diverse, vulnerable and high-risk populations.

8XXX Writing for Publication

Course introduces students to the process of writing for publication. Course will be a project-focused seminar in which students will formulate a concept for a scholarly paper, draft the paper, and rewrite the paper based on a review from peers. Course will also cover the process of writing an abstract for a scholarly presentation.

8XXX Pedagogy in SW

Course focuses on aspects of pedagogy that are unique to social work education. Course will cover paradigms for teaching and learning, meeting accreditation standards, evaluating for accreditation, and the unique issues of running field placement.

8XXX Reflective Supervision

Reflective supervision is a regular collaborative reflection experience between a service provider and supervisor that builds on the supervisee's use of his/her thoughts, feelings, and values within a service encounter. In this course, the student will learn about the origins and history of different models of supervision. Through discussion and practice, the student will learn how supervision can provide a rich opportunity for service providers to further their self-awareness and skills.

8XXX Managing a SW Practice I

The goal of this course is to provide the basis on which students can familiarize themselves with the laws and the basics of setting up a private practice to develop an effective framework for a successful business.

8XXX Managing a SW Practice II

The course, the second in the series of social work organization management, is designed to provide social work professionals and leaders the skills and knowledge to direct and administer social service and public organizations at all levels. The course covers strategic planning, working with boards, human resource management, financial management, and dealing with the IRS.

8XXX Informatics & Data Driven Decision Making

This course emphasizes the use of information technology in social work practice (1) to improve overall quality of services provided by clinicians as well as (2) to leverage the implicit knowledge of workers so that agencies foster ongoing innovations in service provision.

8XXX Quantitative SW Research

The purpose of this advanced course is to further prepare doctoral students to organize and conduct quantitative research. Students will learn to use theory to shape conceptual models and approaches; understand the importance of ethics and cultural humility in research; and use and evaluate data to make decisions in social work practice.

9000 Banded Dissertation

Candidates for graduation will have submitted three high-quality products. At least one of these three products will include a publication quality research article for peer review. Other products may include a peer-reviewed presentation or unpublished report.

Distance Learning

The program will be offered via distance learning. All courses will be available online. Students will be asked to come to campus approximately one week per year to complete in-person residencies. The in-person residencies will provide the opportunity to meet become oriented to the program, meet fellow students, meet the faculty, and form dissertation committees.

The model of offering the program online with short term residencies has been used by many other Doctor of Social Work programs across the country with great success. Some of the other institutions that currently offer online DSW programs include the University of Southern California, the University of Tennessee, and the University of Pennsylvania.

Course Syllabi

See Appendix A

Academic Standards

The academic standards for the Graduate Catalog may be found below. The DSW program will require a Master of Social Work (MSW) from an accredited institution. The MSW is considered the terminal professional degree in practice and is required for licensure in most states. Thus, it is critically important that advanced social work practitioners first obtain this degree. The DSW degree is meant to advance the skills of practitioners in evaluation, supervision, and leadership.

In addition, doctoral programs at the University of Memphis require a minimum of 72 credit hours beyond the bachelor's degree. Without the requirement of the MSW, this degree would not meet that requirement. By requiring the MSW, a student who completed the degree in the advanced standing track would have 79 credit hours by the time he/she completed the DSW. A student from the regular MSW track would have 102 credit hours by the time of completion of the DSW. Thus, this requirement is met.

A. Admissions Requirements

Admission to the Doctor of Social Work program is competitive. Requirements include:

- 1) A Master of Social Work from a program accredited by the Council on Social Work Education (CSWE).
- 2) Submission of transcripts from undergraduate program and MSW program.
- 3) Submission of GRE scores that demonstrate competence in writing and quantitative skills.
- 4) A Professional Goal Statement. See program website for specific requirements.
- 5) A Professional Resume.
- 6) Three letters of reference.

B. Retention Requirements

1. Students in the DSW program must comply with all [retention standards](#) of the Graduate School at the University of Memphis.
2. All students are required to maintain a cumulative GPA of at least 3.00. Should the student's cumulative GPA fall below that mark, a period of one semester will be allowed to correct the deficiency. Students failing to improve their GPA to an acceptable level in that time will be dismissed from the program.
3. No more than 6 hours of "C-," "C" or "C+" will be applied toward meeting degree requirements. No grade of a D+ or lower will count toward the degree.

C. Graduation Requirements

- 1) Completion of all required coursework with no more than 6 hours of C grades.

- 2) Completion of a banded dissertation.

Diversity

The DSW program will support a diverse student body. First, this program will be located at the University of Memphis. The University of Memphis serves one of the most diverse student populations in the State. Forty-two percent (42%) of the undergraduate student population and 38.7% of the graduate student population are non-white. Typically, 65-80% of the social work student body at the University of Memphis is non-white. As indicated in the Letter of Notification, 69.2% of the potential students of this program who responded to the survey were non-white.

This program will be offered online. It will be tailored to working professionals who desire to advance their skills. The program will be more structured than a Doctor of Philosophy program. As such, we hope to see higher retention and graduation rates than are typical in a PhD program.

Program Enrollment and Graduates

The projected enrollment and graduates for seven years are as follows:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Enrollment	18	36	36	36	36	36	36	36
Graduates	0	15	15	15	15	15	15	15

Administrative Structure

The DSW program will be housed in the Department of Social Work in the College of Arts & Sciences. A program director will be chosen from among the tenured faculty in the Department of Social Work. The program director will be assigned 100% time to the DSW program.

Faculty Resources

The current and anticipated faculty are described below. See Appendix B for the CVs.

Current Faculty

The Department of Social Work currently has eight tenured or tenure-track faculty. All eight of these faculty hold an MSW, a doctoral degree in social work or a related field, and have practice experience. All eight of these faculty are graduate faculty. The Department also has one clinical faculty member who is doctoral level.

Anticipated Faculty

The Department has two open tenure-track lines which will be filled by Fall 2018 at the start of the program. The Department also has one clinical faculty member who holds a doctoral degree. The budget for the program allows for the hiring of three additional tenure track faculty members. These will be filled in later years. The Department has adequate resources to teach the courses and launch the program.

Name	Rank	Highest Degree	Primary Dept.	Involvement	Graduate Faculty Status
Steven Soifer, PhD, LCSW	Professor	PhD	Social Work	100%	Full Graduate Faculty Status
Susan Neely-Barnes, PhD, MSW	Professor	PhD	Social Work	10%	Full Graduate Faculty Status
Gregory Washington, PhD, LCSW	Professor	PhD	Social Work	10%	Full Graduate Faculty Status
Robin Lennon-Dearing, PhD, MSW	Associate Professor	PhD	Social Work	10%	Full Graduate Faculty Status
Elena Delavega, PhD, MSW	Associate Professor	PhD	Social Work	10%	Full Graduate Faculty Status
Susan Elswick, EdD, LCSW, LSSW	Assistant Professor	EdD	Social Work	40%	Full Graduate Faculty Status
Laura Taylor, PhD, LCSW	Assistant Professor	PhD	Social Work	10%	Affiliate Graduate Faculty Status
Melissa Hirschi, PhD, LCSW	Assistant Professor	PhD	Social Work	10%	Associate Graduate Faculty Status
Seokwon Jin (New Hire 2018)	Assistant Professor	PhD	Social Work	40%	n/a
Jerry Watson (New Hire 2018)	Assistant Professor	EdD	Social Work	10%	n/a

Faculty to Student Ratio

It is anticipated that there will be three faculty members who have their primary assignment to the DSW program. With a maximum of thirty-six students, it is anticipated that the faculty-to-student ratio will be 1:12.

Library and Information Technology Resources

The University Libraries is committed to the provision of access to scholarly resources through the acquisition, organization, management, and preservation of the collections and through supportive reference and instruction services. The University Libraries seeks to maintain a leadership role in information management in support of the University's mission as a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

Libraries Resources and Budget, Administration, and Operations

The University Libraries receives a majority of its financial support (for both operating and library materials) from the University's E&G Budget. The Dean of University Libraries presents an annual Libraries' budget review to the Provost to ascertain that the University Administration is kept abreast of the University Libraries' funding needs.

The University Libraries also receives TAF (Technology Access Fee) funds which derive from student paid fees. These funds are specifically ear-marked for the support of student use of technology and information technology. The University Libraries' TAF receipts are used to support access to electronic resources via the Libraries' website.

Additionally, the University Libraries and the University Advancement Division seek funding for endowments to support the growth of the collections within the University Libraries. The Friends of the University Libraries is a small, but vital part of this support.

The University Libraries has an active Interlibrary Loan Department which uses the ILLiad and RAPIDILL systems to fill faculty and student requests for materials not locally owned. Interlibrary Loan is a free service to students and faculty through which he/she can make requests via the University Libraries' website (<http://www.memphis.edu/libraries>) from over 10,000 libraries world-wide. The University Libraries also participates in collaborative document delivery with its fellow-members of the Association of Southeastern Research Libraries and TENN-SHARE. These two programs insure prompt delivery of items requested from the participating libraries.

The University Libraries maintains reciprocal borrowing privileges with other local academic institutions, including Christian Brothers University; Southwest TN State Community College; and Rhodes College. These agreements allow University of Memphis students access to the libraries at these institutions.

The University Libraries' Liaison program joins a Libraries' Faculty member with a Departmental Liaison in each academic department. A collection development plan, written collaboratively by the Libraries' Faculty Liaison and the faculty in the department, is the basis for decision-making for all types of library materials purchased. (These policies are available for viewing on the University Libraries' website.) It is the Libraries' Faculty Liaison who receives and evaluates the requests for the possible purchase of materials from the Departmental Liaison, who in turn has received the requests from the department's faculty. It is the Libraries' Faculty Liaison's responsibility to insure that the collection under his/her purview is responsive (within the availability of funds) to the curriculum and research needs of the students and faculty.

The collections of the University Libraries are housed in the McWherter Library and 4 branch libraries (Communication Sciences and Disorders; Lambuth Campus; Math; and Music). In majority, those items in the collection which support the Social Work program will be found in the McWherter Library and in electronic format on the University Libraries' website (<http://www.memphis.edu/libraries>). Funding for monographs (books) purchases is allocated (when funds are available) to the academic departments each year by the Dean of University Libraries. Funding for serial purchases has remained static for a number of years and any new titles requested, require commensurate costs serial subscriptions to be dropped. Appendix B delineates the holdings within the University Libraries by format of each item.

The University Libraries currently receives 6,071 serial subscriptions. A complete listing of currently received journals that were originally requested by faculty in the Department of Social Work is found

below. (Please note there may be additional titles held by the University Libraries which support the Social Work Program, but which were originally requested by faculty in other academic departments. These titles do not appear on this listing.)

As the Regional Federal Depository for the State of Tennessee, the University Libraries receives and/or has access to all U. S. Government Printing Office publications in print, microform, and electronic formats. This collection is, by law, available to all U. S. citizens, most especially the citizens of Tennessee.

The University Libraries' website (<http://www.memphis.edu/libraries>) is THE place to connect to the world of information. Included at this website is access to over 150 electronic resources (indexes, full-text databases, abstracts) and over 70,000 electronic books. All are available to the University Libraries' users, either on or off Campus. A listing of electronic resources most appropriate to the Social Work Program can be found in Appendix C.

Libraries Services

The University Libraries' Research and Information Services (RIS) Desk is located on the first floor of the McWherter Library in the Learning Commons. The RIS Desk is staffed during all the open hours of the McWherter Library, while the Learning Commons and its Technical Support Desk are open extended hours during exam periods. The staff at the RIS Desk seeks to help library users successfully meet their information needs. Throughout each semester the RIS Desk staff present "open-walk-in" instructional sessions on the various electronic resources available on the Libraries' website.

The University Libraries Research and Instructional Services faculty/staff are committed to offering programs that enhance information literacy. The core of the program is course-related instruction, in which librarians collaborate with faculty in the academic departments to teach those skills that students need in course assignments and related research. Requests for instructional services can be made via the Libraries' website.

Circulation policies for all types of patrons and materials are available on the University Libraries' website. The Reserve Room hours mirror that of the McWherter Library. The University Libraries' hours of operation differ with location and time of year. The current hours are posted on the Libraries' website (<http://www.memphis.edu/libraries>). The McWherter Library is open 97 hours per week during the regular semester, with abbreviated hours between semesters. Access to the Learning Commons area on the first floor of the McWherter Library is available 24/7 during exam periods.

Libraries Staff

The University Libraries currently has 90 full-time personnel: 27 faculty (professional librarians); 7 administrative professionals; and 58 support staff.

The University Libraries' faculty is appointed to full faculty-status/tenure track positions. The Dean of University Libraries reports directly to the Provost of the University.

The University Libraries' Support Staff include Library Assistants I, II, and III levels, which require appropriate education/experience to allow these staff members to help organize and explain the resources offered within the Libraries. One additional level of Support Staff, Office Associate, provides clerical support for various administrative functions within the University Libraries.

Libraries Facilities

The University Libraries' McWherter Library and 2 Branch Libraries (Health Sciences and Music, adjacent to appropriate academic departments) are located on the University's Main Campus. The Lambuth Branch Library is located in Jackson, Tennessee (approximately 90 miles from the Main Campus.)

The McWherter Library offers full wireless access to the internet in addition to 163 computer workstations for wired access via the Campus Network. Group and individual study carrels are available throughout the building, as are appropriate copiers, printers, microformat readers and reader-printers. Einstein's Bagel shop can also be found at the entrance to McWherter Library.

Social Work students and faculty are served by all areas of the University Libraries, but most specifically by the McWherter Library, in which resources to support the curriculum and research needs of the social work program can be found.

CURRENT PERIODICAL SUBSCRIPTIONS ORIGINALLY REQUESTED BY Social Work:

Affilia

British journal of social work

Child abuse & neglect

Children and youth services review

Families in society

International social work

Social work

UNIVERSITY LIBRARIES' ELECTRONIC RESOURCES IN SUPPORT OF SOCIAL WORK

DATABASES & ENCYCLOPEDIAS

Academic OneFile

Provides access to full-text articles in the physical sciences, technology, medicine, social sciences, the arts, theology, literature and other subjects. Some embargoes. Coverage: 1995- , typically, but varies by resource.

CINAHL Complete

CINAHL Complete covers nursing, allied health, biomedical and consumer health journals, publications of the American Nursing Association, and the National League for Nursing. Includes abstracts of journal articles, books, dissertations, and proceedings. Full text is included for nursing journals, newsletters, standards of practice, practice acts, government publications, research instruments and patient education material.

Cochrane Library

The Cochrane Library is a collection of six databases that contain different types of high-quality, independent evidence to inform healthcare decision-making, and a seventh database that provides information about groups in The Cochrane Collaboration. Databases include: Cochrane database of systematic reviews; Database of abstracts of reviews of effectiveness (DARE); Cochrane central register of controlled trials (CENTRAL); Cochrane database of methodology reviews; Cochrane methodology register; Health technology assessment database (HTA); and NHS Economic evaluation database (NHS EED).

Criminal Justice Abstracts

Criminal Justice Abstracts contains hundreds of in-depth abstracts of current books, book chapters, journal articles, government reports, and dissertations published worldwide. Criminal Justice Abstracts also offers extensive coverage of new books from scholarly and commercial publishers and valuable reports from public and private agencies in many nations.

DSM Premium

PsychiatryOnline is a powerful web-based portal that features DSM-IV-TR®, DSM-5, DSM-IV-TR® Handbook of Differential Diagnosis, Cases From DSM-IV-TR® Casebook and Its Treatment Companion, and The American Journal of Psychiatry as the cornerstones of a collection of psychiatric references.

MedLine (FirstSearch)

Indexes 1,900+ journals in all areas of medicine, including nursing, dentistry, veterinary medicine, preclinical science, and health care. Abstracts available for most citations. Corresponds to the print indexes Index Medicus, Index to Dental Literature, and International Nursing Index. Provided by OCLC.

MedlinePlus

Website for patients and their families and friends providing understandable, reliable, authoritative on-line information about health and medical topics. Provided by the National Library of Medicine (NLM), a service of the National Institutes of Health (NIH).

National Criminal Justice Reference Service

NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide.

Nursing & Allied Health Collection Comprehensive

The Nursing & Allied Health Collection: Comprehensive database contains nearly 400 full text journals that are indexed in CINAHL, including nearly 300 peer-reviewed titles covering the areas of nursing, biomedicine, health sciences, consumer health and allied health disciplines. Although Nursing & Allied Health Collection: Comprehensive can be searched separately, it is more effectively used when you search CINAHL and connect to the article by clicking on the links in the citation record. Subjects include: Medicine and Health, Nursing, Sociology and Social Work

Office of Juvenile Justice & Delinquency Prevention

Hundreds of reports, statistics, & policies on juvenile justice. An Office of Juvenile Justice & Delinquency Prevention resource.

PsycInfo

Citations to and summaries of journal articles, book chapters, books, and technical reports, as well as citations to dissertations, in psychology, plus psychological aspects in related disciplines (medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business, and law). Journal coverage, spanning 1887-present, includes international material selected from more than 1,300 periodicals written in over 25 languages.

PubMed

Provides MEDLINE access, along with OLDMEDLINE, Pre-MEDLINE (citations in-process), and citations outside the scope of MEDLINE provided by journal publishers. Interconnects with other NCBI databases and resources. Articles from many medical journals are free after a 6-12 month embargo. Linkouts to full text provided at publishers' discretion. Coverage: OLDMEDLINE, 1950- 1965; MEDLINE, 1966-.

Social Sciences Citation Index

Indexes and provides cited referencing for the world's leading social science journals in 50+ disciplines, including: anthropology, criminology, economics, ethics, education, geography, history, hospitality, law, linguistics, nursing, political science, psychology, sociology, urban studies. Coverage: 1965-.

Social Sciences Fulltext

Indexes periodicals in addiction studies, anthropology, area studies, communications & mass media, community health & medical care, corrections, criminal justice, criminology, economics, environmental studies, ethics, family studies, gender studies, geography, gerontology, international relations, law, minority studies, planning & public administration, policy sciences, political science, psychiatry, psychology, public welfare, social work, sociology, and urban studies. Coverage: citations & abstracts, 1983- ; full text, 1995-

Social Work Abstracts

Social Work Abstracts offers extensive coverage of more than 900 social work and human services journals dating back to 1965. Produced by the National Association of Social Workers (NASW), the database provides indexing and abstracts dealing with all aspects of the social work field, including theory and practice, areas of service and social issues and problems.

Sociological Abstracts

This database abstracts and indexes the international literature of sociology and related disciplines in the social and behavioral sciences. The database provides abstracts of journal articles and citations to book reviews drawn from thousands of serials publications and also provides abstracts of books, book chapters, dissertations, conference papers and working papers. Cited references are included for many journal articles. Coverage: 1952-Present

Urban Studies Abstracts

Includes bibliographic records covering essential areas related to urban studies, including urban affairs, community development, urban history, and other areas of key relevance to the discipline.

E-JOURNALS: available through Libraries' subscriptions and/or access to full-text databases

Currently there are 261 e-journal titles accessible via the University Libraries' website in the subject area of Social Welfare & Social Work. The complete listing with holdings can be found under "Articles & Journals – Journal Titles" when searching the University Libraries Catalog Classic.

Library and Information Technology Acquisitions Needed

The University of Memphis libraries currently have adequate resources to support the DSW program. The DSW program coordinator will review resources annually with the social work subject librarian and determine whether other resources are needed.

Support Resources

The Department of Social Work currently has eight tenured or tenure-track faculty. All eight of these faculty hold an MSW, a doctoral degree in social work or a related field, and have practice experience. All eight of these faculty are graduate faculty. The Department also has one clinical faculty member who is doctoral level.

The Department has two open tenure-track lines which will be filled by Fall 2018 at the start of the program. The Department also has one clinical faculty member who holds a doctoral degree. The budget for the program allows for the hiring of three additional tenure track faculty members. These will be filled in later years. The Department has adequate resources to teach the courses and launch the program.

The Department also has two staff lines. The program will also fund a half time staff person. This should be adequate staff to support the program.

Evidence of Willingness to Partner

Currently, the Department of Social Work has clinical affiliation agreements with over 130 agencies in the community. The DSW program does not require clinical hours. However, these strong relationships with the community will support students who are seeking to work with agencies on research.

Other Support Currently Available

Support Staff

The Department of Social Work has two support staff. The department also has ¼ time of the SUAPP business officer. This support staff are available to help with summer contracts, GA contracts, budget management, and other matters of daily operation.

Local Technical Support Provider

The Department receives support from the College of Arts & Sciences LSP. The LSP can help faculty with technical support as it relates to teaching online.

Student Advising

Student advising will be handled primarily by the DSW program coordinator. The DSW program coordinator will take primary responsibility for student advising in the first year. Once the student chooses a committee, the committee chair will take over advising responsibilities.

Other Support Needed

It is not anticipated that any outside support will be needed. The program will be self-sustaining.

Facilities and Equipment

The Department of Social Work has adequate space as described below including office space and classroom space. Existing facilities and plans for future facilities are described below.

Existing Facilities and Equipment

The Department of Social Work is currently housed in McCord Hall and Browning Hall. All current faculty have an office and there are two offices assigned to graduate assistants. The program will demand little classroom space as all courses will be offered online. The program will require in-person residencies once a year. There is adequate space on campus to schedule those residencies.

Additional Facilities and Equipment

As the Department continues to grow and add faculty lines and graduate assistant lines, there will be need for additional office space. There are plans to move the Department into a renovated building that will have additional offices. The specifics of the plan are still to be determined.

Marketing and Recruitment Plan

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world with 150,000 members. Most of the members of the organization have the MSW degree and would be eligible for this program. Our primary marketing and recruitment plan will be to advertise the degree program through this organization. Since the degree will be online, applicants can come to the program from anywhere in the United States or the world.

In addition to advertising through NASW, we will also advertise to our current MSW students, alumni, and part-time faculty. This list includes over 700 individuals.

Assessment/Evaluation

The DSW program committee will develop a set of program competencies. These competencies will be used to guide the assessment process. Each student will have a committee for their banded dissertation. In addition to giving a grade for banded dissertation, the committee will complete a competency-based assessment on the student.

Each committee member will rate the student on each program competency on a one to nine scale. A score of one to three will indicate that the student is not competent. A score of four to six will indicate that the student is progressing. A score of seven to nine will indicate that the student is competent. A one to nine scale is used so that the raters can indicate whether the person meets or does not meet the competency to a high or low degree. For example, a score of seven indicates that the student is minimally competent. The scores of the three raters will be averaged to create a final score.

Each year, the doctoral program committee will review the results of the competency assessment. The committee will use the assessment as a basis for considering changes to curriculum or other programming for students.

Accreditation

The Council on Social Work Education (CSWE) is the sole accrediting agency for social work education in the United States and is recognized by the Council for Higher Education Accreditation (CHEA). Currently, CSWE does not accredit doctoral programs. Recently, CSWE has formed an ad hoc committee regarding the accreditation of practice doctoral programs. The committee plans to begin completing pilot reviews of doctoral programs in 2019 and 2020. Once there is a process for seeking accreditation by CSWE for social work practice doctorates, the University of Memphis program will pursue accreditation.

Funding

The THEC financial projection form is based on eighteen students in the first year and thirty-six students in the second through seventh years. Tuition increases are budgeted for as are increases in salaries. The program will be sustainable. The tuition and fees generated will be sufficient to fund three tenure-track faculty, one half-time support staff, two full-time graduate assistants, and an operating budget. The form is included below.

Appendix A

THEC Financial Projections

**Tennessee Higher Education Commission
Appendix A: THEC Financial Projections
University of Memphis
Doctor of Social Work**

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty							
Salary	\$ 75,000	\$ 225,000	\$ 229,500	\$ 234,090	\$ 238,772	\$ 243,547	\$ 248,418
Benefits	27,825	83,475	85,145	86,847	88,584	90,356	92,163
Sub-Total Faculty	\$ 102,825	\$ 308,475	\$ 314,645	\$ 320,937	\$ 327,356	\$ 333,903	\$ 340,581
Support Staff							
Salary	\$ 16,000	\$ 16,320	\$ 16,646	\$ 16,979	\$ 17,319	\$ 17,665	\$ 18,019
Benefits	5,936	6,055	6,176	6,299	6,425	6,554	6,685
Sub-Total Support Staff	\$ 21,936	\$ 22,375	\$ 22,822	\$ 23,279	\$ 23,744	\$ 24,219	\$ 24,703
Graduate Assistants							
Salary	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	21,708	22,142	22,585	23,037	23,497	23,967	24,447
Sub-Total Graduate Assistants	\$ 41,708	\$ 42,142	\$ 42,585	\$ 43,037	\$ 43,497	\$ 43,967	\$ 44,447
Operating							
Travel	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Printing	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-
Other	10,000	10,000	7,000	8,000	8,500	9,500	10,000
Sub-Total Operating	\$ 20,000	\$ 20,000	\$ 17,000	\$ 18,000	\$ 18,500	\$ 19,500	\$ 20,000
Total Recurring	\$ 186,469	\$ 392,992	\$ 397,052	\$ 405,253	\$ 413,098	\$ 421,590	\$ 429,732
TOTAL EXPENDITURES (A + B)	\$ 186,469	\$ 392,992	\$ 397,052	\$ 405,253	\$ 413,098	\$ 421,590	\$ 429,732

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	10,854.00	\$	11,071.08	\$	11,292.50	\$	11,518.35	\$	11,748.72	\$	11,983.69	\$	12,223.37
Number of Graduate Assistants		2		2		2		2		2		2		2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	195,372	398,559	397,530	405,481	413,590	421,862	430,299
Institutional Reallocations ²	(8,903)	(5,567)	(478)	(228)	(492)	(272)	(567)
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 186,469	\$ 392,992	\$ 397,052	\$ 405,253	\$ 413,098	\$ 421,590	\$ 429,732

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fees will be generated in year 1 and every year thereafter.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

No institutional reallocations are needed.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

Not applicable.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

Not applicable.

(5) Please provide information regarding other sources of the funding.

The budget does not include approximately \$16,000 per year in formula funding from THEC. This will result in an additional revenue of approximately \$288,000 in years 3-5.

Appendix B

Letters of Support



EARLY SUCCESS COALITION

July 12, 2017

Dear University of Memphis Board of Trustees:

On behalf of Early Success Coalition, we are pleased to provide this letter in support of a Doctor of Social Work (DSW) program at the University of Memphis.

There is currently a shortage of doctoral trained social workers in the United States. This shortage is particularly felt in Memphis and the greater Midsouth region. There are few doctoral-trained social workers living in this region. Yet, the Midsouth is a HRSA designated health and mental health shortage region. Residents of the Midsouth face a number of challenges including poverty, infant mortality, sexually transmitted diseases, violence, and other health risk factors. This environment creates complex questions of care. Thus, there is a demand for practitioner-scholars in social work who can address complex problems with evidence-based solutions.

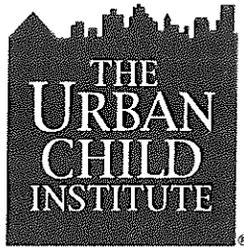
A doctoral program in social work would prepare a cadre of social work practitioner-scholars who could be leaders in the field and begin to address the problems mentioned above. A doctoral program in social work would enhance the educational opportunities for professionals in our community by offering a program that does not currently exist in the region.

The University of Memphis, Department of Social Work has a strong reputation both nationally and in the local community. The Department's faculty has received national recognition for their excellence in research in social work. The University of Memphis is well-positioned to offer this degree and this degree program is needed by our community.

Sincerely,

Sandra Allen, Co-chair

Keisha Walker, Co-chair



600 Jefferson Avenue, Suite 200, Memphis, TN 38105 • Telephone: 901-523-9199 • Fax: 901-523-2460 • www.theurbanchildinstitute.org

July 19, 2017

Dear University of Memphis Board of Trustees:

On behalf of The Urban Child Institute, I am pleased to provide this letter in support of a Doctor of Social Work (DSW) program at the University of Memphis.

There is currently a shortage of doctoral trained social workers in the United States. This shortage is particularly felt in Memphis and the greater Midsouth region. There are few doctoral-trained social workers living in this region. Yet, the Midsouth is a HRSA designated health and mental health shortage region. Residents of the Midsouth face a number of challenges including poverty, infant mortality, sexually transmitted diseases, violence, and other health risk factors. This environment creates complex questions of care. Thus, there is a demand for practitioner-scholars in social work who can address complex problems with evidence-based solutions.

A doctoral program in social work would prepare a cadre of social work practitioner-scholars who could be leaders in the field and begin to address the problems mentioned above. A doctoral program in social work would enhance the educational opportunities for professionals in our community by offering a program that does not currently exist in the region.

The University of Memphis Department of Social Work has a strong reputation both nationally and in the local community. The Department's faculty has received national recognition for their excellence in research in social work. The University of Memphis is well-positioned to offer this degree and this degree program is needed by our community.

Sincerely,

Gary Shorb, Executive Director

July 12, 2017

Dear University of Memphis Board of Trustees:

On behalf of Agape Child & Family Services and being a master social worker, I am pleased to provide this letter in support of a Doctor of Social Work (DSW) program at the University of Memphis.

As I understand, there is currently a shortage of doctoral trained social workers in the United States. This shortage is particularly felt in Memphis and the greater Mid-South region. There are few doctoral-trained social workers living in this region. Yet, the Midsouth is a HRSA designated health and mental health shortage region.

Residents of the Midsouth face many challenges including poverty, infant mortality, sexually transmitted diseases, violence, and other health risk factors. This environment creates complex questions of care. Thus, there is a demand for practitioner-scholars in social work who can address complex problems with evidence-based solutions.

A doctoral program in social work would prepare a cadre of social work practitioner-scholars who could be leaders in the field and begin to address the problems mentioned above. A doctoral program in social work would enhance the educational opportunities for professionals in our community by offering a program that does not currently exist in the region.

As a member of the Social Work Advisory Board, the University of Memphis Department of Social Work has a strong reputation both nationally and in the local community. The Department's faculty has received national recognition for their excellence in research in social work. The University of Memphis is well-positioned to offer this degree and this degree program is needed by our community.

Sincerely,



David Jordan, MSSW
President & CEO

Appendix C

Syllabi

University of Memphis
Division of Social Work
School of Urban Affairs and Public Policy

SWRK -----: Developing Fundable Proposals

Prerequisite(s): Admission to the DSW program

Course Description

Course is designed to prepare students to apply knowledge of evidence-based interventions and knowledge of policy related to social work practice to the development of a proposal for funding. Foundation knowledge and skills in grant writing will be explored. There will also be emphasis on working effectively with others to operationalize ideas to create a program or a plan in response to a request for proposals/applications. Students will learn to organize a proposal and respond to reviewers. Particular emphasis is placed on proposals for social work practice with culturally diverse, vulnerable and high-risk populations.

Course Rationale

The course reviews general knowledge about theories, and skills related to writing fundable proposals related to social work. An emphasis will be placed on integrating evidence-based theory, practice and research into proposals to work with diverse populations. Consideration of social work values and ethics in the application of practice theories will be integrated into skill development.

The Honor Statement

An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading the Masters of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement

Any student with a documented disability that requires academic adjustment [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as early in the semester as possible. All discussions will remain confidential. Students should be familiar with and benefit from the services of the Office of Disability.

Course Policies:

APA Format: All students enrolled in social work courses are required to use the APA citation style in preparing their papers. APA manuals can be purchased in the bookstore. Also there is a copy on reserve in the library and writing aides are available via the **eCourseware** site for this course.

Plagiarism: Two types of students plagiarize: 1) students who do not know the meaning of plagiarism; 2) students who cheat. The Social Work Program cannot permit either type of student to continue in the program. Students are expected to understand the meaning of plagiarism and refrain from any such activities. Anyone caught plagiarizing will be subject to penalties up to and including failure of the course and possible dismissal from the social work program. The matter also will be reported to the campus office of Judicial Affairs.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

Giving and taking help: The practice of social work includes two important concepts: "process" and "outcome." Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty feels that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reactions papers and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *don't share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code.

Cheating: This is a violation of school policy and a fundamental breach of the NASW Code of Ethics by which social workers are expected to abide. Anyone caught cheating will be subject to penalties up to and including failure of the course and possible dismissal from the social work program. The matter also will be reported to the campus office of Judicial Affairs.

No Guests: Students are not allowed to bring guests to class. This restriction includes not bringing children to class – nor can unsupervised children wait outside the classroom. Please make necessary childcare arrangements such that these requirements will not cause a conflict for you.

Cell phone policy: Students are not permitted to conduct phone conversation or text during class time. Students are not permitted to have cell phone on ring during class time. Please turn off all cell phones and pagers when you enter the classroom.

Disability statement: Any student with a documented disability that requires academic adjustments [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as

early in the semester as possible. All discussions will remain confidential. Students should be familiar with and benefit from the services of the Office of Disability Services.

Computers: All students have access to computer labs throughout the university. Use of laptops during class is allowed at the instructor’s discretion and should never include reading and/or responding to e-mail or other unauthorized access the internet.

Assignments

Students will fully participate in the development of a proposal throughout the semester.

Funder Analysis (10 points): Each student will submit a strategy report (no more than three single spaced pages) that summarizes the search process by which prospective funders can be located and evaluated.

Letter of Inquiry (20 points): Short (in most cases no more than two single spaced pages) letter of inquiry or preproposal in response to a “Request for Proposals” or foundation solicitation of your choice.

Final Grant Proposal (40 points): Each student will complete a grant proposal. Various earlier drafts will be required but will not be assigned a letter grade.

Grant Writing Workshop (10 points): The class will offer a grant writing workshop for people in the university and community interested in grant writing. Each student will contribute to the development and delivery of the workshop.

Personal Portfolio (10 points): Each student will be required to put together a grant writing portfolio in which you include a cover letter describing your grant writing skills, samples of your grant writing work, and a one page written description of how you go about involving others in grant writing.

Class Participation and Attendance (10 points): Students are expected to attend all classes and actively participate in class. All assignments must be turned in on the day that they are due.

Final Grade Makeup

Funder Analysis	10 points
Letter of Inquiry	20 points
Grant Proposal	40 points
Community Workshop	10 points
Personal Portfolio	10 points
Attendance & Participation	10 points

Tentative Schedule

Please note that this schedule and readings are subject to change as the course progresses and I learn more about your skills and interests. Each week lists readings that you are to complete **prior** to coming to class. Most of the readings are available via the internet. Assignments are due on the date listed.

Week One	Introduction Summary on identifying a problem or need, finding an opportunity for funding, and locating resources and tools for developing a strong proposal
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	<p>will be discussed. Examples that show all of the steps involved in proposal development and we will also examine several different websites that provide useful information.</p>
<p>Week Two</p> <p>Materials From:</p> <p>Foundationcenter.org Nal.usda.gov</p>	<p>Topic: Opportunities, Resources, and Tools</p> <p>Please complete the following before class and be prepared to discuss:</p> <p>Readings and Exercises to be Completed Before Class:</p> <ol style="list-style-type: none"> 1. Please go to the Foundation Center website http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html and review the Proposal Writing Short Course (Introduction, Gathering Background Information, Components of a Proposal, Statement of Need, etc). You should plan to devote an hour or more to understanding the materials you find there. 2. Please go to http://www.nal.usda.gov/ric/ricpubs/fundguide.html and start to review the overarching themes here. Identify five new points you learned from the website. 3. Bring to class and list of five ideas that you think might be fundable.
<p>Week Three</p> <p>Websites you will use: Grants.gov Foundationcenter.org EPA.gov</p>	<p>Topic: The Web as the Source of Information on Grants and Grant Writing</p> <p>Readings and exercises to be completed before class:</p> <ol style="list-style-type: none"> 1. Please go to grants.gov (this is THE site for information on federal funding) and read over “About Grants.gov” (at top, blue tab that says “about”) 2. Please go to the Foundation Center Web Site (we will use this site frequently) and review the “Get Started” section (this is THE site for information about foundation funding) (http://foundationcenter.org/getstarted/newvisitors/). 3. Please go to the Environmental Protection Agency website http://www.epa.gov/ogd/recipient/tips.htm and review their grant tips. 4. Please download, read, and bring to class the Grant Writing Tip Sheets found in Ecourseware content area. 5. Bring to class a list of five things you found confusing. <p>I would recommend that you bookmark each of these sites!</p>
<p>Week Four</p> <p>Websites you will use: www.lagcc.cuny.edu/Grants_Office/</p> <p>Proposals on Ecourseware site highlighted:</p> <p>CDC Youth Violence Prevention Folder</p>	<p>Topic: The Iterative Process of Searching for Funding Sources and Modifying Your Ideas</p> <p>Readings and exercises to be completed before class: Using one of the topics on the class handout you will receive, try to find information about possible funding sources. Record the search terms you used in Google (or whatever search engine you use). Try at least five different combinations of search terms. Come to class prepared to discuss what worked best, what didn’t work, and what you learned that you would include in your Personal Guidebook.</p>

<p>NIH Research Partners Folder Sustainability Solutions Initiative</p>	<p>As you do the above work, you might check out http://www.lagcc.cuny.edu/Grants_Office/Funding_Opportunities/ as a source.</p>
<p>Week Five</p> <p>Websites you will use: <i>Npguides.org</i> <i>Grantspace.org</i></p> <p>Proposals on Ecourseware site highlighted:</p> <p>Khan CIRCLE Folder Sustainability Solutions Initiative</p>	<p>Topic: Developing an Effective Concept Paper or Letter of Inquiry</p> <p>Readings and exercises to be completed before class:</p> <ol style="list-style-type: none"> 1. Go to the website http://www.npguides.org/guide/pre_proposal.htm, download, read, and bring to class the preliminary proposal and letter of inquiry. 2. Go to http://www.grantspace.org/Tools/Knowledge-Base/Funding-Research/Proposal-Writing/Letters-of-inquiry and review the ideas found there. 3. Go to the First Class conference and please read over the various drafts in the Khan CIRCLE Folder. Go to the Sustainability Solutions Initiative website and please read over the examples of subproposals. <p>Draft Assignment Due: (1) Bring to class a one page rough draft of a concept letter you have composed. We will analyze each other's concept letters and discuss how they can be improved. (2) Bring to class the RFP that you are considering for your full proposal.</p>
<p>Week Six</p> <p>Websites you will use: <i>Mcf.org</i> Sustainability Solutions Initiative</p> <p>Proposals on Ecourseware site highlighted:</p> <p>Mass Cultural Council HUD New Directions NSF Nano Proposal</p>	<p>Topic: Networking with Others to Gain their Support and Involvement</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Go to the Minnesota website http://www.mcf.org/news/giving-forum/proposal-noticed and read over the advice about how to write a proposal that gets noticed. At that same site find http://www.mcf.org/system/article_resources/0000/0325/writingagrantproposal.pdf and read over the description about how to write a strong proposal. 2. Please read over the following folders in the Ecourseware: (a) Mass Cultural Council (b) HUD New Directions and (c) Nanoproposal. Please note that other proposals may be added to the list of possibilities as I learn more about your interests. Examine each proposal for evidence of networking (how was it done, what kinds of relationships were written into the grant, what kinds of partnerships were developed). <p>Assignment Due: Funder Analysis</p>
<p>Week Seven</p> <p>Websites you will use: http://www.aecf.org/work/kids-count/</p> <p>Proposal on Ecourseware site highlighted</p>	<p>Topic: Developing the Grant Outline; Creating a Timeline for Your Grant Completion Tasks; Making Master Lists of All Requirements</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. KidsCount Data Book on Ecourseware site and various sustainability handouts. 2. Go to the and review the workbook for ideas that might help you develop a grant outline, create a timeline, and make a master list of requirements

JustCare Family Network	Assignment Due: Letter of Inquiry
Week Nine Proposals on Ecourseware site Expanding Assets and Steering Initiative (EASI)	Topic: Filling in the Plan with Data Readings: Please read over the EASI Assignment: Continue to work on grant proposal
Week Ten Proposals on Ecourseware site Memphis Substance Abuse Action Team for Women (SWAT)	Topic: Obtaining Feedback on Proposal; Soliciting Ideas from Others Readings: Please read over the SWAT Just in Time proposal and Sociological Inquiries proposal Assignment Due: Bring to class draft of Planning Materials for Grant Writing Workshop
Week Eleven Website you will use: Mcf.org Proposal on Ecourseware site highlighted: <i>HUD New Directions</i>	Topic: Developing Program or Research Goals, Time Lines and Budgets; Soliciting Letters of Support and Obtaining Letters of Agreement Readings: <ol style="list-style-type: none"> 1. Please read letters sections on Ecourseware site 2. Please read the New Directions Proposal on the Ecourseware site 3. Please read the budget section on the Ecourseware site and also the budget section at http://www.mcf.org/mcf/grant/writing.htm#budget Assignment: Rough draft of large proposal due
Week Twelve Websites you will use: www.wkkf.org Proposal Ecourseware site highlighted: Lifelong Initiative for Family Empowerment (LIFE)	Topic: Writing the Program Evaluation Section Readings: <ol style="list-style-type: none"> 1. Please read over the program evaluation sections included on the Ecourseware site 2. Please read over the evaluation handbook to be found on the Kellogg Foundation website at http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx (the site will ask for your name and email address in order for you to download) 3. Please read over the logic model tutorial to be found on the Kellogg Foundation website at http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx (the site will ask for your name and email address in order for you to download) Bring to class: A rough draft of the program evaluation section that you will include in your final proposal.
Week Thirteen	Topic: The Different Processes Used to Evaluate Proposals Readings:

	<p>(1) Please read over the Review Section to be found on Ecourseware site</p> <p>(2) Please read over the Final Report Section to be found on Ecourseware site</p>
Week Fourteen	Grant Writing Workshop
Week Fifteen	<p>Topic: Summing It Up</p> <p>Assignment Due: Personal Portfolio</p>
Week Sixteen	Assignment Due: Final Proposal

**THE UNIVERSITY OF MEMPHIS
DEPARTMENT OF SOCIAL WORK**

SWRK XXXX- INFORMATICS & DATA-DRIVEN DECISION MAKING (3 credit hours)

Fall 2018

On-Line Course

NOTE: This course is required course for the completion of the DSW program.

XXXX Prerequisite(s):or a completed MSW degree from an accredited university

Instructor: Susan E. Elswick EdD, LCSW, LSSW
Office: 234 McCord Hall
Memphis, TN 38152

Phone: (901) 678-4722
Email: selswick@memphis.edu

Course Description:

This course emphasizes the use of information technology in social work practice (1) to improve overall quality of services provided by clinicians as well as (2) to leverage the implicit knowledge of workers so that agencies foster ongoing innovations in service provision.

Course Rationale:

Information technology as a resource for quality health and human services. Implications for provision of services, interagency collaboration, empowerment of clients and professionals, evidence-based practice, education and ethics. Social Workers are under increasing pressure to document the services they provide in light of the diminished resources. As a result of these demands, agencies compile data consisting of the number of services provided, the outcomes, and the demographics of clients receiving those services. Social work practitioners and managers are frequently using technological products (i.e., word processing applications, email, text messaging, case management applications, data collection, reporting outcomes) to not only document services provided to clients, but also to facilitate communication, report outcomes to funding agencies, and monitor trends in service delivery. Because social workers are not working directly in a technological environment, they must become familiar with the technologies that agencies are typically using to document services, the ways to use technology to improve the overall quality of services provided to clients, new innovative uses for technology in practice, identifying evidence-based technologies within the field, and the barriers and opportunities afforded by the increased integration of technology into human services.

This course will be a combination of hands-on trials of new computer applications, coaching for use of information technology with clients and staff, exploring related issues of cultural diversity and ethics, and theory and research to support application of information technology in evidence-based practice. We will answer: what is information technology in human services? What is available on the horizon? Who

can/does benefit from technology? What might it accomplish? How can we ensure it is accessible and effective? What are the down sides of technology?

Topics will include making a case for information technology in the helping professions, the basics of informatics and those aspects of information technology that pertain to social services and health care information systems and the use of evidence and practice guidelines from electronic sources in designing and evaluating practice within and across the helping professions and agencies. The goal is to prepare practitioners who can: 1) choose relevant computer mediated applications for clients and staff; 2) coach others on value and use of information technology; 3) promote database collaboration between agencies and 4) use technology to build quality care. Advances in communications and educational technology will be presented by experts in social work, healthcare, engineering, communications, and instructional technology. Dilemmas of privacy, legal and ethical issues will be discussed. Attention will be given to cultural and developmental differences.

This course will include an engaged scholarship piece in which there will be fieldwork experiences for the students. Students are expected to inventory specific social service or health care settings with respect to availability, implementation, and quality of information technology for clients and professionals as one of their project outcome measures.

Required Text

CSWE Press. (2018). Teaching Social Work with Digital Technology. (in press)

TIP 60: Using Technology-Based Therapeutic Tools in Behavioral Health Services. Free download: <https://store.samhsa.gov/product/TIP-60-Using-Technology-Based-Therapeutic-Tools-in-Behavioral-Health-Services/SMA15-4924>

NASW. (2017). Standards for Technology in Social Work Practice.

Suggested Text

Elswick, S. (2017). *Informatics in Social Work Practice: Technology Within the Field*. Series: Social Issues, Justice and Status. Nova Science Pub Inc (February 25, 2017). ISBN-10: 1536106933
ISBN-13: 978-1536106930

Recommended Texts/ Readings:

Bainbridge, W.S. (Ed.). (2010). *Online worlds: Convergence of the real and the virtual*. London, UK: Springer-Verlag.

Knudsen, E., Heckman, J.J., Cameron J.L., & Shonkoff, J.P (2006). Economic, neurobiological, and behavioral perspectives on building America's future workforce. PNAS, 103(27), 10155 - 10162. Retrieved September 3, 2010 from <http://developingchild.harvard.edu/index.php?CID=163>

National Scientific Council on the Developing Child. (2010). Early experiences can alter gene expression and affect long-term development: Working paper No. 10. Retrieved from <http://developingchild.harvard.edu/index.php?CID=362>

New Media Consortium. (2010). 2010 Horizon report. Austin, Texas: The New Media Consortium. ISBN 978-0-9825334-3-7 Available at <http://www.nmc.org/publications/2010-horizon-report>

Recommended Websites and Videos

Pew Internet & America Life Project <http://www.pewitnernet.org>

CDC Social Media Tools <http://www.cdc.gov/SocialMedia/Tools/>

NOTE: Additional required and recommended readings may be assigned by the instructor and suggested by peers throughout the course.

Course Objectives:

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

1. Describe forces for change in the health care environment that mandate knowledge of information technology for quality care.
2. Build personal literacy for information technology that includes practices, procedures, ethical guidelines, and technology uses in practice.
3. Articulate a case for evidence-based practice that addresses use of relevant literature and data drawing on information technology.
4. Demonstrate ability to access and understand the use of specific technologies for use in practice.
5. Describe elements of information technology systems for clinical and administrative decision-making.
6. Describe case management and interagency collaboration database models with attention to monitoring and outcome assessment using specific data collection tools.
7. Profile key aspects of case management software with attention to user friendliness; ease of report generation, integration with information from multiple agencies; interactive potential (reminders, error checks), confidentiality protection and empowerment and advocacy prospects
8. Discuss technological approaches to communication that enhance the ability of the helping professional to educate and empower the client
9. Discuss technological approaches to communication and information retrieval that clients can manage independently
10. Analyze role of tele-health, computer mediated software, interactive internet and virtual reality in client services with specific examples of empowerment, advocacy and wellbeing outcomes.
11. Describe the advantages and disadvantages of tele-health applications addressing: Real time interaction, asynchronous monitoring, visits and support groups.
12. Build a case for interactive internet applications in promoting, sustaining, and monitoring client progress—chronic illness, including depression as examples.
13. Supply examples of smart technology, CDs, DVDs, educational software, podcasts, virtual reality and other information technology applications for improving patient/client care and education with attention to diversity in target population.
14. Analyze ethical and legal issues inherent in information technology applications with respect to privacy and confidentiality.
15. Successfully complete the HHS.gov HIPAA training: <https://www.hhs.gov/hipaa/for-professionals/training/index.html>
17. Create a persuasive presentation related to implementing a particular component of information technology using literature synthesis, presentation software, email with attached files, and database.

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading to

the Masters of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement: Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901.678.2880. DRS coordinates access and accommodations for students with disabilities.

PROFESSIONAL COMMUNICATION

The faculty of the Division of Social Work expects students to communicate effectively and professionally. Because email is quick and easy, it is sometimes mistakenly considered informal. And certainly, when you correspond with friends, informality is acceptable. But in other circumstances, such as in academic and profession-related communication, email should be formal and professional. Please use the following guidelines:

- Indicate the topic of the message in the subject line.
- Emails should begin with a greeting (i.e., Dear Dr.Elsiwck; with name spelled correctly).
- Clarify why you are writing.
- Use proper English, grammar, and spelling; proofread before sending.
- Sign your name to all emails

UNIVERSITY HONOR CODE

University of Memphis Code of Student Conduct - Academic Dishonesty
<http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>

MANDATED REPORTER POLICY

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiememphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

<http://www.memphis.edu/oiememphis.edu/resources/facultyresources.php>

University of Memphis Policy on Sexual Misconduct:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiememphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068

NASW Standards for Using Technology in Social Work Practice

This course is based on the guiding principles of the NASW Standards in Practice:

- 1) Provision of Information to the Public: Ethics
- 2) Designing and Delivering Services
- 3) Gathering, Managing, and Storing Information
- 4) Social Work Education and Supervision

CSWE (EPAS 2015):

The course objectives and activities are aligned with the CSWE EPAS

- 1)Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.
- 2)Diversity: Engage diversity and difference in practice.
- 3)Social & Economic Justice: Advance human rights and social and economic justice.
- 4)Research: Engage in research-informed practice and practice-informed research.
- 5)Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.
- 6)Engage: Engage individuals, families, groups, organizations, and communities.
- 7)Assess: Assess individuals, families, groups, organizations, and communities.
- 8)Intervene: Intervene with individuals, families, groups, organizations, and communities.
- 9)Evaluate: Evaluate individuals, families, groups, organizations, and communities.

Grade Distribution: The student must meet course requirements. The student’s grade for the course will be based on the following schema:

A+	=	98-100	C+	=	76-79
A	=	95-97	C	=	73-75
A-	=	90-94	C-	=	70-72
B+	=	86-89	D+	=	65-69
B	=	83-85	D	=	60-64
B-	=	80-82	F	=	Below 60

Course Requirements and Assignments

Behavior Change and Technology-based Tracking	100 pts
Problem Solving Through Design Assignment	100 pts
Agency Technology Program Assessment and Presentation	100 pts
Digital Class Portfolio: Innovations in Interactive Media and Informatics	100 pts

DESCRIPTION OF COURSE REQUIREMENTS

Attendance

Punctual weekly attendance is expected of all graduate students. Students are required to participate in class and on-line class requirements, and to be timely in the delivery of the course assignments for each session. Students are required to participate in classroom ethical discussions (via discussion board) and group forums, and demonstrate critical thinking skills in responses in related on-line discussions.

Behavior Change Project and Technology-based Data Collection Tracking

You will complete a behavior change project during this course. When asking clients to participate in activities such as data collection and the use of technology, we must first understand the implications for making such a request. In order to put yourself in the place of the client you will be required to identify a need that you may have either within your personal or professional life. Through research, you will identify an appropriate evidence-based intervention to implement on yourself during this semester that would improve your behavior or decrease a maladaptive behavior. You will collect data (including baseline and intervention data) through the use of supportive technology (app based data system or data collection download/ software), implement the identified evidence-based intervention, monitor your own progress during the intervention, collect data throughout the intervention that best captures the target being observed, and make changes during the intervention if success is not noted.

You will learn best practices in assessment, data collection, evaluation, and intervention for single-subject work within field during this semester. You will also investigate the differences in accuracy of data collection (hand collected data versus technology assisted data collection). We will cover different applications/ informatics in practice as well as data collection methods used in practice. To better prepare you for the use of data collection in the field we will practice data collection methods (frequency/event recording, momentary time sampling, duration, latency, etc.). You will research and utilize an app based data collection system (of your choice or from samples provided) to utilize to track your own behavior change/ behavioral data. Once completed you will analyze the use of the technology, report on pros and cons to the technology, and report on your outcomes of the targeted behavior change. Discussions about the activity and experiences will be encouraged.

After conclusion of the intervention assignment you will create a graphic display of the data collected during the intervention (it is best if you choose a technology system that includes a graphing component), and write report and create a class presentation on the behavior change process, the data collection process, intervention(s) implemented, and the technology used. Make sure to inform peers of the effectiveness of the technology system you picked, and critically analyze whether or not the application/ technology was useful and/ or how it can be improved. The results will be shared with peers.

Problem Solving Through Design

Each student will carry out an analysis of an information technology innovation suitable for use in a real world setting. The analysis will include a needs assessment, review of relevant literature, interview/ survey of persons who may use the technology, and description of the innovation and critique of features, user demands, and feasibility for a specific setting. Expected outcomes for clients, family, or staff will be identified and evaluation strategies proposed.

To complete this assignment you will decide on a social informatics problem in the real world and investigate how this problem affects learning, work, or everyday life. You will choose a social informatics problem, talk to real people about how they experience this problem, identify a system of technology already in use to address this client need and then discuss how you would develop or enhance this solution to improve the situation, discuss how you might evaluate the proposed solution(s), and will outline the implications and potential pitfalls of your solution(s).

There are three components of this project:

1. A progress report. Each student must gather information about their project topic through observation, interviews, or by reading some of the literature on the topic.
2. A 5 to 7 page final report. Include your rationale for choosing the problem, your proposed solution(s), and the implications of your solution(s).
3. A 7---minute in---class presentation. This presentation should follow your final report: tell us about why you chose the problem, your proposed design solution(s), and the implications of those solution(s).

Agency Technology Program Assessment and Presentation

Groups will be provided an agency assignment and needs identified by the agency. If an agency is not available then a sample vignette will be used to assess a specific agency information technology needs. Towards the end of the assessment, each student group is required to submit a PowerPoint presentation and corresponding paper. The PowerPoint will be presented in class.

Each agency assessment must include a detailed description of the methodology used to gather information about the agency's technology (i.e., interviews with staff or clients; document reviews), the methods used to analyze the current technology used data, the agencies need or wants to enhance their technology in practice, the groups conclusions, and recommendations for agency. The report should look professional and reflect your team's knowledge, skills, and professional social work practice.

The team will present the results of their technology assessment to the class, and final reports will be shared with the agency. This presentation will be an informal showcasing of process the group engaged in to determine the technological needs of the organization as well as the results of the assessment.

Digital Class Portfolio: Innovations in Interactive Media and Informatics

Each student will plan and prepare a section or folder for contribution to the Digital Class Portfolio over the course of the semester. The goal is to create a composite resource available to all class members. Each student will select an interactive media application of informatics resource that is relevant to her/his field of interest. Example technologies will include online data collection tools from websites; Twitter as collaboration or intervention delivery tool, construction of a virtual world, innovations with avatars, sensing devices, games or other novel applications. Students will receive mentoring on various applications and resources and will be expected to produce a 5- minute (either via a recorded presentation or a YouTube video) summary of how the application or resource can be used in the context of designing research, providing direct supports to clients, collecting data, analyzing findings and disseminating scholarship. The video collection will be uploaded to a directory at the U of M as a community resource. The student's section of the Digital Portfolio will include resources that describe the technology and evaluate its usefulness for conducting research, evidence for its utility within their discipline or extent of use by audience. It will also include an assessment of the technology's relevance to the student's research focus and potential function addressing translational science objectives. Each student will also provide materials to demonstrate how their innovation might be presented in a 15 minute conference podium presentation, and longer sessions such as a job talk or a class.

Each student's section of the Digital Portfolio will describe and demonstrate the technology and how it is accessible to specific audiences (e.g., availability, expertise required, cost). Each section will include detail on the technology that will assist decision-makers in making informed choices about using the technology or evaluating proposals to use the technology in research, practice, teaching, or policy settings.

Demonstrations of the technology may be ones prepared by others or a brief video done by the student. A critical analysis of the technology that includes a literature review will be presented in a narrative format with references. A one page summary will be prepared as a cover sheet. At the end of the semester, students and faculty will confer on whether other audiences will be given access to the Digital Portfolio and whether there are publication opportunities.

Course Requirements/ Evaluation Procedures:

Students are expected to complete every class session/assignment. Assigned readings and other course requirements are expected to be completed on time. It is imperative that students contact the instructor regarding any circumstances that interfere with punctual weekly discussion board participation and/or the completion of course requirements.

Point Deduction for Late Assignments

Late assignments are subject to point deductions and ultimately a grade of zero if failed to complete. Late assignments will be subject to a 10 point deduction from the assignments final grade for every day late. After five days late the student will receive a grade of zero for the incomplete work assignment. It is important to be prompt and communicate your needs and concerns regarding work assignments with the instructor in order to prevent point deductions.

If you miss a class, you are still responsible for what you missed. Students are expected to notify me by e-mail (selswick@memphis.edu) in a timely manner if circumstances interfere with your class participation or the completion of course assignments.

THE UNIVERSITY OF MEMPHIS
DEPARTMENT OF SOCIAL WORK

SWRK xxxx Informatics in Social Work Practice

Outline of weekly class topics, assignments, and reading

Week 1: Overview of Informatics in Social Work Practice

- Implications of these fields for new scholarship, policy, practice and basic research
- **INTERACTIVE:**

Required Readings

Center on the Developing Child. (2010). How early experiences get into the body: A biodevelopmental framework. Retrieved from http://developingchild.harvard.edu/library/multimedia/interactive_features/biodevelopmental-framework/

Jenkins, H, Clinton, K., Purushotma, R., Robinson, A. J., & Weigel, M. (2006). *Confronting the challenges of the participatory culture: Media Challenges for the 21st century*. Chicago, IL: MacArthur Foundation. Retrieved from: http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF

Mizuko Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, B., Lange, ... Robinson, L. (2008). Living and learning with new media: Summary of findings from the digital <http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf>

Ito, M., Baumer, S., Bittanti, M., Boyd, D., Cody, R., Herr-Stephenson, B., Horst, H.A., et al. (2010). *Hanging out, messing around, and geeking out : Kids living and learning with new media*. Cambridge, Mass: MIT Press. ISBN 978-0-262-01336-9

Week 2: Types of Technology and Resources in the Field of Social Work and Behavior Research

Behavioral and neurobiological research theory implications for innovations in mental health, health and organizational research and translational science.

- Economic, political, social consumer interests in translating theory and research
- Moral and ethical implications in translating theory and research
- **INTERACTIVE: Brain Architecture game**

Required Readings

Week 3: Service Delivery Improved through informatics in practice

Innovations in measuring social networking in real world, real-time: sensors, body computing.

- **Expert: Alex “Sandy” Pentland (MIT)** <http://web.media.mit.edu/~sandy/>
- **INTERACTIVE: social signaling device**

Required Readings

Pentland, A.S. (2008). *Honest signals: How they shape our world*. Boston, MA: MIT Press. ISBN: 978-0-262-16256-2

Jordan-Marsh, M. (2011). Devices as adjunct to being healthy at home. In M. Jordan- Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer- centered practice* (pp.217-302). Sudbury, MA: Jones & Bartlett.

Sanfey, A. G. (2007). Social decision-making: Insights from game theory and neuroscience. *Science*, 318(5850), 598-602. doi: [10.1126/science.1142996](https://doi.org/10.1126/science.1142996)

Recommended Readings

Pentland, A., & Berinato, S. (2010). We can measure the power of charisma. Retrieved from Harvard Business Review website: <http://hbr.org/2010/01/defend-your-research-we-can-measure-the-power-of-charisma/ar/3>

Hove, M. & Risen, J.R. (2009). It’s all in the timing: Interpersonal synchrony increases affiliation. *Social Cognition*. 27(6), 949-960. doi: [10.1521/soco.2009.27.6.949](https://doi.org/10.1521/soco.2009.27.6.949)

Week 4: Turning Clinical Bias into Educated Decision Making and Empowerment- Community Based Research

Paradigm shifts in participation, empowerment, networks of social capital, cultural diversity in behaviors and outcomes

Participating in online communities and contributing user-generated content

- **DEMO: Twitter, YouTube**

Required Readings

Bonneau, J., Anderson, J., & Danezis, G. (2009). *Prying Data out of a Social Network*.

Paper presented at International Conference on Advances in Social Network Analysis and Mining. ISBN: 978-0-7695-3689-7. Retrieved from: http://research.microsoft.com/en-us/um/people/aherbert/papers/ppt/s_06.pdf

Boyd, D. (Forthcoming). White flight in networked publics? How race and class shaped American teen engagement with Myspace and Facebook. In L. Nakamura & P. Chow-White (Eds.). *Race after the Internet*. Boca Raton, FL: Routledge. Retrieved from: <http://www.danah.org/papers/2009/WhiteFlightDraft3.pdf> [note book title has changed from posted draft]

Jones, M., & Alony, I. (2008). Blogs – The new source of data analysis. *Issues in Informing Science and Information Technology*, 5, 433-446. Retrieved from: <http://proceedings.informingscience.org/InSITE2008/IISITv5p433-446Jones530.pdf>

Parr, B. (2009, May). 5 terrific Twitter research tools. Retrieved from <http://mashable.com/2009/05/03/twitter-research-tools/>

Utz, S. (2010). Show me your friends and I will tell you what type of person you are: How one's profile, number of friends, and type of friends influence impression formation on social network sites. *Journal of Computer Mediated Communication*, 15 (1), 314-335. doi: [10.1111/j.1083-6101.2010.01522.x](https://doi.org/10.1111/j.1083-6101.2010.01522.x)

Recommended Readings

Barak, A., Boniel-Nissim, Suler, J. (2008). Fostering empowerment in online support groups. *Computers in Human Behavior*, 24, 1867-1883. <http://dx.doi.org/10.1016/j.chb.2008.02.004>

Cheung, C. M. K., & Lee, M. K. O. (2010). A theoretical model of intentional social action in online social networks. *Decision Support Systems*, 49(1), 24-30. doi:[10.1006/ijhc.1999.0348](https://doi.org/10.1006/ijhc.1999.0348)

Chávez, V., Israel, B., Allen, III, A.J., DeCarlo, M.F., Lichtenstein, R., Schulz, A., ... McGranaghan, R. (2004). A bridge between communities: Video-making using principles of community-based participatory research health promotion practice, 5 (4), 395-403. doi: 10.1177/1524839903258067 Retrieved from <http://online.sfsu.edu/~vchavez/bridge.pdf>

Cole-Lewis, H. & Kershaw, T. (2010). Text messaging as a tool for behavior change in disease prevention and management. *Epidemiologic Review*. doi: [0.1093/epirev/mxq004](https://doi.org/10.1093/epirev/mxq004) Retrieved from <http://epirev.oxfordjournals.org/content/early/2010/03/30/epirev.mxq004.full.pdf+html>

Intel Corporation. (2007, February). *Designing technology with people in mind*. *Intel Technology Journal*, 11, 1). doi: 11.1535/itj.1101. Retrieved from <ftp://download.intel.com/technology/itj/2007/v11i1/vol11-iss01.pdf>

Senior, C. & Butler, M.J. (2007) Research possibilities for organizational cognitive neuroscience. *Annals of the New York Academy of Sciences*, 1118, 206–210. doi: [10.1196/annals.1412.010](https://doi.org/10.1196/annals.1412.010)

Week 5: Mobile technologies and Telehealth

Design & technology considerations for diverse populations Body
computing sensors for telehealth

- **Expert:**
- Interactive:**

Required Readings

- Jordan-Marsh, M. (2011). Consumer-Centric health technology: Wicked problems and deliciously disruptive solutions. In M. Jordan-Marsh, *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.355-422). Sudbury, MA: Jones & Bartlett.
- Darkins, A. Ryan, P., Kobb, R. Foster, L., Edmonson, E., Wakefield, B. & Lancaster., A.E. (2008). Care coordination/home telehealth: the systematic implementation of health informatics, home telehealth, and disease management to support the care of veteran patients with chronic conditions. *Telemedicine and e-Health*, 14(10): 1118- 1126. [doi:10.1089/tmj.2008.0021](https://doi.org/10.1089/tmj.2008.0021).
- Morris, M.E. (2010) Innovations Exchange. Between-session access to mobile cognitive behavioral self-assessment and exercises improves self-awareness and ability to manage strong emotions. Retrieved <http://www.innovations.ahrq.gov/content.aspx?id=2887>
- Morris, M.E. (2007). Technologies for heart and mind: New directions in embedded assessment. *Intel Technology Journal*, 11(1), 67-76. [doi: 11.1535/itj.1101.07](https://doi.org/10.11535/itj.1101.07)
- Morris, M., Intille, S. S., & Beaudin, J. S. (2005). Embedded assessment: Overcoming barriers to early detection with pervasive computing. *Pervasive Computing*, 3468, 333-346. [doi: 10.1007/11428572_20](https://doi.org/10.1007/11428572_20)
- Picard, R.W., (Accepted for publication 2010) Emotion research by the people, for the people, *Emotion Review*, 2, 1-10. Retrieved <http://affect.media.mit.edu/pdfs/10.Picard-ER-revised.pdf>
- Shankland, S. (2010, August). EmotionML: Will computers tap into your feelings? Retrieved from http://news.cnet.com/8301-30685_3-20014967-264.html?amp
- Saxon, L. & Rao, A.K. (2011). Body computing: How networked medical devices can solve problems facing health care today. *Journal of Cardiovascular Electrophysiology*, 18(12), 1345-1347. [doi: 10.1111/j.1540-8167.2007.01005.x](https://doi.org/10.1111/j.1540-8167.2007.01005.x)

Websites

eHealth News <http://www.ehealthnews.eu/> Telecare Aware
<http://www.telecareaware.com/>

Recommended Readings

- Fogg, B.F. (2010). Mobile health 2010 (Online slides). Retrieved from <http://mobilehealth2010.org/node/9>
- Fox, S. (2010, July). *Mobile, social health at the National Library of Medicine*. Retrieved September 4, 2010 from <http://e-patients.net/archives/2010/07/mobile-social-health-at-the-national-library-of-medicine.html>

- Jha, A. P., Stanley, E. A., & Baime, M. J. (2010). What does mindfulness training strengthen? Working memory capacity as a functional marker of training success. In R. Baer (Ed.), *Assessing mindfulness and acceptance process in clients: Illuminating the theory and practice of change* (pp.207-221). Oakland, CA: New Harbinger.
- Krishna, S., Boren, S. A., & Balas, E. A. (2009). Healthcare via cell phones: A systematic review. *Telemedicine Journal and e-Health : The Official Journal of the American Telemedicine Association*, 15(3), 231-240. [doi:10.1089/tmj.2008.0099](https://doi.org/10.1089/tmj.2008.0099)
- Mathersul, D., Williams, L. M., Hopkinson, P. J., & Kemp, A. H. (2008). Investigating models of affect: Relationships among EEG alpha asymmetry, depression, and anxiety. *Emotion*, 8(4), 560-572. [doi:10.1037/a0012811](https://doi.org/10.1037/a0012811)
- Marziali, E. (2008). The design and evaluation of e-health intervention programs for older adults. *E-Health International Journal*. Retrieved from <http://www.ehealthinternational.org/vol4num1/Vol4Num1p06.pdf>
- Morris, M., Lundell, J., Dishman, E., & Needham, B. (2003). New perspectives on ubiquitous computing from ethnographic study of elders with cognitive decline. In A.K. Dey et al. (Eds.), *UbiComp 2003*(pp. 227-242). Seattle, WA: Springer-Verlag
- Rebollo-Mendez, G., Dunwell, I., Martinez-Miron, E.A., Vargas-Cerdan, M., de Frietas, S., & Liarakapis, F. (2009). Assessing Neurosky's usability to detect attention levels in and assessment exercise. *Human-Computer Interaction. New Trends : Lecture Notes in Computer Science*, 5610/2009, 149-158, doi: 10.1007/978-3-642-02574-7_17

Week 6: Data Mining for Improving Client Outcomes/ Visualization of Data

Designing, mining, and translating informatics resources

Survey tools, displays and innovation, dataveillance, continuous monitoring

➤ **Experts:**

Required Readings

- Angulo, R. (2010). *Digital video as a research tool*. Unpublished manuscript. School of Social Work, University of Southern California, Los Angeles, CA.
- Friedman, V. (2008, January). Data Visualization and Infographics. *Smashing Magazine*. Retrieved from <http://www.smashingmagazine.com/2008/01/14/monday-inspiration-data-visualization-and-infographics/>
- Friedman, V. (2007, August). Data Visualization: Modern Approaches. *Smashing Magazine*. Retrieved from <http://www.smashingmagazine.com/2007/08/02/data-visualization-modern-approaches/>
- Hillier, A. (2007). Why social work needs mapping? *Journal of Social Work Education*, 43(2), 205-221. doi: [10.1016/j.childyouth.2008.07.025](https://doi.org/10.1016/j.childyouth.2008.07.025)

Mills, J. W., Curtis, A., Kennedy, B., Kennedy, S. W., & Edwards, J. D.(2010).

Geospatial video for field data collection. *Applied Geography*,30(4). 533-547. doi:
[10.1016/j.apgeog.2010.03.008](https://doi.org/10.1016/j.apgeog.2010.03.008)

Myers, C. (Panel Moderator). (2010). Making your media matter 2010: Fiction for change--how are narrative films making a difference? [Podcast or video] Retrieved from
<http://www.centerforsocialmedia.org/making-your-media-matter/video/making-your-media-matter-2010-fiction-change-how-are-narrative-films->

PROMIS. (2010). Patient Recorded Outcome Measurement System. Retrieved from
<http://www.nihpromis.org/default.aspx>

USDHHS. (2010). Community Health Data Initiative. Retrieved from
<http://www.hhs.gov/open/plan/opengovernmentplan/initiatives/initiative.html>

Willis, H. (2007). Toward an algorithmic pedagogy. *Fibreculture: Internet theory+criticism+research*, 10. Retrieved from http://www.journal.fibreculture.org/issue10/issue10_willis.html

Recommended Readings

Aufderheide, P., Jaszi, P., & Chandra, M. (2009). Honest truths: Documentary filmmakers on ethical challenges in their work. Center for Social MediaSchool of Communication American University. Retrieved from <http://www.centerforsocialmedia.org/making-your-media-matter/documents/best-practices/honest-truths-documentary-filmmakers-ethical-chall>

Dynamic Health Assessments

<http://www.qualitymetric.com/WhatWeDo/DynamicHealthAssessments/tabid/199/Default.aspx>

Gelman, A. (2008). The end of theory: The data deluge makes the scientific method obsolete. Retrieved from http://www.stat.columbia.edu/~cook/movabletype/archives/2008/06/the_end_of_theo.html

PROMIS Assessment Center. (2010). Demonstration of computerized adaptive testing. Available at <https://www.assessmentcenter.net/ac1/Default.aspx?SID=9FA3B03D-1D2D-4334-92D7-2DAC2EC3E479>

Kissane, R. J. (2010). "We call it the badlands : How social-spatial geographies influence social service use. *Social Service Review*, 84(1), 3-28. doi:[10.1086/652988](https://doi.org/10.1086/652988)

Papacharissi, Z. (2009). The virtual geographies of social networks: A comparative analysis of Facebook, LinkedIn, and ASmallWorld. *New Media & Society*, 11(1-2), 199-220. doi: [10.1177/1461444808099577](https://doi.org/10.1177/1461444808099577)

Yi, J. & Zebrack, B. (2010). Self-portraits of families with young adult cancer survivors: using photovoice. *Journal of Psychosocial Oncology*, 28(3), 219-43. doi 10.1080/07347331003678329

Websites

Bingo format <http://www.businessbuzzwordbingo.com/>

ESRI: Software that gives you the geographic advantage <http://www.esri.com/news/index.html>

Gallery of data visualization: best and worst of statistical graphics
<http://www.math.yorku.ca/SCS/Gallery/noframes.html#Goosed>

Photovoice: A charity <http://www.photovoice.org/>

Wordle™ Available at
<http://www.wordle.net/>

A periodic table of visualization methods
http://www.visual-literacy.org/periodic_table/periodic_table.html#

Week 7: Innovative Programming Costs and Supports

Creating presentations for conferences, job talks and grant preparation

- **INTERACTIVE:** Mindmapping, PollEverywhere, Wordle, Layar (augmented reality), Second Life, Buzzwordbingo
- **DEMO:** Qualtrics, Neurosky

Week 8: Cloud Computing and Informatics

The science of organizing data into information for development of knowledge and application of wisdom

Deep web, information seeking patterns, infomediaries, folksonomies, data ownership

- **Expert:**
http://www.scientific-computing.com/features/feature.php?feature_id=138

Required Readings

Jordan-Marsh, M. (2011). Literacy for an age of eHealth. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.43-114). Sudbury, MA: Jones & Bartlett.

Nguyen, L. H. (2007). Child welfare informatics: A new definition for an established practice. *Social Work*, 52(4), 361-363.

Stillman, L., & Linger, H. (2009). Community informatics and information systems: Can they be better connected? *The Information Society*, 25(4), 255-264. doi: 10.1080/01972240903028706

Recommended Readings

Anderson, C., & Wolff, M. (2010, September). Web is dead long live the Internet. *Wired*. Retrieved from http://www.wired.com/magazine/2010/08/ff_webrip/all/1

Davies, K. (2010, January). Strict tempo on data security. *Bio-It World*, 40. Retrieved from: http://www.bio-itworld.com/BioIT_Article.aspx?id=96456

Hakken, D. (2007). The value to globalizing informatics research of an evolutionary view: one anthropologist's perspective. In G. Modelski, T. Devezas & W.R. Thompson (Eds.), *Globalization as evolutionary process: Modeling global change* (pp.336-352). New York, NY: Routledge.

McCarthy, J. (2009). Communities, technologies and participation: Notes from C&T 2009. *The Journal of Community Informatics*, 5(1). <http://www.ci-journal.net/index.php/ciej/article/viewArticle/548/439>

Parker-Oliver, D., & Demiris, G. (2006). Social work informatics: A new specialty. *Social Work*, 51(2), 127-134.

University of California, Berkeley Library. (2010). Invisible or deep web: What it is, how to find it, and its inherent ambiguity. *UC Berkeley - Teaching Library Internet Workshops*. <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/InvisibleWeb.html>

Week 9: Virtual Reality

Virtual reality and virtual humans for rehabilitation and training

➤ **Experts:**

Required Readings

Bainbridge, W. S. (2007). The scientific research potential of virtual worlds. *Science*, 317(5837), 472-476. doi: [10.1126/science.1146930](https://doi.org/10.1126/science.1146930)

Kenny, P., Parsons, D., Gratch, J., Leuski, A., & Rizzo, A.A. (2007). Virtual patients for clinical therapist skills training. *Intelligent Virtual Agents*, 197-210. doi: [10.1007/978-3-540-74997-4_19](https://doi.org/10.1007/978-3-540-74997-4_19)

Morie, J. (2010). Coming home: Transitional online post-deployment soldier support in virtual worlds. Retrieved from <http://projects.ict.usc.edu/force/cominghome/index.php>

Smart, J., Cascio, J., & Paffendorf, J. (2007). What happens when video games meet Web 2.0? *Metaverse roadmap overview*. Retrieved from <http://www.metaverseroadmap.org/overview/index.html>

Recommended Readings

Lim, S., & Reeves, B. (2010). Computer agents versus avatars: Responses to interactive game characters controlled by a computer or other player.

International Journal of Human-Computer Studies, 68(1-2), 57-68.

doi:[10.1016/j.ijhcs.2009.09.008](https://doi.org/10.1016/j.ijhcs.2009.09.008)

Sterling, B. (2009, August). Augmented reality: Coming soon to a government near you.

Wired. Retrieved from http://www.wired.com/beyond_the_beyond/2009/08/augmented-reality-coming-soon-to-a-government-near-you/

Week 10: Break

Week 11: Social Dimensions of Media and Other Technology

Mobile phones as platforms for social justice, empowerment, global implications

➤ Expert:

Bar, F. Costanza-Chock, S. Raúl Añorve, R. & Garcés, A. . (2010). Mobile voices: participatory action research for mobile community among immigrants in Los Angeles. Retrieved from

<http://mediaresearchhub.ssrc.org/grants/funded-projects/mobile-voices-participatory-action-research-for-mobile-community-among-immigrants-in-los-angeles-1/mobile-voices-participatory-action-research-for-mobile-community-among-immigrants-in-los-angeles>

Fjeldsoe, B. S., Marshall, A.L., & Miller, Y.D. (2009). Behavior change interventions delivered by mobile telephone short-message service. *American Journal of Preventive Medicine*, 36 (2), 165-173,doi: 10.1016/j.amepre.2008.09.040

Purcell, K. (2010, July). *My digital library: Leveraging today's mobile and participatory information ecosystem*. Retrieved from <http://www.pewinternet.org/Presentations/2010/Jul/Digital-Libraries-a-la-Carte.aspx>

Timotijevic, L., Barnett, J., Shepherd, R., & Senior, V. (2009). Factors influencing self-report of mobile phone use: The role of response prompt, time reference, and mobile phone use in recall. *Applied Cognitive Psychology*, 23(5), 664-683. doi: [10.1002/acp.1496](https://doi.org/10.1002/acp.1496)

United Nations Foundation. (2009). *mHealth for development: The opportunity of mobile technology for healthcare in the developing world*. Retrieved from <http://www.unfoundation.org/global-issues/technology/mhealth-report.html>

Websites

mHealth Initiative <http://www.mobih.org/>

Week 12: Games in Practice

Serious games, games for health for recruitment, data collection, dissemination

➤ Experts:

Required Readings

Entertainment Software Association. (2010). Essential facts about the computer and video game industry. Retrieved from: <http://www.theesa.com/>

Freddolino, P. P., & Blaschke, C. M. (2008). Therapeutic applications of online gaming.

Journal of Technology in Human Services, 26(2), 423-446. doi: [10.1080/15228830802099998](https://doi.org/10.1080/15228830802099998)

Fullerton, T. (2008) The structure of games. In T. Fullerton (Ed.), *Game design workshop: A playcentric approach to creating innovative games*, (pp. 26-48). Burlington, MA: Morgan Kaufmann. ISBN: 978-0-240-80974-8

Gotsis, M. (2009). Games, virtual reality, and the pursuit of happiness. *IEEE Computer Graphics and Applications*, 30(5), 6-11. doi:10.1109/MCG.2009.94

Jordan-Marsh, M., & Chung, J.E. (2010). Digital games: Consumer resources for health capital. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.303-354). Sudbury, MA: Jones & Bartlett.

Thin, A. (2010). Play for your life Part 6: WHI White Paper Launch. Retrieved from <http://www.slideshare.net/innerear/play-for-your-life-part-6-who-white-paper-launch>

Wilkinson, N., Ang, R. P., & Goh, D. H. (2008). Online video game therapy for mental health concerns: A review. *International Journal of Social Psychiatry*, 54(4), 370- 382. doi: 10.1177/0020764008091659

Recommended Readings

- Aarsand, P. A. (2007). Computer and video games in family life: The digital divide as a resource in intergenerational interactions. *Childhood*, 14(2), 235-256. doi: [10.1177/0907568207078330](https://doi.org/10.1177/0907568207078330)
- Baranowski, T., Buday, R., Thompson, D. I., & Baranowski, J. (2008). Playing for real: Video games and stories for health-related behavior change. *American Journal of Preventive Medicine*, 34(1), 74-82. doi: [10.1016/j.amepre.2007.09.027](https://doi.org/10.1016/j.amepre.2007.09.027).
- Hawn, C. (2009). Games for health: The latest tool in the medical care arsenal. *Health Affairs*, 842-848. doi:[10.1377/hlthaff.28.5.w842](https://doi.org/10.1377/hlthaff.28.5.w842)
- Lynch, M.A. & Tunstall, R.J. (2008). When worlds collide: Developing game-design partnerships in universities. *Simulation & Gaming*, 39, 379-398, doi: [10.1177/1046878108319275](https://doi.org/10.1177/1046878108319275)
- Barlett, C.P., Anderson, C.A., Swing, E.L. (2009). Video game effects—confirmed, suspected, and speculative: A review of the evidence. *Simulation & Gaming*, 40(3), 377-403. doi [10.1177/1046878108327539](https://doi.org/10.1177/1046878108327539)
- Ritterfeld, U., Cody, M. J., & Vorderer, P. (2009). *Serious games: Mechanisms and effects*. New York, NY: Routledge.
- Wideman, H.H., Owston, R.D., Brown, C., Kushniruk, A., Ho, F. & Pitts, K.C. (2007).
Unpacking the potential of educational gaming: A new tool for gaming research.
Simulation & Gaming, 38(1),10-30. doi: [10.1177/1046878106297650](https://doi.org/10.1177/1046878106297650)
- Williams, D., M. Consalvo, S. Caplan & N. Yee. (2009). Looking for gender (LFG): Gender roles and behaviors among online gamers. *Journal of Communication*, 59, 700-725. doi: 10.1111/j.1460-2466.2009.01453.x

Health Games Research <http://www.healthgamesresearch.org/database>

Serious Games @ MSU <http://seriousgames.msu.edu/games.php>

Week 13:

The Night Journey, Flow, Flower, The Cat and The Coup, Pluff

➤ **Experts:**

Fullerton, T., Furmanski, T., & ValaNejad, K. (2007). Journey of discovery: The night journey project as video/game art. *Proceedings of the 2007 ACM SIGGRAPH Symposium on Video Games*, San Diego, California, 55-63. ISBN:978-1-59593-749-0. Retrieved from <http://doi.acm.org.libproxy.usc.edu/10.1145/1274940.1274954>

SMART-games: a video game intervention for children with Autism Spectrum Disorders

[10.1145/1274940.1274954](http://doi.acm.org.libproxy.usc.edu/10.1145/1274940.1274954)

Week 14: Ethical Considerations within a Technology Framed Lens

Information seeking behavior, emerging research methods

Ethics and ownership implications of data (genetic, games, support groups, medical records, user-generated content)

Required Readings

Angwin, J. & Stecklow, S. Scrapers —dig deep for data on the web. *Wall Street Journal* online. Retrieved from <http://online.wsj.com/article/SB10001424052748703358504575544381288117888.html?KEYWORDS=PatientsLikeMe>

Brennan, P. F. (2010). Panel 2: Incorporating patient-generated data in meaningful use of HIT. HIT Policy Committee, Meaningful Use Workgroup. Retrieved from <http://www.rwjf.org/files/research/phdtestimonyapril2010.pdf>

Jordan-Marsh, M. (2011). The personal health record. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.163-216). Sudbury, MA: Jones & Bartlett.

Jordan-Marsh, M. & Pan, S. (2011) Health information seeking on the web. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.115-162). Sudbury, MA: Jones & Bartlett.

Wicks, P., Massagli, M., Frost, J., Brownstein, C., Okun, S., Vaughan, T., Bradley, R., & Heywood, J. (2010). Sharing health data for better outcomes on PatientsLikeMe. *Journal of Medical Internet Research*, 12(2), e19. [doi:10.2196/jmir.1549](https://doi.org/10.2196/jmir.1549) Retrieved from http://www.jmir.org/2010/2/e19/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+JMedInternetRes+Journal+of+Medical+Internet+Research+atom

Recommended Readings

Fastercures. (2005). *Think research using electronic medical records to bridge patient care and research*. Retrieved from http://www.fastercures.org/objects/pdfs/white_papers/emr_whitepaper_summary.pdf

Kaelbera, D.C., Jha, A.K., Johnston, D., Middleton, B., & Bates, D.W. (2008). A research agenda for personal health records. *Journal of the American Medical Informatics Association*, 15(6), 729-736. doi:10.1197/jamia.M2547

Robert Wood Johnson Foundation. (2009). *Project Healthdesign: Rethinking the power and potential of personal health records*. Retrieved from <http://www.projecthealthdesign.org/media/file/Round%20One%20PHD%20Final%20Report6.17.09.pdf>

Transparency, openness, and privacy. Patientslikeme.
<http://blog.patientslikeme.com/2010/05/20/bentransparencymessage/>

Websites

Clinittrak Online for Behavioral Health providers <https://www.clinittrak.com/>

Patientslikeme <http://www.patientslikeme.com/>

Week 15 & 16: Overview of Course and Content

Final Course Presentations & Critique

**THE UNIVERSITY OF MEMPHIS
DEPARTMENT OF SOCIAL WORK**

**SWRK XXXX- INNOVATIONS IN SOCIAL WORK PRACTICE (3 credit hours)
Fall 2018**

On-Line Course

NOTE: This course is required course for the completion of the DSW program.

XXXX Prerequisite(s):or a completed MSW degree from an accredited university

Instructor: Susan E. Elswick EdD, LCSW, LSSW
Office: 234 McCord Hall
Memphis, TN 38152

Phone: (901) 678-4722
Email: selswick@memphis.edu

Required Text

All text required for this course will be placed on eCourseware for review

Course Description:

This course will introduce students to theories of assessment, intervention, diversity, evaluation, and termination. Specific attention is given to the development of context-relevance and evidence-based interventions commonly used in current practice over a variety of specific client and community needs. Challenges and concerns especially unique to vulnerable families, oppressed families, at-risk families, military families, low-income families, families of color, and nontraditional families are reviewed within an individual and family framework. Students will also develop an understanding of how values and ethics impact social work practice with each of the practice models.

Course Objectives:

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

1. Identify specific evidence based practices in the applied setting
2. Identify research and findings about each type of practice
3. Feel confident in the use of each evidence-based practice and ways in which to intervene with client populations
4. Identify assessment tools and evaluation methods for practice within the field
5. Communicate effectively with the community, what each method of intervention and practice is used for and the rate of effectiveness for the community

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading to the Masters of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement: Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901.678.2880. DRS coordinates access and accommodations for students with disabilities.

PROFESSIONAL COMMUNICATION

The faculty of the Division of Social Work expects students to communicate effectively and professionally. Because email is quick and easy, it is sometimes mistakenly considered informal. And certainly, when you correspond with friends, informality is acceptable. But in other circumstances, such as in academic and profession-related communication, email should be formal and professional. Please use the following guidelines:

- Indicate the topic of the message in the subject line.
- Emails should begin with a greeting (i.e., Dear Dr.Elsiwck; with name spelled correctly).
- Clarify why you are writing.
- Use proper English, grammar, and spelling; proofread before sending.
- Sign your name to all emails

UNIVERSITY HONOR CODE

University of Memphis Code of Student Conduct - Academic Dishonesty
<http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>

MANDATED REPORTER POLICY

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

<http://www.memphis.edu/oie/resources/facultyresources.php>

University of Memphis Policy on Sexual Misconduct:

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068

CSWE (EPAS 2015):

The course objectives and activities are aligned with the CSWE EPAS

1)Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

- 2) Diversity: Engage diversity and difference in practice.
- 3) Social & Economic Justice: Advance human rights and social and economic justice.
- 4) Research: Engage in research-informed practice and practice-informed research.
- 5) Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.
- 6) Engage: Engage individuals, families, groups, organizations, and communities.
- 7) Assess: Assess individuals, families, groups, organizations, and communities.
- 8) Intervene: Intervene with individuals, families, groups, organizations, and communities.
- 9) Evaluate: Evaluate individuals, families, groups, organizations, and communities.

Grade Distribution: The student must meet course requirements. The student's grade for the course will be based on the following schema:

A+	=	98-100	C+	=	76-79
A	=	95-97	C	=	73-75
A-	=	90-94	C-	=	70-72
B+	=	86-89	D+	=	65-69
B	=	83-85	D	=	60-64
B-	=	80-82	F	=	Below 60

Course Requirements and Assignments

Practice Intervention Assignment (Video Feedback)	100 pts
Intervention of Choice Tool Kit Presentation	100 pts
Assessment and Intervention with a client	100 pts
Research Article (prepare for publication)	100 pts

DESCRIPTION OF COURSE REQUIREMENTS

Attendance

Punctual weekly attendance is expected of all graduate students. Students are required to participate in class and on-line class requirements, and to be timely in the delivery of the course assignments for each session. Students are required to participate in classroom ethical discussions (via discussion board) and group forums, and demonstrate critical thinking skills in responses in related on-line discussions.

Practice Intervention Assignment

Each student will have an opportunity to practice each intervention and practice method during the semester. Each student will keep a video log of practicing each intervention and will turn these video in to the professor for review, feedback, and critic. A reflective supervision model will be used.

Intervention of Choice Tool Kit Presentation

Students will identify which specific intervention they are most drawn to in practice. The students will present the intervention of choice to the class through an interactive/ activity based example of the intervention. A ppt, handouts, and materials needed to complete the intervention should be used in the presentation and a written format of how to complete the intervention in practice should be provided to all students in the class.

Assessment and Intervention with a Client

Based on information covered in the course, students will identify an assessment and intervention method to use in practice with a client. The student will complete the assignment on the client case from intake to termination. Tracking outcomes is an integral part of the assignment and weekly progress will be monitored and discussed in class through a reflective supervision process.

Research Article Preparation

Students will choose an evidence-based intervention that they want to know more about or one in which they have difficulty conceptualizing. The student will complete a meta-analysis of the chosen intervention and prepare a research article that is worthy of submission to a peer reviewed journal. Submission to a peer reviewed journal must be done prior to the end of the semester, and submission documents provided to the instructor.

Course Requirements/ Evaluation Procedures:

Students are expected to complete every class session/assignment. Assigned readings and other course requirements are expected to be completed on time. It is imperative that students contact the instructor regarding any circumstances that interfere with punctual weekly discussion board participation and/or the completion of course requirements.

Point Deduction for Late Assignments

Late assignments are subject to point deductions and ultimately a grade of zero if failed to complete. Late assignments will be subject to a 10 point deduction from the assignments final grade for every day late. After five days late the student will receive a grade of zero for the incomplete work assignment. It is important to be prompt and communicate your needs and concerns regarding work assignments with the instructor in order to prevent point deductions.

If you miss a class, you are still responsible for what you missed. Students are expected to notify me by e-mail (selswick@memphis.edu) in a timely manner if circumstances interfere with your class participation or the completion of course assignments.

**THE UNIVERSITY OF MEMPHIS
DEPARTMENT OF SOCIAL WORK**

SWRK xxxx Innovations in Social Work Practice

Outline of weekly class topics, assignments, and reading

Week 1: ACEs and Brain Development and Infant Mental Health Models of Practice

- **Discuss impact of trauma on brain development**
- **BSB TN ACEs Training**
- **Review literature on neurobiology**
- **Discuss screening and assessment tools**

Jordan-Marsh, M. (2011). Telehealth as fulcrum in health technology. In M. Jordan- Marsh, Health technology literacy: A transdisciplinary framework for consumer- centered practice, pp. 1-42. Sudbury, MA: Jones & Bartlett. ISBN: 978-0-7637- 5848-6

National Forum on Early Childhood Program Evaluation (2008). Workforce development, welfare reform, and child well-being: Working paper No. 7.

Retrieved from http://developingchild.harvard.edu/library/reports_and_working_papers/working_papers/forum_wp1/

National Scientific Council on the Developing Child (2008). Mental health problems in early childhood can impair learning and behavior for life: Working Paper No. 6.

Retrieved from http://developingchild.harvard.edu/index.php/library/reports_and_working_papers/working_papers/wp6/

Porges, S.W. (2009). Reciprocal influences between body and brain in the perception of affect. Fosha, D, Siegal, D., & Solomon, M. (eds.). The healing power of emotion: Affective neuroscience, development, and clinical practice (1st ed.), pp. 27-54. New York, NY: Norton. ISBN: 978-0393-70548-5

Shonkoff, J.P., & Levitt, P. (2010). Neuroscience and the future of early childhood policy: Moving from why to what and how. *Neuron*, 67(5), 689-691. doi:10.1016/j.neuron.2010.08.032

Wilson, R. S., Barnes, L. L., Aggarwal, N. T., Boyle, P. A., Hebert, L. E., Mendes de Leon, C. F., & Evans, D. A. (2010). Cognitive activity and the cognitive morbidity of Alzheimer disease. *Neurology*, 75(11), 990-996. doi:10.1212/WNL.0b013e3181f25b5e

Xie, Y. (2010). Heavy Facebook users may have weighty amygdales. <http://arstechnica.com/science/news/2010/12/large-amygdala-correlates-with-big-complex-social-network.ars> [Referencing Nature Neuroscience, 2010. DOI: 10.1038/nn.2724]

Recommended Readings

Center on the Developing Child. (2008). Toxic stress response: The facts. Retrieved from http://developingchild.harvard.edu/topics/science_of_early_childhood/toxic_stress_response/

Feder, A., Nestler, E. J., & Charney, D. S. (2009). Psychobiology and molecular genetics of resilience. *Nature Reviews Neuroscience*, 10(6), 446-457. doi:10.1038/nrn2649

La Rue, A. (2010). Healthy brain aging: Role of cognitive reserve, cognitive stimulation, and cognitive exercises. *Clinics in Geriatric Medicine*, 26(1), 99-111. doi:10.1016/j.cger.2009.11.003

McFadden, S. H., & Basting, A. D. (2010). Healthy aging persons and their brains: Promoting resilience through creative engagement. *Clinics in Geriatric Medicine*, 26(1), 149-161. doi: 10.1016/j.cger.2009.11.004

Panksepp, J. (2009). Brain emotional systems and qualities of mental life: From animal models of affect to implications for psychotherapeutics. Fosha, D., Siegel, D. J., & Solomon, M. F. (Eds.) (2009). *The healing power of emotion: Affective neuroscience, development, and clinical practice* (1st ed.). New York, NY: W.W. Norton.

Week 2: Substance Abuse Interventions

- **Review best practices on co-occurring disorders and substance use**
- **Discuss evidence-based interventions used in treatment**
- **Discuss national statistics on Substance Use Disorders**
- **Discuss screening and assessment tools**

Week 3: Assessment and treatment of Suicidal Behaviors/ Process Addictions

- **Review data and research on process addictions**
- **Discuss best practices and evidence based interventions to use with this population**
- **Discuss screening and assessment tools**

Week 4: Integrated Behavioral Health

- **Review research and data on integrated behavioral health**
- **Discuss types of integrated behavioral health programs**
- **Discuss programming and screening tools for assessing practice**

Richmond, N., Tran, T., Berry, S. (2012) Can the Medical Home Eliminate Racial and Ethnic Disparities for Transition Service Among Youth with Special Health Care Needs? *Matern Child Health J.* 16, 824-833.

Child and Adolescent Health Measurement Initiative (2012). *“Who Are Children with Special Health Care Needs (CSHCN).”* Retrieved from http://www.cahmi.org/wpcontent/uploads/2014/06/CSHCNS-whoarecshcn_revised_07b-pdf.pdf

Six Core Elements of Health Care Transition 2.0 Transitioning Youth to an Adult Health Care Provider for use by Pediatric, Family Medicine, and Med-Peds Providers. pp. 1-8 only. Retrieved from <http://www.gotttransition.org/resourceGet.cfm?id=208>

Harris, S. (2016). *Learning to advocate for myself.* Texas Children’s Blog. Retrieved from: [http://www.texaschildrensblog.org/2016/07/learning-to-advocate-for-myself/Defining the Medical Home](http://www.texaschildrensblog.org/2016/07/learning-to-advocate-for-myself/Defining%20the%20Medical%20Home). Retrieved from <https://www.pcpcc.org/about/medical-home>

Week 5: International Social Work

- **Review research and new information on international social work**
- **Discuss international social work and current trends**

Alexandrovna, Larisa. "UN report a 'moral indictment' of US." Raw Story 3 Aug. 2006. Rawstory.com. Ed. Ron Brynaert and John Byrne. Raw Story. 6 Nov. 2007 <<http://www.rawstory.com>>.

Beaubien, J. (2015, January 19). What's most likely to kill you? Hint: Probably not an epidemic. <<http://www.npr.org/blogs/goatsandsoda/2015/01/19/377760851/whats-most-likely-to-kill-you-hint-probably-not-an-epidemic>>

Cox, David, and Manohar Pawar. International Social Work Issues, Strategies, and Programs. Thousand Oaks: Sage Publications, 2006.

"Ethics in Social Work, Statement of Principles." International Federation of Social Workers . 15 Oct. 2005. 27 Sept. 2006 <<http://www.ifsw.org/en/p38000324.html>>.

Gray, Mel. "Dilemmas of international social work: paradoxical processes in indigenisation, universalism, and imperialism." International Journal of Social Welfare 14 (Feb. 2005): 231-238.

Healy, Lynne M. International Social Work Professional Action in an Interdependent World. New York: Oxford University Press, 2008.

Ife, Jim. "The new international agendas: what role for social work?" Paper presented at Inaugural Hokenstad International Social Work Lecture Council for Social Work Education October 2007.

Week 6: Restorative Justice

- **Review research and information on restorative practices**
- **Discuss the concept of restorative practices in schools, clinical practice, criminal justice and community settings**
- **Overview of restorative justice models**

Godobo-Madikizela, P. (2003). A human being died that night: A South African story of forgiveness. Boston: Houghton Mifflin.

Zehr, H. (2002). The little book of restorative justice. Pp. 3-41. Intercourse, PA: Good Books.

Geske, J. (2005). Why Do I Teach Restorative Justice to Law Students? Marquette Law Review. <http://law.marquette.edu/s3/site/images/restorative/lawreviews/Geske.pdf>

Cook, B., David, F. & Grant, A. (1999). The impact of crime on victims In B. Cook, F. David & A. Grant, Victims' needs, victims' rights: Policies and programs for victims of crime (pp. 14-39). Australia Research and Public Policy Series, no. 19. Canberra: Australian Institute of Criminology. Available at http://www.aic.gov.au/documents/C/E/A/{CEA35554-6D50-460DA31F-4A51117F1A9D}full_report.pdf

Armour, M.P. (2002). The Journey of Homicide Families: A Qualitative Study of Their Post Homicide Experience. American Journal of Orthopsychiatry 72(3): 372-383.

Welsh, B.C. & Farrington, D. P. (2005). Evidence-based crime prevention: Conclusions and directions for a safer society. *Canadian Journal of Criminology and Criminal Justice* 47 (2), 337-354.

Gilbert, M.J. & Settles, T.L. (2007). The next step: Indigenous development of neighborhood restorative community justice. *Criminal Justice Review* 32 (1), 5-25.

Sumner, Silverman, and Frampton. (2010). School-Based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland.

Saluka, A. Restorative justice: Is Austin, Texas ready for an alternative approach to domestic violence? Available at <http://www.utexas.edu/research/cswr/rji/spaper.pdf>

Harris, N., Walgrave, L. & Braithwaite, J. (2004). Emotional dynamics in restorative conferences *Theoretical Criminology*, 8, 191-211.

Armour, M.P. & Umbreit, M.S. (2006). Victim Forgiveness in Restorative Justice Dialogue. *Victim and Offender* 1(2), 123-140.

Week 7: EMDR

- **Research and review of EMDR as a practice model**
- **Supporting factors for the therapy**
- **Intervention techniques and programming**
- **Assessment tools and evaluation of practice**

Bonifas, R.P. & Napoli, M. (2014). Mindfully increasing quality of life: A promising curriculum for MSW students. *Social Work Education: The International Journal*, 33:4, 469-484.

Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professional: A review of the literature. *Journal of Health Care Chaplaincy*, 20(3), 95-108, DOI: 10.1080/08854726.2014.913876.

Lynn, R. (2010). Mindfulness in social work education. *The International Journal*, 29(3), 289-304. DOI: 10.1080/02615470902930351.

Birnbaum, L. & Birnbaum, A. (2008). Mindful social work: From theory to practice. *Journal of Religion & Spirituality in Social Work: Social Thought*, 27(1-2), 878-104.

Shier, M.L., & Graham, J.R. (2011). Mindfulness, subjective well-being, and social work: Insight into their interconnection from social work practitioners, social work education. *The International Journal*, 30(1), 229-44, DOI: 10.1080/02615471003763188.

Week 8: Motivational Interviewing

- **Research and information on practice model**
- **Practice the model**
- **Evaluation and assessment processes for the intervention**

Week 9: TFCBT and CBT Programming

- **Research and information on practice model**

- Practice the model
- Evaluation and assessment processes for the intervention
- CBITS and SSET

Week 10: Expressive Arts Programming

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

Week 11: Mindfulness

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professional: A review of the literature. *Journal of Health Care Chaplaincy*, 20(3), 95-108, DOI: 10.1080/08854726.2014.913876.

Lynn, R. (2010). Mindfulness in social work education. *The International Journal*, 29(3), 289-304. DOI:10.1080/02615470902930351.

Week 12: Play Therapy

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

Week 13: Art Therapy

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

Week 14: Movement Therapy

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

Week 15: Animal Assisted Interventions

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

Week 16: Poetry, Music, and Filmmaking as Therapy

- Research and information on practice model
- Practice the model
- Evaluation and assessment processes for the intervention

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 8XXX: Leading the Public Discourse in Social Work
(3 Credit Hours)

Prerequisite(s): Admission to the DSW Program or Doctoral-Student Status at the University of Memphis

Instructor:

Day/Time:

Email:

Place:

Office Phone:

Office Location:

Office Hours:

Course Description: Students will get training and experience in agenda-setting, legislative research, and advocacy, both legislatively and through the media to become the public voice of social work for the marginalized and for the advancement of society in general. Students will learn advocacy techniques and how to utilize the media to lead the discourse for social justice in the community.

Course Rationale: This doctoral-level course is designed to give students the skills and knowledge necessary to advocate for issues important to social work and our clients in the areas of public policy and legislation, and public opinion. Social work has an important role in leading the public discourse and setting the agenda for the benefit of the most vulnerable of populations and of society in general. Unless social workers are capable and prepared to speak on the important issues of the day, the values of the profession will not have a role in the public sphere. As a result, social workers must become involved in public advocacy at all levels and through the media. Social work leaders are expected to become the public voices for social justice and this course prepares students to do so.

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading the Doctorate of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement: Any student with a documented disability that requires academic adjustment [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as early in the semester as possible. All discussions will remain confidential. Students should be familiar with a benefit form the services of the Office of Disability.

University of Memphis Policy on Sexual misconduct: The university is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the office for institutional equity at oi@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the university counseling center, 214 Wilder Tower, 901.678.2068.

Plagiarism and Cheating: It is expected that all products submitted in this course will be the student’s own work not copied from other sources and not previously or simultaneously submitted for credit in another course. Students are expected to understand the meaning of plagiarism and refrain from any such activities. Anyone caught plagiarizing or cheating will be subject to penalties up to and including failure of the course and possible dismissal from the DSW program. The matter also will be reported to the campus office of Judicial Affairs.

Course Competencies:

By the completion of this course, the student is expected to be able to demonstrate the following knowledge, attitudes, and skills:

- 1) Understand discourse and the importance of social work involvement in public discourse.
- 2) Understand advocacy at the legislative level, and the difference between lobbying, advocacy, and public opinion.
- 3) Understand the philosophical influences on public discourse and public opinion, their relationship to social work values and ethics, and effect on public policy.
- 4) Knowledge of, and skill in, advocacy and lobbying techniques and strategies at all levels.
- 5) Understand public media, the different specific approaches to each type of media, and the benefits and challenges of each.
- 6) The application of strategic advocacy and/or public education campaigns.
- 7) Understand the limits of advocacy and public discourse.
- 8) Understand how image and message work to influence public opinion and social policy.
- 9) Knowledge of techniques to utilize each type of media for advocacy and public messaging.
- 10) Be prepared to assume the role of public information leaders.

ASSESSMENT

Grade Distribution: The course grade will be computed on the following parts:

Advocacy Fact Sheet	20% of the final grade
Legislative Visit	20% of the final grade
Op-ed	20% of the final grade
Radio or Television Interview	20% of the final grade
In-class Presentation	20% of the final grade
	100%

The final course grade will be based on the following percentile totals:

A+	100-100+	C+	76-79.99
A	96-99.99	C	73-75.99
A-	90-95.99	C-	70-72.99
B+	86-89.99	D+	65-69.99
B	83-85.99	D	60-64.99
B-	80-82.99	F	Below 60

Assignments:

Note: It is strongly encouraged that students choose one topic and create all their work around that topic (even better if it is related to dissertation), but it is not necessary to do so.

Advocacy Fact Sheet: Students will research an issue of interest to them connected to legislative proposals in Congress or in the Tennessee General Assembly and create a one-page fact sheet containing all necessary information to advocate regarding that issue.

Legislative Visit: Each student will call a legislator who is the target of the policy issue in the above described fact sheet and make an appointment to visit said legislator either in their office in town or in Washington or Nashville depending on the student's interest and logistic and financial ability to travel. During the appointment, the student will present the fact sheet and explain to the legislator the student's position on the issue, the social work position, why it matters, and what the outcome might be if the legislative proposal does or does not become law. The student will then write a 2-page report of the experience and submit to the instructor alongside a photograph of the student with the legislator.

Op-ed: Students will compose a well-written op-ed piece to be submitted to a major newspaper for publication (e.g., the Commercial Appeal, Houston Chronicle, Los Angeles Times, etc.). The piece must be of high quality appropriate for publication. The drafts will be reviewed and commented in class before submission for publication.

Radio or Television Interview: Student will reach out to media and arrange to be interviewed by a radio or television outlet on a topic of interest to the student with the purpose of educating the public and affecting public opinion. The interview must be of high quality and constitute public advocacy, or have the intent of shaping public opinion.

In-Class Presentations: Each student will select a social issue of interest, will research it, and present to the class taking a strong position pro or con. The issue must be one of interest to legislative or public (media, with the goal of affecting public opinion) advocacy. The presentation must be high quality, include visual aids, and last 45 minutes with an additional 30 minutes for Q&A and class discussion.

Required Textbook:

Hoefer, R. (2015). *Advocacy practice for social justice* (3rd ed.). Chicago, IL: Lyceum Books, Inc. (ISBN-13: 9781935871828)

Recommended Textbook:

Salkind, N. (2013). *Statistics for people who (think they) hate statistics: Excel 2010 edition* (3rd ed.). Thousand Oaks, CA: Sage Publications (ISBN-13: 978-1452225234) (or a newer edition of this book)

Required Readings (Available on eCourseware):

Bailey, J., & Delavega, E. (2011). Rules on the Hague and the Intercountry Adoption Act: Public comments and the state's responsiveness. *Journal of Policy Practice*, 10(1), 35-50.

Erving Goffman: *The Presentation of Self in Every Day Life – Performance*

Gilens, M., & Page, B. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on Politics*, forthcoming.

How a Bill Becomes Law Handout (Dr. D.).

Krugman, P. (2014, July 31). Knowledge isn't power. *The Opinion Pages, The New York Times*. Retrieved from http://www.nytimes.com/2014/08/01/opinion/paul-krugman-knowledge-isnt-power.html?emc=edit_th_20140801&nl=todaysheadlines&nid=68247009&r=0

Lakoff, G. (1995). Metaphor, morality, and politics or why conservatives have left liberals in the dust. *Social Research* 62(2), 177 – 213.

Martin, M. E. (2010). Philosophical and religious influences on social welfare policy in the United States: The ongoing effect of Reformed theology and social Darwinism on attitudes toward the poor and social welfare policy and practice. *Journal of Social Work* 12(1), 51–64.

McNutt, J. G. (2006). Building evidence based advocacy in cyberspace: A social work imperative for the new millennium.

Professional Attire Handout (Dr. D.).

Rules for Advocacy Handout (Dr. D.).

The Code of Ethics of the Social Work Profession.

Course Outline:

Session 1 (Date)

Introduction

Social work and public participation for social change: What does it mean?

Presenting ourselves

- Image management
- Image to fit the message

Readings:

Erving Goffman: The Presentation of Self in Every Day Life – Performance

Professional Attire Handout

Session 2 (Date)

What is public discourse?

- Public discourse
- Agenda setting
- Public opinion
- Orwellian speech

Session 3 (Date)

Philosophical foundations

- Why we think what we think
- Social work values and ethics in the social context
- The role of social work in influencing public opinion vis-à-vis social work values and ethics

Readings:

Gilens, M., & Page, B. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on Politics*, forthcoming.

Krugman, P. (2014, July 31). Knowledge isn't power. *The Opinion Pages, The New York Times*. Retrieved from http://www.nytimes.com/2014/08/01/opinion/paul-krugman-knowledge-isnt-power.html?emc=edit_th_20140801&nl=todaysheadlines&nid=68247009&r=0

Lakoff, G. (1995). Metaphor, morality, and politics or why conservatives have left liberals in the dust. *Social Research* 62(2), 177 – 213.

Martin, M. E. (2010). Philosophical and religious influences on social welfare policy in the United States: The ongoing effect of Reformed theology and social Darwinism on attitudes toward the poor and social welfare policy and practice. *Journal of Social Work* 12(1), 51–64.
The Code of Ethics of the Social Work Profession.

Session 4 (Date)

Advocacy 1 – The Making of Government

- Congress
- The State Legislature
- Other governing bodies

Reading:

How A Bill Becomes Law Handout

Assignment Due:

- Advocacy Fact Sheet

Session 5 (Date)

Advocacy 2 – Strategies

- Influencing social policy and legislation
- Is it lobbying or advocacy?
- Advocacy skills and techniques
- Challenges and how to meet them
- Changing minds and creating social change

Readings:

Hoefer, R. (2015). *Advocacy practice for social justice* (3rd ed.). Chicago, IL: Lyceum Books, Inc. (ISBN-13: 9781935871828) (All chapters except 9)

Rules for Advocacy Handout

Assignment Due:

- Legislative Visit (the plan for the legislative visit at a minimum)

Session 6 (Date)

Advocacy III

Other forms of advocacy

- Public comment
- Utilizing networks
- Coalition building

Strategy Session

- Student challenges and questions in their advocacy efforts (have you been able to get appointments?)
- Media challenges
- Other questions and challenges

Reading:

Bailey, J., & Delavega, E. (2011). Rules on the Hague and the Intercountry Adoption Act: Public comments and the state's responsiveness. *Journal of Policy Practice, 10*(1), 35-50.

Session 7 (Date)

Utilizing the media

- Types of media
- Choosing media
- How do we contact the media?
- Strategies and barriers
- Your talking points: You have 30 seconds – go!
- The importance of staying on message

Session 8 (Date)

Print media: the op-ed –

- First draft of the op-ed due today to be read and discussed in class. Students will provide feedback to each other

Assignment Due:

- Op-ed first draft

Session 9 (Date)

Discourse in the 21st century: New Technologies

- Facebook, YouTube, and Ted
- Benefits and challenges (pitfalls)
- Best practices

Reading:

McNutt, J. G. (2006). Building evidence based advocacy in cyberspace: A social work imperative for the new millennium.

Session 10 (Date)

Evaluating advocacy: Are our efforts effective?

Readings:

Hoefer, R. (2015). *Advocacy practice for social justice* (3rd ed.). Chicago, IL: Lyceum Books, Inc. (ISBN-13: 9781935871828) (Chapter 9)

Salkind, N. (2013). *Statistics for people who (think they) hate statistics: Excel 2010 edition* (3rd ed.). Thousand Oaks, CA: Sage Publications (ISBN-13: 978-1452225234) (or a newer edition of this book)

Session 11 (Date)

Student presentations

Assignment Due:

- Television or radio interview

Session 12 (Date)

Student presentations

Session 13 (Date)

Student presentations

Wrap-up session

Assignments Due:

Last date to submit all assignments and reports, including interview, op-ed, and legislative visit report.

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 0000-000
Managing a SW Practice I

(3 Total Credit Hours)
Fall 2019

Instructor: TBD

Phone:

Email:

Office Location:

Office Hours:

Class Meeting Day & Time: TBD

Course Description: The goal of this course is to provide the basis on which students can familiarize themselves with the laws and the basics of setting up a private practice to develop an effective framework for a successful business.

Disability Statement: Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901.678.2880. DRS coordinates access and accommodations for students with disabilities.

UNIVERSITY HONOR CODE

University of Memphis Code of Student Conduct - Academic Dishonesty

<http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>

MANDATED REPORTER POLICY

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oi@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

<http://www.memphis.edu/oi/resources/facultyresources.php>

Sexual Misconduct Statement: The University is committed to ensuring equality in education and eliminating all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been

harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

Course Expectations:

1. Students are expected to attend every class on-time, be prepared to discuss readings and assignments and to participate in class activities.
2. Students are expected to accord the same professional respect to their classmates' contributions as they do to the instructor's remarks. Given the nature of the course material, it is especially important that students listen carefully to one another and respond with consideration.
3. Students are expected to keep class discussions confidential. This is necessary to facilitate full and open exchange and to maximize learning.

Required Text: Required reading for this course consist of Reamer, F. (2015). Risk management in social work : preventing professional malpractice, liability, and disciplinary action and article links (links available via eCourseware and/or hyperlinks in the syllabus). Additional readings may be distributed in class.

Assignments:

Attendance & Participation

Due to the interactive nature of this course, student attendance and participation is a requirement. Students will receive 10 points per each class for attendance and participation. Students cannot receive attendance and participation points for absences to class.

Specialty Paper

Depending on previous and current work settings and experiences, LCSWs in private practice may develop the knowledge and skills necessary to specialize in helping client populations that grapple with very particular life challenges. Taking this into consideration, the student is asked to write a 5-page paper on a specialized population in which he/she is interested in providing services. The student will provide a background on the population, history of services provided to this population, and current services available to this population in the community in which he/she intends to practice, treatment modalities that will be used, and research on success rate of treatment with this specialized population.

Business Plan

Student will develop a written 10-page business plan for his/her practice. The student will present the plan in class utilizing a Power Point format. The plan will consist of the following:

- A. Name and description of practice
- B. Mission and vision of practice. The mission statement describes what you want to accomplish and how you plan to achieve your goal. The vision statement describes what you want your practice to look like in the future.
- C. Business Summary. This part of your business plan is a brief description of how you plan to develop your practice once you open and start taking on clients.
- D. Market Analysis. Describe your target customer and niche here. Also include research on your area's key demographics and established practices.
- E. Business Strategy. This section describes how you plan to attract the clients included in your market analysis. Describe how your practice and its services will appeal to clients. Also include a description of your marketing strategy.

- F. Implementation. Clarify your practice’s objectives and goals and set specific deadlines for them. Include where you would like to be in 1 year, 3-5 years, and 10 years as well as how you will measure your growth. Number of clients, employees/contractors, and income are just some of the ways you can do this.
- G. Financial Plan. Include a cash flow statement in this section. It will give you a general idea of how you will fund your practice and where you will spend these funds.
- H. Exit Strategy. Describe what you will do if you do not meet your goals.

Creating Your Brand and Marketing

Students will develop the following materials aimed at starting their own private practice:

- A. Create your Business name and Visual Brand
- B. Establish a list of Professional Supports you will tap into for supervision and consultation
- C. From your business plan identify your practice design
- D. Create a professional profile (website, psychology today, etc.) and should include the following: name,, position, past education, work experience, bio, professional affiliations, treatment approaches, professional goals, areas of interest, and what makes you unique
- E. Brochures, business cards, websites, and other promotional materials. Should include your Business name, your names, qualifications, address, phone numbers, email addresses, websites, services offered, Logo, and quotes
- F. Marketing Letters and Emails
- G. Sample workshop to build interest/ ppt/ presentation
- H. Complete a press release for a local paper about your program

Mock Loan Proposal and Pitch

Within this exercise you will complete a request for funding to build your private practice. You can submit this in a format similar to that of a small business loan application or a grant application (which are both potential sources of funding for your future practice). Once you have completed the proposal, you will submit the proposal and then present to your peers (who are the mock lenders) within the class. You will share pieces of your business plan and marketing plan (previously created in the semester) as if you were asking about a small business loan or financial support. You will complete an “elevator pitch” about your program, and share information about why you should be funded. Your peers and the faculty will provide constructive feedback on how to improve your pitch.

Grade Distribution: The student’s grade for the course will be based on the following schema:

A+	=	98-100	C+	=	76-79
A	=	95-97	C	=	73-75
C-	=	90-94	C-	=	70-72
B+	=	86-89	D+	=	65-69
B	=	83-85	D	=	60-64
D-	=	80-82	F	=	Below 60

Week 1:

Getting Started

Brown, P. (1990). Social workers in private practice: What are they really doing? *Clinical Social Work Journal*, 18 (4), 407-421.

Lord, S.A. (2012). Social Workers in Private Practice: A Descriptive Study of What they do. *Clinical Social Work Journal*, 40 (1), 85-94.

NASW Center for Workforce Studies & Social Work Practice. (2011). Social Workers in Private Practice: Occupational Profile.

NASW. (2011). Leadership Ladders: Steps to a Great Career in Social Work. Opening a New Private Practice.

Week 2:

Obtaining a NPI & Tax ID #

https://www.socialworkers.org/ldf/legal_issue/2007/200705.asp

Week 3:

To Incorporate or Not To Incorporate

Week 4:

Developing a Niche (Specialty Practice; Individual Practice; Group Practice; Macro-level Practice)

Brauner, T. (2015). Contemporary Clinical Practice: A Private Practitioner's Perspective. *Clinical Social Work Journal*, 43 (3), 294-303.

Lord, S.A. & Iudice, J. (2012). Social Workers in Private Practice: A Descriptive Study of What they do. *Clinical Social Work Journal*, 40 (1), 85-94.

Week 5:

Identifying Treatment Modalities

Reamer, F. (2015). Risk management in social work : preventing professional malpractice, liability, and disciplinary action. Ch. 3

Week 6:

Ethics & Liability Insurance

Reamer, F. (2015). Risk management in social work : preventing professional malpractice, liability, and disciplinary action. Ch. 2, 6-9.

Vakharia, S.P. (2016). Starting Where the Client Is: Harm Reduction Guidelines for Clinical Social Work Practice. *Clinical Social Work Journal*, 45 (1), 65-76.

Week 7:

Billing & Fee Setting

Sliding Scale Fee Information <https://nhsc.hrsa.gov/downloads/discountfeeschedule.pdf>

Week 8:

Insurance Provider Panels

Shapiro, J. (1995). The downside of managed mental health care. *Clinical Social Work Journal*. 23 (4), 441-451.

Week 9:

Developing Forms for Private Practice

www.socialworkers.org/hipaa/sample.asp.

Week 10:

Practice Space

Week 11:

Supervision & Consultation

Reamer, F. (2015). Risk management in social work : preventing professional malpractice, liability, and disciplinary action. Ch. 5

Week 12:

Marketing Your Private Practice

You may also list your practice in NASW's National Social Worker Finder online referral database at:

www.helpstartshere.org/find-a-social-worker

Week 13:

Finding Resources and Supports Beyond Consultation and Supervision

Identifying work groups, training, CEU opportunities, and associations to join

Week 14:

Understanding Technology and Social Work Practice

Telemedicine, HIPPA compliant programming, and document storage in the age of technology

http://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Week 15:

Understanding Managed Care in the New Economy: How will this impact your practice

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 8XXX: Managing a Social Work Practice II
(3 Credit Hours)

Prerequisite(s): Managing a Social Work Practice I

Instructor:

Day/Time:

Email:

Place:

Office Phone:

Office Location:

Office Hours:

Course Description: The course, the second in the series of social work organization management, is designed to provide social work professionals and leaders the skills and knowledge to direct and administer social service and public organizations at all levels. The course covers strategic planning, working with boards, human resource management, financial management, and dealing with the IRS.

Course Rationale: This doctoral-level course is designed to give students the skills and knowledge necessary to run larger organizations, develop and work with a board, and manage human, financial, and other resources. Students will acquire knowledge about the financial management of an organization, the ins and outs of dealing with the IRS as a non-profit or for profit organization, and other fundamentals skills for leading and directing organizations. The holders of the DSW degree are leaders and directors, and will need the set of skills provided in this series of two courses.

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading the Doctorate of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement: Any student with a documented disability that requires academic adjustment [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as early in the semester as possible. All discussions will remain confidential. Students should be familiar with a benefit form the services of the Office of Disability.

University of Memphis Policy on Sexual misconduct: The university is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the office for institutional equity at oiem@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the university counseling center, 214 Wilder Tower, 901.678.2068.

Plagiarism and Cheating: It is expected that all products submitted in this course will be the student's own work not copied from other sources and not previously or simultaneously submitted for credit in another course. Students are expected to understand the meaning of plagiarism and refrain from any such activities. Anyone caught plagiarizing or cheating will be subject to penalties up to and including failure of the course

and possible dismissal from the DSW program. The matter also will be reported to the campus office of Judicial Affairs.

Course Competencies:

By the completion of this course, the student is expected to be able to demonstrate the following knowledge, attitudes, and skills:

1. Best practices and theoretical knowledge on organizational and program development and service delivery systems; structure, governance, and strategic planning.
2. Understanding of the environment in which the agency is located and operate accordingly; modify strategies as needed; develop and work with the community including a board of directors.
3. Best practices and theoretical approaches in management of organizational resources, including compensated and uncompensated human resources.
4. Financial and fiduciary management, including budgets and resource allocation and distribution.
5. Understanding of the Internal Revenue System (IRS) rules and regulations governing non-profit and for-profit agencies.
6. Understanding of resource development, management, and accountability.
7. Ethical best practices and techniques in risk assessment, prevention, management, and control for the protection of clients, colleagues, agencies, the community, and the larger society.

ASSESSMENT

Grade Distribution: The course grade will be computed on the following parts:

Board By-Laws	20% of the final grade
Employee Policy	20% of the final grade
Budget	20% of the final grade
Tax Documents	20% of the final grade
Annual Report	20% of the final grade
	100%

The final course grade will be based on the following percentile totals:

A+	100-100+	C+	76-79.99
A	96-99.99	C	73-75.99
A-	90-95.99	C-	70-72.99
B+	86-89.99	D+	65-69.99
B	83-85.99	D	60-64.99
B-	80-82.99	F	Below 60

ASSIGNMENTS

Students will assume the role of agency directors for this class. The assignments in this course consist of fictitious but realistic documents social work leaders will have to develop in said role. The assignments are described below.

Board By-Laws:

Students will create a Governing Board for their agency and create the by-laws that will govern the board. Examples provided. Graded on a rubric.

Employee Policy:

Each student will create the employee policy for their agency, including hiring, disciplining, and firing processes, vacations, compensation, sick leave, benefits, etc. Examples provided. Graded on a rubric.

Budget:

Original Budget – Each student will develop a comprehensive agency budget including actives, passives, salaries, benefits, all kinds of expenses, investments, debt servicing, etc. The budget will serve as the basis for the financial statement in the Annual Report. The budget will be realistic, thus students must research costs, interest rates, etc. Graded on a rubric.

Modified Budget – Each student will receive a random card with circumstances that will require modifying the budget. The student will modify the budget accordingly and submit for budgets for grading. Graded on a budget. Note: students will present both budgets to the class and discuss them.

Tax Documents:

Each student will obtain information and templates for filing for 503c status and the form 990 in the IRS website (www.irs.gov), and submit the required tax documents

Annual Report:

Each student will create an annual report of the activities of the agency they “direct.” The report will include all relevant information including board information and a financial statement based on the budget developed for class. Students will pay attention to presentation and content. Examples are provided. Graded on a rubric.

Required Textbooks:

Coe, C. (2011). *Nonprofit financial management: A practical guide*. Hoboken, NJ: John Wiley and Sons, Inc.
Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). *Management of Human Service Programs* (5th ed.). Brooks/Cole, Cengage Learning. (ISBN-13: 9780840034274)
Weikart, L.A., Chen, G.G., & Sermier, E. (2013). *Budgeting & financial management for nonprofit organizations: Using money to drive mission success*. Los Angeles, CA: CQ Press (SAGE).

Recommended Textbook:

Salkind, N. (2013). *Statistics for people who (think they) hate statistics: Excel 2010 edition* (3rd ed.). Thousand Oaks, CA: Sage Publications (ISBN-13: 978-1452225234) (or a newer edition of this book)

Required Readings (Available on eCourseware):

Boards Handout
Managing Volunteers Handout
Taxes Handout
The Tax System for Non-Profits Handout

Session 1 (Date)

Introduction

Review of material in Managing a Social Work Practice I

Leading a larger organization, non-profit agency, or public agency

Session 2 (Date)

Strategic planning as fundamental to leading organizations

Readings:

- Lewis, Packard, & Levis – Chapter 1: Facing the Challenges of Management
- Lewis, Packard, & Levis – Chapter 2: Knowing the Environment
- Lewis, Packard, & Levis – Chapter 11: Leading and Changing Human Services Organizations
- Lewis, Packard, & Levis – Chapter 12: Achieving and Maintaining Organizational Excellence

Session 3 (Date)

The nuts and bolts of leading organizations

Readings:

- Lewis, Packard, & Levis – Chapter 3: Planning and Program Design
- Lewis, Packard, & Levis – Chapter 4: Applying Organizational Theories
- Lewis, Packard, & Levis – Chapter 5: Creating Organizational Designs

Session 4 (Date)

The Governing Board

Purpose and composition of a board

Developing an effective board

Readings:

- Board Handout

Session 5 (Date)

Human resources

Acquiring and managing the most important resource in your organization

Readings:

- Lewis, Packard, & Levis – Chapter 6: Developing and Managing Human Resources
- Lewis, Packard, & Levis – Chapter 7: Building Supervisory Relationships

Assignment Due:

- Board By-Laws

Session 6 (Date)

Employee policies

Hiring employees
Compensation and benefits
Professional development and training
Discipline
Termination

Volunteers

Recruiting volunteers
Benefits for volunteers
Challenges of working with volunteers
What volunteers can do and what they can't

Reading:

- Managing Volunteers Handout

Session 7 (Date)

Budget basics

Readings:

- Coe, C. (2011). *Nonprofit financial management: A practical guide*. Hoboken, NJ: John Wiley and Sons (chapters 3 and 5)
- Lewis, Packard, & Levis – Chapter 8: Managing Finances to Meet Program Goals
- Weikart, Chen, & Sermier – Budgeting & financial management for nonprofit organizations (Chapters 1- 6)

Assignment Due:

- Employee Policy

Session 8 (Date)

Creating a budget I

Readings:

- Coe, C. (2011). *Nonprofit financial management: A practical guide*. Hoboken, NJ: John Wiley and Sons (Chapters 1, 2, 4, 6, 7)
- Weikart, Chen, & Sermier – Budgeting & financial management for nonprofit organizations (Chapters 7- 19)

Session 9 (Date)

Creating a budget II

Readings:

- Weikart, Chen, & Sermier – Budgeting & financial management for nonprofit organizations (Chapters 7- 19)
- And for consultation as needed:
 - Salkind, N. (2013). *Statistics for people who (think they) hate statistics: Excel 2010 edition* (3rd ed.)

Session 10 (Date)

Managing and monitoring the budget

Managing budget-related issues: capital, investment, banking, debt, and risk

Readings:

- Coe, C. (2011). *Nonprofit financial management: A practical guide*. Hoboken, NJ: John Wiley and Sons, Lewis, Packard, & Levis: Management Audit
- Weikart, Chen, & Sermier – Budgeting & financial management for nonprofit organizations (Chapters 20-24)

Session 11 (Date)

Budgets

Presenting your budget to the board

Students will present their budgets to the class for review and comment

Assignments Due:

- Budget
- Modified budget

Session 12 (Date)

The tax system

Understanding how the tax system affects your status

Readings:

- IRS Website: www.irs.gov
- Taxes Handout I

Session 12 (Date)

Obtaining 503c status

Reporting required – Form 990

Reading:

- The Tax System for Non-Profits Handout

Session 13 (Date)

Bringing it all together: The annual report

Assignments Due:

- Tax Documents (503c and Form 990)
- Annual Report

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 8XXX: Pedagogy in SW
(3 Credit Hours)

Course Description: Course focuses on aspects of pedagogy that are unique to social work education. Course will cover paradigms for teaching and learning, meeting accreditation standards, evaluating for accreditation, and the unique issues of running field placement.

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading the Doctorate of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement: Any student with a documented disability that requires academic adjustment [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as early in the semester as possible. All discussions will remain confidential. Students should be familiar with a benefit form the services of the Office of Disability.

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Plagiarism and Cheating: It is expected that all quizzes, papers, presentations, and assignments submitted in this course will be the student's own work not copied from other sources and not previously or simultaneously submitted for credit in another course. Students are expected to understand the meaning of plagiarism and refrain from any such activities. Anyone caught plagiarizing or cheating will be subject to penalties up to and including failure of the course and possible dismissal from the DSW program. The matter also will be reported to the campus office of Judicial Affairs.

Late Assignments: Late assignments are accepted. Late assignments will receive a deduction of 5% per day late up to a maximum of 20%.

Textbooks:

Svinicki, M., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Cengage.

eCourseware:

Additional readings, assignment instructions, and weekly lecture materials may be found on the eCourseware site for this course.

Course Competencies:

By the completion of this course, the student is expected to be able to demonstrate the following knowledge, attitudes, and skills (through course activities, assignments, and/or exams):

- 1) Critique general philosophies of higher education and create a personal philosophy of teaching.
- 2) Understand the Council on Social Work Education's Educational Policy and Accreditation Standards and its implications for social work curriculum.
- 3) Review and design course materials that can be used in teaching an undergraduate or master's level social work course.
- 4) Demonstrate an understanding of the student/teacher relationship in social work education.
- 5) Identify common problems that can occur in courses and appropriate strategies for handling them.

Assignments:

Teaching Philosophy Statement	20%
Syllabus Development	25%
CSWE EPAS Assignment	10%
Classroom Teaching Experience	35%
Discussion Boards	10%

Course Outline:

Session 1

Introduction to pedagogy in social work

Reisch, M. (2013). Social work education and the neo-liberal challenge: The US response to increasing global inequality. *Social Work Education, 32*(6), 715-733.

Sowers, K. M., & Dulmus, C. N. (2009). Social work education: Status quo or change? *Research on Social Work Practice, 19*(1), 114-115.

Session 2

Getting started, strategies for the first day of class

McKeachie ch. 1 & 3

Session 3

Philosophy of education and learning theories, part 1

McKeachie ch. 11

Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.). *Emerging perspectives on learning, teaching, and technology*. Available at

[http://epltt.coe.uga.edu/index.php?title=Bloom's Taxonomy](http://epltt.coe.uga.edu/index.php?title=Bloom's_Taxonomy)

Session 4

Philosophy of education and learning theories, part 2

Carpenter, J. (2011). Evaluating social work education: A review of outcomes, measures, research designs and practicalities. *Social Work Education, 30*(02), 122-140.

Session 5

CSWE EPAS – social work accreditation requirements & reaffirmation process

Council on Social Work Education, Educational Policy and Accreditation Standards:

https://www.csw.org/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL.aspx

Mabrey, T. M. (1998) Accreditation decisions in social work education: Looking for patterns, 1985-1992. *Journal of Social Work Education, 34*, 21-30.

Session 6

Developing a syllabus
McKeachie ch. 2

Session 7

Structuring the class session, strategies for delivering content
McKeachie ch. 4 & 5

Session 8

Teaching across the curriculum, strategies for delivering different types of content
McKeachie ch. 6, 14, & 15

Session 9

Teaching Diverse students
McKeachie ch. 12 & 13

Fredriksen-Goldsen, K. I., Woodford, M. R., Luke, K. P., & Gutiérrez, L. (2011). Support of sexual orientation and gender identity content in social work education: Results from national surveys of US and Anglophone Canadian faculty. *Journal of Social Work Education, 47*(1), 19-35.

Jani, J. S., Pierce, D., Ortiz, L., & Sowbel, L. (2011). Access to intersectionality, content to competence: Deconstructing social work education diversity standards. *Journal of Social Work Education, 47*(2), 283-301.

Session 10

Managing the classroom and dealing with problems
McKeachie ch. 7

Grady, M.D. & S, Mr. (2009). Gatekeeping: Perspectives from both sides of the fence. *Smith College Studies in Social Work, 79*(1), 51-64.

Royse, D. (2001). Managing problem situations. In, *Teaching tips for college and university instructors: A practical guide*. Boston: Allyn and Bacon.

Session 11

Developing assignments and grading
McKeachie ch. 8, 9, & 10

Session 12

Teaching online versus teaching in the classroom
McKeachie ch. 17

Bentley, K. J., Secret, M. C., Cummings, C. R. (2015). The centrality of social presence in online teaching and learning in social work. *Journal of Social Work Education, 51*, 494-504

Cummings, S. M., Chaffin, K. M., & Cockerham, C. (2015). Comparative analysis of an online and traditional MSW program: Educational outcomes. *Journal of Social Work Education, 51*, 109-120.

Session 13

Field placement: the signature pedagogy of social work

Earls Larrison, T., & Korr, W. S. (2013). Does social work have a signature pedagogy?. *Journal of Social Work Education, 49*(2), 194-206.

Holden, G., Barker, K., Rosenberg, G., Kuppens, S., & Ferrell, L. W. (2011). The signature pedagogy of social work? An investigation of the evidence. *Research on Social Work Practice, 21*(3), 363-372.

- Kanno, H., & Koeske, G. F. (2010). MSW STUDENTS'SATISFACTION WITH THEIR FIELD PLACEMENTS: THE ROLE OF PREPAREDNESS AND SUPERVISION QUALITY. *Journal of Social Work Education, 46*(1), 23-38.
- Wayne, J., Bogo, M., & Raskin, M. (2010). Field education as the signature pedagogy of social work education. *Journal of Social Work Education, 46*(3), 327-339.

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 8XXX: Fundamentals of Quantitative Social Work Research
(3 Credit Hours)

Course Description: The purpose of this advanced course is to further prepare doctoral students to organize and conduct quantitative research. Students will learn to use theory to shape conceptual models and approaches; understand the importance of ethics and cultural humility in research; and use and evaluate data to make decisions in social work practice.

Course Rationale: Building on earlier course work in research methodology, students will learn strategies to critically assess empirical literature for its application to research and practice; understand outcome-oriented evaluation at both the micro and macro levels; and develop an IRB proposal of a quantitative research study. The course has been designed to prepare doctoral students for dissertation work as well as for professional activities, including contributing to generalizable knowledge while in practice, following completion of the DSW.

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Disability Statement: Any student with a documented disability that requires academic adjustment [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as early in the semester as possible. All discussions will remain confidential. Students should be familiar with a benefit form the services of the Office of Disability.

University of Memphis Policy on Sexual misconduct: The university is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the office for institutional equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the university counseling center, 214 Wilder Tower, 901.678.2068.

Plagiarism and Cheating: It is expected that all quizzes, papers, presentations, and assignments submitted in this course will be the student's own work not copied from other sources and not previously or simultaneously submitted for credit in another course. Students are expected to understand the meaning of plagiarism and refrain from any such activities. Anyone caught plagiarizing or cheating will be subject to penalties up to and including failure of the course and possible dismissal from the DSW program. The matter also will be reported to the campus office of Judicial Affairs.

Late Assignments:

eCourseware:

Course Competencies: By the completion of this course, the student is expected to be able to demonstrate knowledge, attitudes, and skills (through course activities, assignments, and/or exams):

- 1) Discuss key ethical issues in the practice of social work research.
- 2) Demonstrate an appreciation for the role that research can play in social work practice.
- 3) Practice thoughtfully critiquing published literature.
- 4) Understand the cultural context in which research is conducted and the importance of developing research from a cultural humility framework.
- 5) Critically analyze and evaluate how research can perpetuate and also counter bias, prejudice, and/or discrimination.
- 6) Understand outcome-oriented evaluation.
- 7) Demonstrate developing skills in using and analyzing data to make decisions in practice.
- 8) Critically evaluate practice and policy implications emerging from research studies.
- 9) Understand the importance of knowing one's audience and how to think critically about the ways in which information is portrayed to others.
- 10) Practice developing skills by preparing an IRB proposal for review of a quantitative research study.
- 11) Understand what it means to conduct high quality quantitative research.

Course Schedule:

Session	Course Objective(s)	Topic(s)	Assignments/Sample Readings
1	2	Introduction to the course; role of research in social work practice; goals for the course	Bolin et al. (2012)
2	2; 9	Quantitative vs. qualitative; primary data vs. secondary data	Maiter et al. (2009) Miller et al. (2015) Smith et al., (2011) Denzin & Lincoln (2005) Hartman (1990) Maracek (2003) Owens et al. (2008)
3	2; 6	Logic models; goals; importance of using theory	Andersen (1995) IOM (2002) Bliss (2007) Hendricks et al. (2010) Millman (1993)
4	1; 4; 5	Ethics in research; researcher / practitioner; cultural humility; exploring context	Assignment 1: CITI Human Subjects Training due https://www.bellanaija.com/2009/10/chimamanda-adichie-ted-the-danger-of-a-single-story/ http://www.huffingtonpost.com/entry/stephen-colbert-let-deray-mckesson-interview-him-about-his-

Session	Course Objective(s)	Topic(s)	Assignments/Sample Readings
			whiteness us 569e651be4b0cd99679b623f Batts (1998) Yeager & Bauer-Wu (2013) Foronda et al. (2015) Isaacson (2014) Gonyea et al. (2014) Scarinci et al. (2009)
5	3; 7	Importance of a research question; Conducting a literature review	Guilamo-Ramos et al. (2012)
6	1; 2; 3; 5; 7; 8: 11	Dissecting and understanding research articles	Cheng & Robinson (2013)?
7	1; 4; 5; 10	Sources of data; ethical considerations	Assignment 2: Article Critique due
8	4; 5; 6; 11	Research design; sampling; ethical considerations	Clay et al. (2003) Alessi & Martin (2010)
9	4; 5; 6	Measurement; Survey Research and Questionnaire Construction; ethical considerations	Orme et al. (2003) Cheng & Robinson (2013) Bastos et al. (2010)
10	6; 7; 8	Data analysis and using data in social work practice	Assignment 3: Literature Review due
11	8; 9	Understanding the importance of one's audience; framing the message	Kearney & Levine (2012)
12	8; 9	Barriers to and implications for research	Washington & Reed (2008) Ha & Ybarra (2013)
13	10: 11	Student presentation	Assignment 4: Presentation of proposed study
14	10: 11	Conclusion; final	Assignment 5: IRB Proposal, including informed

Session	Course Objective(s)	Topic(s)	Assignments/Sample Readings
		thoughts; next steps	consent form due

Potential Books & Articles:

- DePoy, E. & Gilson, S. (2016). *Social Work Research and Evaluation: Examined Practice for Action*, Thousand Oaks, CA: Sage Publications.
- Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2004). *Evaluation: A Systematic Approach* (7th Ed.) Thousand Oaks, CA: Sage Publications.
- Alessi, E. J., & Martin, J. I. (2010). Conducting an Internet-based Survey: Benefits, pitfalls, and lessons learned. *Social Work Research*, 34(2), 122-128.
- Andersen, R.M. (1995). Revisiting the behavioral model and access to medical care: Does it matter? *Journal of Health and Social Behavior*, 36(1), 1-10.
- Bastos, J.L, Celeste, R.K., Faerstein, E., & Barros, A.J.D. (2010). Radical discrimination and health: A systematic review of scales with a focus on their psychometric properties. *Social Science & Medicine*, 70, 1091-1099.
- Batts, V. (1998). Modern racism: New melody for the same old tunes.
- Bliss, D.L. (2007). Implementing an outcomes measurement system in substance abuse treatment programs. *Administration in Social Work*, 31(4), 83-101.
- Bolin, B. L., GlenMaye, L. F., Lee, K. H., & Yoon, D. P. (2012). Impact of research orientation on attitudes toward research of social work students. *Journal of Social Work Education*, 48, 223-243.
- Cheng, T. C., & Robinson, M. A. (2013). Factors leading African Americans and Black Caribbeans to use social work services for treating mental and substance use disorders. *Health & Social Work*, 38(2), 99-109.
- Clay, C., Ellis, M.A., Amodeo., M., Fassler, I., & Griffin, M.L. (2003). Recruiting a community sample of African American subjects: The nuts and bolts of a successful effort. *Families in Society*, 84, 396-404.
- Denzin, N.K. & Lincoln, Y.S. (2005). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage Publishing.
- Foronda, C., Baptiste, D-L., Reinholdt, M.M., & Ousman, K. (2015). Cultural humility: A concept analysis. *Journal of Transcultural Nursing*, doi: 10.1177/1043659615592677
- Gonyea, J.G., Lopez, L.M., & Velasquez, E.H. (2014). The effectiveness of culturally sensitive Cognitive Behavioral Group Intervention for Latino Alzheimer's caregivers. *The Gerontologist*, 1-12, doi:10.1093/geront/gnu045.
- Guilamo-Ramos, V., Bouris, A., Lee, J., McCarthy, K., Michael, S.L., Pitt-Barnes, S., & Dittus, P. (2012). Paternal influences on adolescent sexual risk behaviors: A structured literature review. *Pediatrics*, 2011-2066, e1312-e1325.
- Ha, Y. & Ybarra, M. (2013). Are strong work first welfare policies aligned with generous child care provisions? *Families in Society*, 94(1), 5-13.
- Hartman, A. (1990). Editorial: Many ways of knowing. *Social Work*, 35(1), 3-5.
- Hendricks, J., Applebaum, R., & Kunkel, S. (2010). A world apart? Bridging the gap between theory and applied social gerontology. *The Gerontologist*, 50(3), 284-293.
- Institute of Medicine (2002). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington, DC: Institute of Medicine. Available at: http://www.nap.edu/openbook.php?record_id=10260&page=1
- Isaacson, M. (2014). Clarifying concepts: Cultural humility or competency. *Journal of Professional Nursing*, 30(3), 251-258.

- Kearney, M.S. & Levine, P.B. (2012). Why is the teen birth rate in the United States so high and why does it matter? *Journal of Economic Perspectives*, 26, 141-166.
- Maiter, S., Stalker C.A., & Alaggia, R. (2009). The experience of minority immigrant families receiving child welfare services: Seeking to understand how to reduce risk and increase protective factors. *Families in Society*, 90, 28-36.
- Maracek, J. (2003). Dancing through minefields: Toward a qualitative stance in psychology. In P.M. Camic, J.R. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 49-69). Washington, DC: American Psychological Association.
- Miller, D. P., Larson, M. J., Byrne, T., & DeVoe, E. (2015). Food insecurity in veteran households: Findings from nationally representative data. *Public Health Nutrition*, 1-10, doi:10.1017/S1368980015003067.
- Millman, M. (1993). Access to Health Care in America. Washington, DC: Institute of Medicine: National Academy Press. Available at: http://www.nap.edu/openbook.php?record_id=2009&page=1
- Orme, J.G., Buehler, C., McSurdy, M., Rhodes, K.W. & Cox, M.E. (2003). The foster parent potential scale. *Research on Social Work Practice*, 13, 181-207.
- Scarinci, I.C., Johnson, R.E., Hardy, C., Marron, J., Partridge, E.E. (2009). Planning and implementation of a participatory evaluation strategy: A viable approach in the evaluation of community-based participatory programs addressing cancer disparities. *Evaluation and Program Planning*, 32, 221-228.
- Smith, A.K., Ayanian, J.Z., Covinsky, K.E., Landon, B.E., McCarthy, E.P., Wee, C.C., & Steinman, M.A. (2011). Conducting high-value secondary dataset analysis: An introductory guide and resources. *Journal of General Internal Medicine*, 26(8), 920-929.
- Washington, V. & Reed, M. (2008). A study of the Massachusetts child care voucher system: Impact on children, families, providers, and resource and referral agencies. *Families in Society*, 89, 202-207.
- Yeager, K.A. & Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. *Applied Nursing Research*, 26, 251-256.

Assignments:

Assignment 1: CITI Human Subjects Training. The student will complete the CITI human subjects training at INSERT LINK for U of M CITI. (Note: This will take students approximately 90-120 minutes to complete. Please choose the “Social & Behavioral Focus (Basic course) under the CITI Certification and complete the required modules. The student will submit an electronic copy of their certificate (10% of grade).

Assignment 2: Article Critique. Develop a 2-5 page paper summarizing and critiquing a published article. To help the student gain skills in the use of empirical research to inform practice decisions and research design, the student will engage in a critical analysis of theoretical and methodological rigor of a published study. The student will select one empirical article from their area of interest that is relevant to their proposed research study. In order to help students better evaluate research articles, this assignment is intended to be very detailed and thorough. The student will critically assess the article and present a summary of the information in their own words. Information to consider for this assignment may include: gaps in the literature the author(s) are trying to address; main research questions/hypotheses; purpose of the study; key concepts and how they are operationalized/measured; research design/method; study sample; how data were collected and analyzed; findings; implications for policy and practice; gaps, limitations, and future research. In addition, the student will relate and discuss the relevance of their chosen article to their proposed study (10% of grade).

Assignment 3: Literature Review: Develop a 7-15 page paper summarizing relevant literature and identifying issues for further analysis. The student will briefly describe their area of research inquiry and the

importance of this area (using appropriate citations). The student will write a succinct summary of the current scientific literature related to the selected social welfare problem area. The student will synthesize and organize the literature by topic or theme as seen in published research articles. This is intended to be a robust and thorough literature review that the student will be able to use as the foundation for their work going forward (30% of grade).

Assignment 4: Presentation of Proposed Study: Develop a 10-15 minute PowerPoint presentation. The student will prepare a PowerPoint presentation of an overview of their IRB proposal. The purpose of this assignment is to help students succinctly and effectively convey their intended message to an outside audience. The student will present basic study information; the purpose of the study; methods and procedures; ethical and human subjects considerations; target population; recruitment; data collection; data analysis and dissemination (10% of grade).

Assignment 5: IRB Proposal. Develop an IRB proposal for a quantitative research study. The student will prepare proposal for the University of Memphis Institutional Review Board. The proposal is for a proposed quantitative research study. The proposed study is intended to be related to the student's dissertation or practice. Guidelines and information can be found on the University of Memphis IRB website at: http://www.memphis.edu/rsp/compliance/irb_forms.php
All areas of the IRB proposal are expected to be completed. If the student is planning to use established measures as part of their data collection, students are either expected to use measures that are publicly available OR if an established measure is being used that is not publicly available, students are expected to provide detailed information on the requirements for obtaining and using the established measure. As part of the proposal, the student is expected to submit an informed consent form and sample of recruitment material that may be used for the study (40% of grade).

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 0000-000
Reflective Supervision

(3 Total Credit Hours)
Fall 2019

Instructor: Laura C. Taylor, PhD, LCSW

Phone: 901-678-4794

Email: lctylor1@memphis.edu

Office Location: 223 McCord Hall

Office Hours:

Class Meeting Day & Time: TBD

Course Description: Reflective supervision is a regular collaborative reflection experience between a service provider and supervisor that builds on the supervisee's use of his/her thoughts, feelings, and values within a service encounter. In this course, the student will learn about the origins and history of different models of supervision. Through discussion and practice, the student will learn how supervision can provide a rich opportunity for service providers to further their self-awareness and skills.

Course Goals: The goal of this course is to provide the basis on which students can begin to build the tools to become disciplined and intentional reflective supervisors. To this end, we will explore:

- the issues of self at work, including ways of paying attention to the individual, small group, and large group dynamics of organizational life;
- the collaborative reflection between a service provider and supervisor that builds on the supervisee's use of his/her thoughts, feelings, and values within a service encounter;
- the ethical and cultural considerations of reflective supervision practice;
- the needs of the supervisor in the supervision experience; and
- the ways to create space for reflection.

Disability Statement: Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901.678.2880. DRS coordinates access and accommodations for students with disabilities.

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harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

Course Expectations:

4. Students are expected to attend every class on-time, be prepared to discuss readings and assignments and to participate in class activities.
5. Learning about group dynamics is a course goal and requires in-class group work as well as group reflection. Because of this, class attendance is essential. Students are at risk of not passing the course if they have more than 1 unexcused absence.
6. Students are expected to accord the same professional respect to their classmates' contributions as they do to the instructor's remarks. Given the nature of the course material, it is especially important that students listen carefully to one another and respond with consideration.
7. Students are expected to keep class discussions confidential. This is necessary to facilitate full and open exchange and to maximize learning.

Required Text: Required reading for this course consist of article links (links available via eCourseware and/or hyperlinks in the syllabus). Additional readings may be distributed in class.

Assignments:

Attendance & Participation

Due to the interactive nature of this course, student attendance and participation is a requirement. Students will receive 10 points per each class for attendance and participation. Students cannot receive attendance and participation points for absences to class.

Journals

Keeping a journal is an excellent way to explore issues, express yourself creatively, and track personal learning and growth. **For this course, I require that students keep a journal to encourage a habit of reflection.** Documenting your learning, responses to class, and finding links to your experience of your workplace is a type of scholarship in its own right. Journaling is a way to begin to unpack these connections. **In your first journal entry please specify participation goals for contributing to your individual learning and to group learning during this Reflective Practice class.**

You will keep a journal in typed format that will be submitted weekly to a drop box in eCourseware. Your entries should include reflections on the course as well as on your work experience and should demonstrate an understanding of the material being discussed and read. Insights and reflections on the dynamics of group work within the class are also appropriate material for journaling. The following questions may help you focus:

- a. What sticks in your mind about a reading or a class session? Why? What was comfortable, known? What was not?
- b. Select a quotation (from a reading or class) with which you agree or disagree. Copy it into the journal and explain your reaction to it.
- c. What ideas and/or feelings are stirred up by a reading or a class session? Elaborate.

- d. What questions have emerged for you from a reading or a class?
- e. Do you link class work or reading to other learning you've done? How?
- f. Have you come to a new understanding due to a reading or a class?
- g. Has your reading or classwork affected your behavior in your workplace or how you view the behavior of others there?

Journal entries of at least one typed page or the equivalent (250 words) should be made weekly. It defeats one of the main purposes of journal work to write the entire journal for the semester in one sitting. Part of the discipline expected in this course is attention to the effect of the time factor on your learning.

Role Analysis Paper

Role Analysis Assignment:

Write a 2 - 4 page narrative description that speaks to the following issues. The goal is to help you become more aware of your role in your family of origin, a role dilemma you have at work, and any possible links between the two. The following outline is provided for guidance.

I. Background

- Name
- Age, gender, race (and any other ways in which you would describe yourself)
- Professional training and experience

II. Family of Origin: Role Issues

- A. Birth Order
- B. Your relationship to your mother, father, siblings, and any other important figures in your family life
- C. Role in family (e.g. pathfinder, caretaker, peacemaker)

III. Work Organization: Role Issues

- A. Please describe your position at work. You may want to include the following information. For whom do you work? How are your tasks defined? With whom do you interact? Where do you fit in the organizational structure? A simple organizational chart may help clarify your position.
- B. Describe a role dilemma at work. A role dilemma can be many things, e.g. a problem facing you at work, an aspect of your job you find problematic, conflicts that keep occurring at work.

IV. Hypothesis Generation

Develop several hypotheses about possible connections between your role in your family of origin and your current role dilemma. Have you recreated a role at work similar to any roles you played in your family of origin? Do you see ways in which the way you take up your role at work is shaped by the role you had in your family of origin?

Group Reflective Activity Assignment

Students will form small groups and must come to class prepared to role play a group supervision activity. The group supervision activity will be assigned by the instructor. Each group will have 30 minutes to carry out the group supervision activity. Each group reflective activity will be followed by a class discussion in which we process what took place, sharing our thoughts and reactions.

Final Paper

The final paper will be a synthesis of what you have learned during the semester. It should include material from the course as well as from your work experience. It may be helpful to refer to your journal when

pulling together your thoughts for this final paper; however, the final paper differs from the journal in that it sums up the most potent ideas affecting your thinking and/or your behavior that you see yourself taking away from this course.

Grade Distribution: The student's grade for the course will be based on the following schema:

Attendance & Participation (10pts/session)	150pts
Field Journals (5pts ea.)	75pts
Role Analysis Paper	25pts
Group Reflective Activity	30pts
Final Paper	20pts
Total Points	300pts

290 – 300 = A+
289 – 279 = A
278 – 268 = A-
267 – 257 = B+
256 – 246 = B
245 – 235 = B-
234 – 224 = C+
223 – 213 = C
212 – 202 = C-
201 – 191 = D+
190 – 180 = D
179 – 169 = D-
Below 169 = F

Week 1:

Reflective Practice: Introduction

Davys, A.M. & Beddoe, L. (2009). The Reflective Learning Model: Supervision of Social Work Students. *Social Work Education*, 28 (8), 919-933.

Ruch, G. (2010). From triangle to spiral: Reflective practice in social work education, practice and research. *The International Journal of Social Work Education*, 21 (2), 199-216.

Week 2:

The Importance of Self-Awareness: Understanding Self and Others

Lewis, S. (2008). The role of self-awareness in social work supervision, 40 (2), 19-24.

Urdang, E. (2010). Awareness of self- A critical tool. *Social Work Education*, 29 (5), 523-538.

Week 3:

Race, Culture, and Supervision

Bruss, K., Brack, C., Glickauf-Hughes, C., & O'Leary, M. (1997) A developing model for supervising therapists treating gay, lesbian, and bisexual clients. *The Clinical Supervisor*, 15, 61-73

Cashwell, C. S., Looby, J., & Housley, W. (1997). Appreciating cultural diversity through clinical supervision. *The Clinical Supervisor*, 15, 75-86.

Mitchell, V. (2009). Developing the Therapeutic Self: Supervising Therapists With Lesbian, Gay, Bisexual, and Transgender Clients in the 21st Century. *Women & Therapy*, 29, 7-21.

Peterson, K.P. (1992). Issues of race and ethnicity in supervision. *The Clinical Supervisor* (9)1 pp. 15-31.

Week 4:
Feedback

Freeman, E. (1985). The importance of feedback in clinical supervision: *The Clinical Supervisor*, 3(1), 5-25.

Week 5:

The Impact of Family of Origin

Singer & Shapiro. "Discovering the Links Between Early Family Roles and Current Organizational Roles: A Loved and Feared Task," paper presented at Center for the Study of Groups and Social Systems, A.K. Rice Institute.

Week 6:

Regulation of Emotion

Dean, R. G. (1984). The role of empathy in social work. *Clinical Social Work Journal*, 12 (2), 129-139.

Ingram, R. (2012). Emotions, social work practice and supervision: An uneasy alliance? *Journal of Social Work Practice*, 27 (1), 5-19.

Week 7:

Relationship Rupture & Repair

Dean, R.G. (1984). The role of empathy in supervision. *Clinical Social Work Journal*

Week 8:

Parallel Process

Williams, A. (1997). On parallel process in social work supervision. *Clinical Social Work Journal*, (25)4, 126-138.

Week 9:

Evaluation

NASW (2013). Best standards in social work practice.

<http://www.naswdc.org/practice/naswstandards/supervisionstandards2013.pdf>

Openshaw, L. Challenges in clinical supervision. Presentation to NACSW Convention, October 2012, St. Louis, MO.

Week 10:

Supervision as Experiential Learning

Prouty, A.M. (2014). Using experiential learning in supervision and training systemic supervisors in *The Complete Systemic Supervisor: Context, Philosophy, and Pragmatics*.

Zorga, A. (1997). Supervision Process Seen as a Process of Experiential Learning, *The Clinical Supervisor*, 16, 145-161.

Week 11:

The Psychodynamics of Individual & Group Processes

Kahn, William. "To Be Fully There: Psychological Presence at Work," *Human Relations*, Tavistock Institute, 1992.

McRae, Mary and Ellen Short. Chapter 4 "Group Development: The Impact of Racial and Cultural Factors" in *Racial and Cultural Dynamics in Group and Organizational Life*, Sage Publications, 2010.

Wells, Leroy, Jr. "The Group as a Whole: A Systemic Socioanalytic Perspective on Interpersonal and Group Relations," in *Advancing Group Dynamics Theory*.

Week 12:

Social Defenses in the Workplace

Hirschhorn, Larry. "The Social Defenses", in *The Workplace Within: Psychodynamics of Organizational Life*, 1988, 57-70.

Menzies, Isabel. "A Case-Study in the Functioning of Social Systems as a Defense Against Anxiety," in *Group Relations Reader*, ed. Arthur Colman and Harold Bexton, A.K. Rice Institute, 1975.

Week 13:

Ethics of Supervision

<http://www.socialworktoday.com/archive/EoEJanFeb09.shtml>

Bonosky, N. (1995). Boundary violations in social work supervision. *Clinical Supervisor*,13, 79-95

Ellis, M.V. Narratives of harmful clinical supervision. *The Clinical Supervisor*, 36 (1), 20-87.

Reamer, F. (2015). "Supervision: Clients and staff." In *Risk management in social work : preventing professional malpractice, liability, and disciplinary action*.

Week 14:

Supervision for the Supervisor

Armstrong, J., Gordon, M., & Hobbs, K. (2008). Who Supervises the Supervisor? A Groupwork Model for Supervision in Health Care Settings, *Australian Social Work*, 44(1), 37-43.

Week 15:

Final Reflections & Thoughts

Wall, J.C. (2008). Teaching Termination to Trainees Through Parallel Processes in Supervision, *The Clinical Supervisor*, 12, 27-37.

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 8XXX: Writing for Publication
(3 Credit Hours)

Course Description: Course introduces students to the process of writing for publication. Course will be a project-focused seminar in which students will formulate a concept for a scholarly paper, draft the paper, and rewrite the paper based on a review from peers. Course will also cover the process of writing an abstract for a scholarly presentation.

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Late Assignments: Late assignments are accepted. Late assignments will receive a deduction of 5% per day late up to a maximum of 20%.

Textbook:

Jalongo, M. R. & Saracho, O. N. (2016). *Writing for publication: Transitions and tools that support scholars' success*. New York: Springer.
Szuchman, L. T. & Thomlison, B. (2011). *Writing with style: APA style for social work* (4th ed). Belmont, CA: Brooks/Cole

eCourseware:

Additional readings, assignment instructions, and weekly lecture materials may be found on the eCourseware site for this course.

Course Competencies:

By the completion of this course, the student is expected to be able to demonstrate the following knowledge, attitudes, and skills (through course activities, assignments, and/or exams):

- 1) Formulate a concept for a scholarly paper.
- 2) Choose appropriate journals for publication and explain the review process and journal metrics.
- 3) Develop a publication quality manuscript and a plan for publication.
- 4) Develop a quality abstract for a social work conference.
- 5) Give constructive feedback to peers in development of a manuscript.

Assignments:

Discussion Board	10 points
Review of five journals	10 points
Concept for manuscript	10 points
Conference abstract	10 points
Draft manuscript for publication	20 points
Peer review of manuscripts	10 points
Final manuscript draft	30 points

Discussion Boards

Students will participate in five discussion boards regarding aspects of publication. These discussion boards will occur throughout the course. Discussion boards will be used to allow students to reflect on lecture materials and engage with their colleagues about the material.

Review of Five Journals

During week three, students will submit a review of five journals in social work and/or related disciplines. The intent of the assignment is to familiarize students with journals. In one page per journal, students will report the journal title, subject matter, analyze the editorial board, analyze the publication information, analyze the readers, and explain the submission guidelines.

Concept for Manuscript

During week four, students will submit a concept and outline for a twenty-page manuscript. This will include a title, abstract, and section heading titles.

Conference Abstract

During week six, students will submit a structured abstract for a conference presentation. Specific instructions for creating a structured abstract will be given during the course.

Draft Manuscript for Publication

During week ten, students will submit a draft of their twenty-page manuscript for publication. The draft will be submitted to the instructor and to three classmates that will serve as peer reviewers. Review will be blinded to simulate the review process that would occur when submitting the manuscript for publication.

Peer Review of Manuscripts

Students will have two weeks to review three manuscripts written by their peers. The peer review will occur between week 10 and 12 of the course. Students will receive the three manuscripts blinded and be asked to write a page long critique. The instructor will also review the manuscript and provide a critique.

Final Manuscript Draft

During exam week, students will submit the final version of their manuscript. Students will be strongly encouraged to submit their manuscript for publication. Suggestions for publication will be given by the instructor.

Course Outline:

Session 1 Introduction to the Course

Szuchman & Thomlison, ch. 1

Raines, J. C. & Massat, C. R. (2004). Getting published: A guide for the aspiring practitioner. *School Social Work Journal*, 29, 1-17.

Session 2 Understanding Journals and the Publishing Process

Jalongo & Saracho ch. 1 & 2

Leung, P. & Cheung, M. (n.d.) Journals in Social Work and Related Disciplines. Retrieved from:
http://www.uh.edu/socialwork/_docs/cwep/journalsImpactFactorsHIndex.pdf

Session 3 Planning Your Manuscript

Jalongo & Saracho ch. 3 & 5

Szuchman & Thomlison, ch. 5

Session 4 The Process of Writing

Szuchman & Thomlison, ch. 2, 3, & 4

Session 5 Writing a Conference Proposal

Jalongo & Saracho ch. 4

Szuchman & Thomlison, ch. 10 & 14

Session 6 Strategies for Writing Conceptual Articles

Jalongo & Saracho ch. 6

Szuchman & Thomlison, ch. 6

Session 7 Strategies for Writing a Research Based Article

Jalongo & Saracho ch. 7 & 8

Session 8 Strategies for Writing a Research Based Article

Szuchman & Thomlison, ch. 7, 8, & 9

Session 9 Understanding the Peer Review Process

Valentine, D.P. (2005). The scholarly journal review process: A call for transparency. *Journal of Social Work Education*, 41, 3-10.

Session 10 Creating a Final Draft

Jalongo & Saracho, ch. 13

Szuchman & Thomlison, ch. 13

Session 11 Writing Books and Textbooks

Jalongo & Saracho ch. 10

Session 12 How to submit, impact factors, & citations

Thyer, B. A., & Myers, L. L. (2003). An empirical evaluation of the editorial practices of social work journals. *Journal of Social Work Education*, 39, 125-140.

Session 13 Publishing problems, issues, & the future

Liechty, J. M., Schull, C. P., & Liao, M. (2009). Facilitating dissertation completion and success among doctoral students in social work. *Journal on Social Work Education*, 45, 481-497.

University of Memphis
Division of Social Work
School of Urban Affairs and Public Policy

SWRK 8XXX: Advanced SW Theory
(3 Credit Hours)

Course Description

Course covers major theories that have influenced social work research, social work practice, and social welfare policy. The interdisciplinary nature of social work theory and history of social work will be covered. Students will learn methods of theory building and theoretical modeling.

Course Rationale:

This course examines selected theories and frameworks that influence social work scholarship and research. The purpose of the course is to analyze and assess their suitability for knowledge development and scholarly research, and to apply them to selected problems and populations of interest to professional social work.

Grounded in scholarly literature, class presentations, and class discussions, this course challenges student to examine each theory or conceptual framework in terms of its historical background, philosophical paradigm for knowledge development, assertions about human nature and the nature of social order, and congruence with professional social work.

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. *As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*

Disability Statement: *Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901.678.2880. DRS coordinates access and accommodations for students with disabilities.*

University of Memphis Policy on Sexual Misconduct: The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oiie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate increased knowledge of selected contemporary theories and conceptual frameworks influencing social work scholarship and research
2. Identify the underlying philosophical paradigm of a theory
3. Analyze and evaluate a theory/framework using specific criteria for critical analysis

4. Demonstrate conceptual and critical thinking skills
5. Identify personal values and biases in selecting theories for scholarship and research
6. Apply a selected theory/framework to a social work problem for a specific population

COURSE REQUIREMENTS

Required Texts

Payne, M. (2014). *Modern social work theory* (eth ed.). Chicago, IL: Lyceum Books, Inc.

Ritzer, G., & Stepnisky, J. (2012). *Contemporary social theory & its classical roots: The basics* (3rd ed.). New York, NY: McGraw Hill.

Walsh, J. (2013). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Thomson Brooks/Cole.

Additional required readings will be assigned as needed for topical presentations.

Recommended Readings

See Appendix A, Selected Reference List

Other Recommended Resources and Media

Thyer, B. (2005). A note from the editor: A comprehensive listing of social work journals. *Research on Social Work Practice*, 15 (4), 310-311.

Course Assignments

The assignments for this course consist of a scholarly comparing two theories, a scholarly application of a theory to a problem/issue/challenge/need, formal class presentations, and active class participation. See the attached outlines for the scholarly papers, class presentation, and weekly assignments.

Assignment 1	Scholarly comparison of two theories	Due Date: TBA	30%
Assignment 2	Scholarly application of a theory to a problem/issue/need/challenge and a unit of attention	Due Date: TBA	30%
Assignment 3	Class presentation Topic identified in conjunction with the professor and date selected in Class 2	Due Date: As assigned	10%

Assignment 4	Class attendance and active participation	Due Date: Weekly	10%
Assignment 5	Theoretical model	Due Date: TBA	20%

Grading Policy

Grades for the course are based on the University grading system. Grades for the scholarly papers are based on the strength of the literature review, understanding of the theories, evidence of critical thinking, strength and organization of scholarly writing using APA format, and skillful application of the theory to the selected problem for assignment two. Class presentations are to demonstrate mastery of the assigned readings as well as independent research and presented in a clear, cogent, and robust manner covering all the elements on the Class Assignment outline.

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. Participation is defined as reading and reflecting upon the required readings prior to class in order to understand the context of the discussion and to speak informatively on the educational topic.

It is understood that some students will have an easier time than others with spontaneous class participation, while others will have an easier time with pre-planned questions and comments. Both types of contributions are valued.

Additional Behavioral Requirements:

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others' reactions to one's comments or actions in the classroom
- Use an appropriate level of class time and instructor's time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

Class Schedule

Unit One

Many ways of knowing: Theory for Scholarship and Research

Class 1

Introduction and Framework for the course

Review of the course syllabus and assignments.

Template for class presentations and course assignments distributed.

What are the critical elements of a theory from a social work perspective?

What is the difference between theory, perspective, model, and paradigm?

How do we link theory and research to build knowledge?

Required reading

Gomory, T. (2001). A fallibilistic response to Thyer's theory of theory-free empirical research in social work practice. *Journal of Social Work Education* 37 (1), 26-50.

Guba, E. (1990). The alternative paradigm dialog. In E. Guba, *The Paradigm Dialog* (pp.17-30). Newbury Park, CA: Sage Publications.

Thyer, B. (2001). What is the role of theory in research on social work practice?

Journal of Social Work Education 37 (1), 9-25.

Additional Readings

Robbins, S., Chatterjee, P., & Canda, E. (2006). The nature of theories. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.)(pp. 1-24). Boston, MA: Allyn & Bacon. (On Blackboard)

Robbins, S., Chatterjee, P., & Canda, E. (2006). Phenomenology, social constructionism, and hermeneutics. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.)(pp. 295-320).

Robbins, S., Chatterjee, P., & Canada, E. (1999). Ideology, scientific theory, and social work practice. *Families in society: The journal of contemporary human services*, 80 (4), 374 – 384.

Turner, F. (1996). Theory and social work treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches*. (4th ed.) (pp. 1-17) NY: The Free Press. (On Blackboard)

Unit Two

Major Theoretical Frameworks:

Contemporary Psychological, Learning, Systems, and Sociological Theories

For classes 2-6, doctoral faculty will provide class presentations on their area of theoretical expertise. Each professor will present one theory from each of the major approaches: psychological theories, learning theories, systems theories, sociological theories, and post-modernism. Students are expected to complete the required reading only for the theory addressed by the lecturer. For example, for the contemporary psychological theories, students will read only on attachment theory.

For classes 7-13, doctoral students will select a theory or framework for their class presentation that is listed on the syllabus. Required and recommended readings have already been identified and are found in Appendices A – E. Students may select a theory or conceptual framework not listed on the syllabus with permission of the instructor, requiring the student to provide required and recommended readings for the class.

Class 2 Contemporary Psychological Theories

Ego Psychology, Psychosocial Theory, Object Relations Theory, Self Psychology, Attachment Theory, Relational Theory, and Transpersonal Theory

Theory: Attachment Theory

Presenter:

Required reading for today's class

Bennett, S., & Deal, K. H. (2010). Implications of attachment theory for social work education. In S. Bennett & J. Nelson (Eds.), *Adult attachment and clinical social work: Practice, research, and policy* (pp. 31-55). New York: Springer Publishing. (On Blackboard)

Bennett, S., & Nelson, J. (2010). Contemporary theory and research on adult here is the field today? In S. Bennett & J. Nelson (Eds.), *Adult attachment and clinical social work: Practice, research, and policy* (pp. 253-265). New York: Springer Publishing. (On Blackboard)

Bennett, S., & Nelson, J. (2008). Closing thoughts. In Special Edition: Attachment-based clinical social work with adults: New directions, new populations. *Clinical Social Work Journal*, 36(1), 109-112. (On Blackboard)

Cassidy, J. (2008). The nature of the child's ties. In J. Cassidy & P. Shaver (Eds.), *Handbook of attachment: Theory, research and clinical applications* (2nd ed., pp. 3-22). New York: Guilford Press. (On Blackboard)

Lyons-Ruth, K., & Jacobvitz, D. (2008). Attachment disorganization: Genetic factors, parenting contexts, and developmental transformation from infancy to adulthood. In J. Cassidy & P. Shaver (Eds.), *Handbook of attachment: Theory, research and clinical applications* (2nd ed., pp. 666- 697). New York: Guilford Press. (On Blackboard)

Additional Reading

Bennett, S., & Saks, L. (2006). A conceptual application of attachment theory and research to the social work student-field instructor supervisory relationship. *Journal of Social Work Education*, 42(3), 157-169.

Bennett, S., & Nelson, J. (2008). Closing thoughts. In Special Edition: Attachment-based clinical social work with adults: New directions, new populations. *Clinical Social Work Journal*, 36(1), 109-112.

Cassidy, J., & Shaver, P. (2008). *Handbook of Attachment: Theory, Research, and Applications* (2nd ed.). NY: Guilford.

Shilkrest, R. & Shilkrest, C. (2008). Attachment theory. In J. Berzoff, L.M., Flanagan, & P. Hertz (Eds.), *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp.189-204).Northvale, NJ: Jason Aronson.

Class 3 Contemporary Learning Theories

Behavior Theory, Social Cognitive/Social Learning Theory, and Cognitive Theory

Theory: Cognitive Theory Presenter:

Required Reading for today's class

Berlin, S. (2002). *Clinical social work practice: A cognitive-integrative perspective* (pp.1-33) New York: Oxford University Press.

Clark, D. A., & Beck, A. (2010). Cognitive theory and therapy of anxiety and depression: Convergence with neurobiological findings. *Trends in Cognitive Sciences*, 14(9), 418-424.

Van Vlierberghe, L., Braet, D., Gosmans, G., Rosseel, & Bogels, S. (2010).

Maladaptive schemas and psychopathology in adolescence: On the utility of Young's schema theory in youth. *Cognitive Therapy & Research* 34, 316-332.

Walsh, J. (2010). Cognitive theory. In J. Walsh, *Theories for direct social work practice* (2nd ed.)(pp. 147-176). Belmont, CA: Thomson, Brooks/Cole.

Recommended Readings

Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.

Dobson, K. (2001). *Handbook of cognitive/behavior therapies*. New York: Guilford.

Esbensen, A.J. & Benson, B.A. (2005). Cognitive variables and depressed mood in adults with intellectual disabilities. *Journal of Intellectual Disability Research*, 49(7), 481-489.

Granvold, E. (Ed.) (1994). *Cognitive and behavioral treatment*. Pacific Grove, CA: Brooks/Cole Publishing.

Lyddon, W. (1995). Cognitive therapy and theories of knowing: A social constructionist view. *Journal of Counseling and Development*, 73, 579- 584.

Thyer, B., & Myers, L. (2011). Behavioral and cognitive theories. In J. Brandell *Theory and Practice in Clinical Social Work* (2nd ed.)(pp.21-40). Thousand Oaks, CA: Sage Publication, Inc.

Class 4

Systems Theory

General Systems Theory (Linear Theory), Chaos Theory

(Non-linear Theory), Family Systems Theory (Bowen, Minuchin, Haley), and Group Theory

Theory: General Systems (Linear) Theory

Presenter:

Required Reading for today's class

Forder, A. (1976). Social work and system theory. *British Journal of Social Work* 6(1), 23-41).

Dale, O., Smith, R., Norlin, J.M. & Chess, W. (2006). Introduction. In O. Dale, R. Smith, J.M. Norlin, & W. Chess Human, *Behavior in the Social Environment: Social Systems Theory* (5th ed.)(pp. 1-22). Boston, MA: Allyn & Bacon. (On Blackboard)

Dale, O., Smith, R., Norlin, J.M. & Chess, W. (2006). A social system perspective. In O. Dale, R. Smith, J.M. Norlin, & W. Chess Human, *Behavior in the Social*

Environment: Social Systems Theory (5th ed.)(pp. 23-47). Boston, MA: Allyn & Bacon. (On Blackboard).

Recommended Reading

Bernard, T., Paoline, E., & Parea, P. (2005). General systems theory and criminal justice. *Journal of Criminal Justice*, 33(3), 203-211.

Berrien, K. (1968). *General and social systems*. New Brunswick, NJ: Rutgers University Press.

Bertalanffy, L. (1968). *General systems theory: Foundations, development application*. New York: Braziller.

Bronfenbrenner, U. (1989). Ecological system theory. *Annals of Child Development*, 6: 187-249.

Friedman, B., & Allen, K. N. (2010). System theory. In J. Brandell, *Theory and Practice in Clinical Social Work* (2nd Ed.)(pp.3-20). Thousand Oaks, CA: Sage Publications, Inc.

Germaine. C. & Gitterman, A. (1996) *The Life Model of social work practice: Advances in theory and practice*. New York: Columbia University Press.

Gitterman, A. (1996). Life model theory. In F. Turner, *Social work treatment: Interlocking theoretical approaches*, (4th ed.) (pp.389-408). New York: The Free Press, Simon & Schuster, Inc.

Ritzer, G. (2010). General systems theory. In *Contemporary Social Theory and Its Classical Roots* (3rd ed.)(93-104). New York, NY: McGraw Hill.

Robbins, S., Chatterjee, P., & Canda, E. (2006). Systems theory. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.)(pp. 25-60). Boston, MA: Allyn & Bacon.

Warren, L., Franklin, C., & Streeter, C. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43(4), 357-372.

Class 5

Contemporary Sociological Theories

Structural Functional Theory, Conflict Theory, Symbolic Interaction Theory, and Role Theory

Theory : Symbolic Interaction Theory Presenter:

Required Reading

Ritzer, G. (2010). Contemporary theories of everyday life. In *Contemporary Social Theory and Its Classical Roots* (3rd ed.)(137-169). New York, NY: McGraw Hill.

Robbins, S., Chatterjee, P., & Canda, E. (2006). Symbolic interaction. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.)(pp. 296-323). (On Blackboard – appropriate sections)

Recommended Reading

Greene, R., & Ephross, P. (1991). Symbolic Interactinism. In *Human Behavior Theory and Social Work Practice* (pp. 203-225). New York: Aldine De Gruyer.

Unit Three

Post-Modern Approaches and Conceptual Frameworks Social Constructionism/Constructivism, Narrative Theory, and Feminist

Class 6 **Theory: Narrative Theory**
Presenter:

Required Readings

Recommended Readings

Classes 7-13 Class Presentations

Students lead the class discussion on one of the theories/frameworks not presented by faculty, or they may choose to present a contemporary conceptual framework of interest selected in consultation with the professor.

Class 14 **Course review and synthesis**
What is a theory?

Why is it important for social work scholarship and research? How is it applied to contemporary issues of social work interest?

Class Presentation:

Class Presentation Outline

Introduction

The class presentation is a dynamic examination of a theory or conceptual framework that is used to inform and resolve topics of interest to professional social work. Using the analytic outline distributed in class, the objective of the presentation is to provide a framework for lively discussion that promotes deeper knowledge about each theory or conceptual framework.

Directions

Develop a power point outline for class distribution that takes no longer than one hour to present. Be prepared to present the outline and lead a class discussion on the subject matter.

Presentation Outline

Introduction

Why did you select this theory or conceptual framework to present?

Background

Provide an overview of the theory or conceptual framework, including the

- historical and contemporary scholars
- historical origins and social context of the theory
- basic assumptions about human behavior or worldview of society

Philosophical Base

Using Guba's paradigms of inquiry, discuss the theory's philosophical knowledge base, including

- ontology
- epistemology

The Theory

Address the following questions

- What is the origin or nature problems/challenges/issues/needs?
- How does the theory explain normal growth or change?
- What is the goal of intervention or planned change?
- What are the key concepts that guide intervention or planned change
- How strong is the empirical evidence to support the theory

Congruence with Professional Social Work

Discuss the strengths and limitation of the theory or conceptual framework in relation to the

- mission, values and ethics of professional social work
- person-in-environment perspective
- race and gender
- power and oppression

Paper Assignments

Students are required to submit two scholarly papers to fulfill requirements for this class.

The first paper analyzes the similarities and differences between two theories (from separate categories) or one theory and one conceptual framework. The objective is to gain a depth of knowledge about these theories/conceptual frameworks using the analytical template for knowledge development used in this course. This paper is to include a robust review of the contemporary literature in social work and related disciplines that develops or tests these theories.

In the second paper, the student selects one of these two theories/conceptual frameworks and applies it to a contemporary issue of interest to professional social work. The objective is to present a synthesis and analysis of the theoretical and empirical literature related to the student's area of interests. This paper is to include a discussion of how this theory incorporates the mission, values, and ethics of professional social work.

The Doctoral Program Handbook defines a scholarly paper as one that is a minimum of 15 pages with a reference list that is equal to or greater in number than the number of pages in the paper. If a paper is 25 pages, it must have a minimum of 25 references.

The maximum page limit for the first scholarly paper is 25 pages, excluding the reference list. The maximum page limit for the second scholarly paper is 15 pages, excluding references.

Comparison of Two Theories/Conceptual Frameworks for Social Work Scholarship and Research

Paper # 1

Introduction

This paper examines in detail two theories (from separate categories) or one theory and one conceptual framework for social work scholarship and research. The objective is to deepen understanding of them by comparing and contrasting the two approaches. The paper is to go beyond the class presentations and readings by including a robust review of the contemporary literature in social work and related disciplines and by incorporating scholarship that discusses the development or testing of each.

Directions

Compare and contrast the two approaches on the following dimension.

Background

Present an introduction and overview of the theory or conceptual framework, including the

- historical origins and social context of the theory
- principal historical scholars

- contemporary social work scholars or social work literature
- basic assumptions of the theory
- basic assumptions of human behavior or society

Philosophical Base

Discuss the philosophical knowledge base of the theory including the

- ontology
- epistemology

The Theory

Discuss how the theory describes

- human nature
- the origins and nature problems/challenges/issues/needs
- the key concepts that explain normative behavior or societal issues
- the key concepts that guide planned change in human behavior or societal stressors
- the goal of planned change
- the evidence of empirical support

Congruence with Professional Social Work

Discuss the strengths and weaknesses of the theory or conceptual framework in relation to

- the mission, values and ethics of professional social work
- the person-in-environment perspective
- race and gender
- power and oppression

Application of a Theory or Conceptual Framework To a Topic of Contemporary Interest to Professional Social Work Paper #2

Introduction

This paper takes one of the two theories or the conceptual framework from the first paper and applies it to a specific problem or issue of contemporary interest to professional social work. The objective of this paper is to integrate theory with practice. The paper requires a robust review of the contemporary literature on the problem or issue, critique of scholarship and research applying the theory or conceptual framework to the problem or issues, and a discussion of the existing gaps in knowledge development.

Directions

Analyze your problem using a theory or conceptual framework along the following dimensions.

Identify and discuss the unit of attention or population affected by this issue.

Identify the problem or issue of interest to contemporary social work

- Discuss the nature, scope, and historical roots of the problem/issue/challenge/need.

- Discuss the contemporary scholarship and research from social work and related fields on the condition.

Identify and discuss the unit of attention or population affected by the problem or issue.

- Provide data on the prevalence of this problem or issue on the selected unit of attention
- Discuss the impact of this problem or issue on the unit of attention or population

Analyze the capacity of the theory/conceptual framework to 1) explain the nature of the problem or issue, and 2) guide planned change.

- How does the theory explain this problem/issue for this population?
- How does the theory explain 1) normative change, and 2) guided intervention?
- What are the weaknesses for explaining and resolving the problem or issue?

Discuss the strengths and weaknesses of the theory/conceptual framework

- Does the theory/framework include internal and external factors to explain the problem?
- Is change directed toward the person, the environment, or a combination of these?

Discuss the theory/framework in the context of professional social work, including

- the mission, values, and ethics of the profession
- the person-in-environment perspective
- race and gender
- power and oppression

Discuss areas of future knowledge development

- Discuss the originality and contribution of this theory/framework to social work scholarship and research for this problem/issue with this unit of attention/population.

University of Memphis
Department of Social Work
School of Urban Affairs and Public Policy

SWRK 9000: Banded Dissertation
(1-6 Credit Hours)

Course Description: Candidates for graduation will have submitted three high-quality products. At least one of these three products will include a publication quality research article for peer review. Other products may include a peer-reviewed presentation or unpublished report.

The Honor Statement: An essential feature of The University of Memphis is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. At the beginning of the program leading the Doctorate of Social Work degree all students signed a pledge stating they understood the Code of Student Conduct and agreed to abide by all aspects of it. The expectation for this course is that all students will maintain their personal commitment to honor and integrity by following these rules.

Disability Statement: Any student with a documented disability that requires academic adjustment [assistance] is requested to make an appointment or discuss this matter via phone with the instructor as early in the semester as possible. All discussions will remain confidential. Students should be familiar with a benefit form the services of the Office of Disability.

University of Memphis Policy on Sexual misconduct: The university is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the office for institutional equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me I am required to report it. If you want to make a confidential report you can contact the university counseling center, 214 Wilder Tower, 901.678.2068.

Plagiarism and Cheating: It is expected that all products submitted in this course will be the student's own work not copied from other sources and not previously or simultaneously submitted for credit in another course. Students are expected to understand the meaning of plagiarism and refrain from any such activities. Anyone caught plagiarizing or cheating will be subject to penalties up to and including failure of the course and possible dismissal from the DSW program. The matter also will be reported to the campus office of Judicial Affairs.

Committee: Students will work with the program coordinator of the DSW program to select a committee comprised of three graduate social work faculty members. Students must have their committee organized prior to registering for Banded Dissertation.

Course Competencies:

By the completion of this course, the student is expected to be able to demonstrate the following knowledge, attitudes, and skills:

- 11) Write publication quality articles.
- 12) Demonstrate the ability to apply skills in research and evaluation to real world problems.
- 13) Write high-quality reports for lay audiences.

- 14) Present the findings of a study to an audience in a professional format.
- 15) Demonstrate leadership in social work through the development of education and training materials.

Assignments:

Banded dissertation involves the completion of three works of scholarship. All students must complete:

- An introductory chapter explaining the three works and the connection between them.
- An article based on research conducted while in the program that is publication quality.

All students must choose to complete two of the following products:

- A second article based on research conducted while in the program.
- A conceptual or theoretically-based article.
- An unpublished outcome evaluation report for a non-profit agency or lay audience.
- A peer-reviewed presentation at a regional, national, or international conference in social work or a related field.
- The development of a new course at the BA in social work or MSW level including the development of all materials.
- The development of curriculum for continuing education including submission of all materials and an evaluation of the completed continuing education course.
- A grant application for a social work related program including an evaluation plan.
- Another high-quality, research-based product approved by the committee.

Course Outline:

To be decided by the committee.

Appendix D

Faculty Vitae

DEGREE INFORMATION

Doctor of Philosophy
University of Houston
Social Work
2010

Master of Social Work
University of Houston
Social Work
2008

Bachelor of Science
University of Houston-Downtown
Sociology
2006

Associate of Arts
Kingwood College
2004

ACADEMIC APPOINTMENTS

University of Memphis, Department of Social Work
Assistant Professor
Department of Social Work
Memphis, TN
2011
Present

University of Houston-Downtown, Department of Social Sciences
Adjunct Instructor
Department of Social Sciences
2010
2011

PROFESSIONAL POST-BACCALAURATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Associate Director
Benjamin L. Hooks Institute for Social Change
University of Memphis
2015-present

Case Manager
SEARCH, Inc.
Houston, TX
2010-2011

COMMUNITY SERVICE RESPONSIBILITIES (LAST 3 YEARS)

2015 – Present	Board Member JustCity Memphis, TN
2013 – Present	Volunteer Training and Outreach VITA (Volunteer Tax Preparation Program) United Way of the Mid-South and the IRS Memphis, TN
2011 – Present	Research Consultant Pink Palace Museum Memphis, TN
2013-2015	Financial Stability Workgroup Member United Way of the Mid-South Memphis, TN

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Special Awards:

2016 College of Arts and Sciences Early Career Research Award (ECRA)
2015 Sexual Orientation and Gender Identity and Expression (SOGIE) Scholarship Award
2014-2015 Benjamin L. Hooks Institute for Social Change Policy Fellowship
2014 Distinguished PhD Alumna Honorable Mention Award, Graduate College of Social Work, University of Houston, Houston, TX
2013 Inspiring Woman Honoree, University of Memphis

Grants Awarded:

Delavega, E., Elswick, S., Neely-Barnes, S. L., & Taylor, L. (2016). *Free Lunch Graduates: What Happens When They Come to College?* Faculty Research Grant funded by the Tennessee Board of Regents. (Funded \$40,000). (Role of **Elena Delavega: P.I.**)

McFerren, D., **Delavega, E.,** Trammel, R., Washington, G. (2016). *Increasing the Retention and Graduation Rates of Underrepresented Males.* Student Engagement, Retention, and Success

Grant funded by the Tennessee Board of Regents. (Funded \$25,000). (Role of **Elena Delavega: Lead Evaluatr**).

Washington, G., **Delavega, E.**, & Simmons, L. (2015). *University of Memphis Center for Advancement of Youth Development – Expanding Assets and Strengthening Initiative (EASI)*. Grant funded by the Tennessee Board of Regents. (Funded \$40,000). (Role of **Elena Delavega: Lead Evaluator**)

Neely-Barnes, S. L., **Delavega, E.**, & Elswick S. (2014). *Midsouth Social Work Professional Development Initiative (MSW-PDI)*. Behavioral Health Workforce Education and Training for Professionals and Paraprofessionals Programmatic Grant funded by the Health Resources & Services Administration (HRSA). (Funded \$ 1,423,125). (Role of **Elena Delavega: Co-P.I.**)

Delavega, E. (2013). *Eating Her Words: Ruby Payne’s Hidden Rules and Choice – A Sandwich Experiment*. Research Grant funded by the Tennessee Board of Regents. (Funded \$57,994). (Role of **Elena Delavega: P.I.**)

Delavega, E. (2012). *Utilizing the cultural capital of a natural science museum to increase interest in science among low income children in the Kingsbury Elementary attendance area*. Strengthening Communities Capacity Building Grant in conjunction with the Pink Palace Family of Museums, Memphis, TN. (Funded \$18,000.00) (Role of **Elena Delavega: P.I.**)

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Kindle, P. A., & Delavega, E. (2017, March). *Food, poverty, and politics: Social work’s ethical obligations*. Paper submitted for presentation at the 34th Annual Conference of the Association of Baccalaureate Program Directors, Inc., New Orleans, LA.

Delavega, E., & Kindle, P. A. (2017, March). *Back to the future: Teaching economics in the social work curriculum*. Paper submitted for presentation at the 34th Annual Conference of the Association of Baccalaureate Program Directors, Inc., New Orleans, LA.

Delavega, E, Kindle, P. A., Johnson, D. H., & Elswick, S. (2016, November). *Building a collaborative: The Social Welfare Research Consortium*. Panel to be presented at the Annual Program Meeting, Council on Social Work Education, Atlanta, GA.

Pettet, F., Delavega, E., & Elswick, S. (2016, November). *Addressing new paradigms: Social work professional identity and interprofessional teams*. Interactive poster to be presented at the Annual Program Meeting, Council on Social Work Education, Atlanta, GA.

Elliott, S., Pettet, F., & Delavega, E. (2016, November). *Teaching collaborative leadership for effective interprofessional health-care teams*. Interactive poster to be presented at the Annual Program Meeting, Council on Social Work Education, Atlanta, GA.

Weddle-West, K., Martindale, T., Danehower, C., Delavega, E., de Velasco, A., Wilson, J, & Lee, S. (2016, August). *Teaching effectiveness*. Panel presented at the New Faculty Orientation, University of Memphis, Memphis, TN.

- Delavega, E. (2016, August). *Working with Hispanic families*. Workshop presented at the Shelby County Schools Professional Development Conference, Mental Health, Essentials of Safety and Wellness for the Whole Child, Memphis, TN.
- Delavega, E., & Kindle, P. A. (2016, July). *Does the color of the state affect the likelihood to take food stamps*. Paper presented at the 41st National Institute on Social Work and Human Services in Rural Areas, El Paso, TX.
- Delavega, E., & Kindle, P. A. (2016, July). *Rural food poverty and food stamp non-claim rates*. Paper presented at the 41st National Institute on Social Work and Human Services in Rural Areas, El Paso, TX.
- Delavega, E. (2016, June). *Keynote address: Courage in the face of entrenched poverty*. Millersville University School of Social Work's Learning Institute: Global Poverty: Human Needs, Economic Justice, and Social Change, Lancaster, PA.
- Delavega, E., & Kindle, P. A. (2016, April). *Candy & taxes: Teaching tax policy in the social work curriculum*. Paper presented at the Annual Conference of the Association of Baccalaureate Program Directors, Dallas, TX.
- Delavega, E., & Kindle, P. A. (2016, April). *The blame game: Student attitudes toward poverty*. Paper presented at the Annual Conference of the Association of Baccalaureate Program Directors, Dallas, TX.
- Delavega, E. (2016, March). *Keynote address*. 3rd Annual Social for Justice, Partners in Health Engage Memphis, Memphis, TN.
- Pettet, F., Delavega, E., Elswick, S., & Neely Barnes, S. L. (2016, January). *Assessing student outcomes of a behavioral health training program in social work*. Poster presented at the 20th Annual Conference Anniversary Celebration of the Society for Social Work and Research, Washington, DC.
- Delavega, E. (2016, January). *Social work and the Earned Income Tax Credit: Increasing participation rates*. Poster presented at the 20th Annual Conference Anniversary Celebration of the Society for Social Work and Research, Washington, DC.
- Kindle, P. A., & Delavega, E. (2015, October). *Can you see the bootstraps? Changing social work students' perceptions of poverty*. Interactive Poster presented at the Annual Program Meeting, Council on Social Work Education, Denver, CO.
- Tower, L. E., Sloan, L., Cross-Denny, B., Delavega, E., & Miller, C. R. (2015, October). *Effecting change: The teaching of anti-oppressive techniques*. CSWE Connect Session presented at the Annual Program Meeting, Council on Social Work Education, Denver, CO.
- Delavega, E. (2015, September). *Hispanics in Memphis: Understanding the local Latino community*. Workshop presented at the 2015 *Congreso: The Latino Memphis Conference*, Memphis, TN.

- Delavega, E. (2015, July). *Culture of poverty interventions to address rural poverty: Further marginalization?* Paper presented at the 40th National Institute for Social Work and Human Services in Rural Areas, Vermillion, SD.
- Delavega, E., & Elswick, S. (2015, July). *Building social, cultural, and economic capital through alternative social work field placements.* Paper presented at the 40th National Institute for Social Work and Human Services in Rural Areas, Vermillion, SD.
- Delavega, E. (2015, April). *Characteristics of students who choose to help others.* Presented at the University of Memphis' Great Conversations, Memphis, TN.
- Baldwin, J., & Rowan, N. (2015, March). *Using collaborative conversations to facilitate professor/student discussions on religion, values, and sexual orientation.* Panel demonstration at the Annual Conference of the Association of Baccalaureate Program Directors, Kansas City, MO.
- Delavega, E. (2015, March). *Teaching "Culture of Poverty" in social work may contribute to social disintegration.* Special Call Workshop on Human Rights and Social Justice presented at the Annual Conference of the Association of Baccalaureate Program Directors, Kansas City, MO.
- Delavega, E., & Kindle, P. A. (2015, March). *Changing student perceptions in social welfare policy class.* Paper presented at the Annual Conference of the Association of Baccalaureate Program Directors, Kansas City, MO.
- Delavega, E. (2014, December). *Testing the Culture of Poverty: Best practices or greater marginalization?* Paper accepted at the International Conference on Community Empowerment, Coping, Resilience, and Hope, Hyderabad, India.
- Elswick, S., Delavega, E., Soifer, S., & Claiborne, J. (2014, October). *The benefits and challenges of non-traditional field placements in social work education.* Think Tank presented at the Annual Program Meeting, Council on Social Work Education, Tampa, FL.
- Delavega, E., Kindle, P. A., & Schneider, G. (2014, October). *Indirect measures of student competencies: Diversity in practice and human rights & justice.* Poster presented at the Annual Program Meeting, Council on Social Work Education, Tampa, FL.
- Delavega, E., & Lennon-Dearing, R. (2014, July). *Social workers' perspective on proposed legislation that discriminates against LGBT equality.* Poster presented at the National Conference of the National Association of Social Workers, Washington, DC.
- Delavega, E. (2014, July). *Eating her words: Ruby Payne's hidden rules and choice – A sandwich experiment.* Paper presented at the Joint World Conference on Social Work, Education, and Social Development, Melbourne, Australia.
- Delavega, E. (2014, February). *The bro code: How contemporary culture creates sexist men.* Panel discussion of film. One Billion Rising for Justice: A Global Movement to End Violence Against Women and Girls, Memphis, TN.
- Delavega, E. (2014, January). *EITC in 2013.* EITC Awareness Day Media Event Hosted by United Way,

Bank On Memphis, Congressman Steve Cohen, Mayor A. C. Wharton, and Shelby County Trustee David Lenoir, Memphis, TN.

Lennon-Dearing, R., & Delavega, E. (2014, January). *Effects of housing on health and wellbeing in HIV positive women*. Poster accepted at the Society for Social Work Research (SSWR) Annual Conference. San Antonio, Texas.

Crawford, C., Valentine-Phillips, V., Delavega, E., & Blackwell, N. (2013, November). *Candy and taxes: Teaching tax policy in the social work curriculum*. Poster presented at the Annual Program Meeting, Council on Social Work Education, Dallas, TX.

Delavega, E. (2013, September). *Delegate Assembly 2014*. Presentation to the Executive Board, National Association of Social Workers, Tennessee Chapter, Nashville, TN.

Delavega, E. (2013, September). *Neurocognitive Disorders/ Sexual Dysfunctions/ Gender Dysphoria*. DSM-5 Training: DSM-5: What You Need to Know. University of Memphis, Memphis, TN.

Lennon-Dearing, R., & Delavega, E. (2013, September). *Effects of housing on health and wellbeing in HIV positive women*. Poster presented at the North American Housing and HIV/AIDS Research Summit, Montréal, Québec.

Delavega, E. (2013, February). *Complexity of Complexion*. Panel speaker. Invited by the Kappa Beta Chapter of KΑΨ & U of NAACP. University of Memphis, Memphis, TN.

Delavega, E. (2012, November). *How big of a problem is the U.S. national debt? Why does it matter?* Invited by Lausanne Collegiate School, Memphis, TN.

Delavega, E., Shelton, M., Edwards, C., and Lennon-Dearing, R. (2012, November). *Making policy real: Experiential-learning policy practice for the social work curriculum*. Poster presented at the Annual Program Meeting, Council on Social Work Education, Washington, D.C.

Crawford, C., Neely-Barnes, S., & Delavega, E. (2012, November). *Engaged scholarship: Sustainable collaboration as the holy grail of social work praxis*. Panel presented at the Annual Program Meeting, Council on Social Work Education, Washington, D.C.

Wrobel, S., & Delavega, E. (2012, October). *Memphis school blues: Race, economics, and school disciplinary policies*. Paper presented at the Annual Conference of the Southeastern Conference for Public Administration (SECoPA), Coral Gables, Florida.

Delavega, E. (2012, October). *How big of a problem is the U.S. national debt? Why it matters to social workers*. Invited by Shelby County Health Department, Memphis, TN.

Delavega, E. (2012, October). *How big of a problem is the U.S. national debt? Why it matters to social workers*. Invited by BRIDGES, Memphis, TN.

Delavega, E. (2012, August). *How big of a problem is the U.S. national debt? What does this mean for social workers and their clients?* Presented at the National Association of Social Workers West Branch Lunch and Learn, Memphis, TN.

Cheung, M., LaChapelle, A., & Delavega, E. (2011, October). *Experiential application of transtheoretical integration through a five-way learning model*. Paper and skills workshop presented at the Annual Program Meeting, Council on Social Work Education, Atlanta, Georgia

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

Delavega, E., Kindle, P. A., Peterson, S., & Schwartz, C. (Accepted, 2016, in press). The blame game: Exploring the change in social work students' perceptions of poverty. *Journal of Social Work Education*.

Delavega, E., Lennon-Dearing, R., Neely-Barnes, S., Soifer, S., & Crawford, C. (Accepted, 2015, in press). Engaged scholarship: A signature research methodology for social work. *Journal of Social Work Education*.

Delavega, E., (2016a). The Earned Income Tax Credit: Estimating non-claims Rates among eligible participants and why it matters to social workers. *Journal of Policy Practice*. 15(3), 145-161.

Lennon-Dearing, R., & Delavega, E. (2016). Do social workers apply "love thy neighbor as thyself" to gay, lesbian, bisexual and transpersons in the South?" *Journal of Homosexuality*. DOI: 10.1080/00918369.2016.1150058

Lennon-Dearing, R., & Delavega, E., (2015). Policies Discriminatory of the LGBT Community: Do Social Workers Respect the NASW Code of Ethics? *Journal of Gay & Lesbian Social Services*. 27(4), 412-435. DOI: 10.1080/10538720.2015.1087266

Delavega, E., & Lennon-Dearing, R. (2015). Differences in housing, health, and wellbeing among HIV positive women living in poverty. *Social Work in Public Health*, 30(3), 294-311. DOI:10.1080/19371918.2014.1001934

Delavega, E., & Cheung, M. (2014). Poverty reduction through education: An analytical framework for cash transfers for education (Ch. 18). In S. Haymes, M. V. de Haymes, & R. Miller (Eds.). *Routledge Handbook on Poverty and the United States*. Oxford, UK: Routledge Taylor and Francis Group.

Cheung, M., & Delavega, E. (2014). Five-way experiential learning model for social work education. *Social Work Education*, 33(8), 1070-1087. DOI:10.1080/02615479.2014.925538

Neely-Barnes, S. L., Zanskas, S., Delavega, M. E., & Krcek, T. (2014). Parenting with a disability and child mental health: A propensity score analysis. *Journal of Social Work in Disability & Rehabilitation*, 13(3), 226-246. DOI: 10.1080/1536710X.2014.912185

Lennon-Dearing, R., Whitted, K. S., & Delavega, E. (2013). Child welfare and juvenile justice: Examining the unique mental health needs of girls. *Journal of Family Social Work*, 16(2), 131-147. DOI: 10.1080/10522158.2013.765326

- Whitted, K. S., Delavega, E., & Lennon-Dearing, R. (2012). The youngest victims of violence: Examining the mental health needs of young children who are involved in the child welfare and juvenile justice systems. *Child and Adolescent Social Work Journal*, 30(3), 181-195. DOI: 10.1007/s10560-012-0286-9
- Cheung, M., & Delavega, E. (2011). Child savings accounts: Learning from poverty reduction policies in the world. *International Social Work*, 55(1), 71-94. DOI:10.1177/0020872810392810
- Cheung, M., Delavega, E., Castillo, I., & Walijarvi, C. (2011). Practical insights from interviews with day laborers. *Journal of Ethnic & Cultural Diversity in Social Work*, 20(1), 77-92. DOI: 10.1080/15313204.2010.499.326
- Bailey, J., & Delavega, M. E. (2010). Rules on the Hague and the Intercountry Adoption Act: Public comments and the state's responsiveness. *Journal of Policy Practice*, 10(1), 35-50. DOI: 10.1080/15588742.2010.521920

Book Chapters

- Delavega, E., & Soifer, S. D. (2015). Policy brief 1: Human services, case management, financial counseling. *Multi-disciplinary Analysis and Recommendations for the Blueprint for Prosperity*. The University of Memphis.
- Delavega, E. (2014, October). Pouring water on the wicked poverty of the MidSouth: Educating a quality workforce (pp 13-17). In *A call for collective action: Tackling social challenges in Memphis*. The Benjamin L. Hooks Institute for Social Change, University of Memphis. Memphis, TN: Author.
- Cheung, M., Delavega, E., & Zhu, J.W. (2013). Trilingual relaxation journey. In M. Cheung (Ed.), *Therapeutic games and guided imagery, Volume II: Tools for professionals working with children and adolescents with specific needs and in multicultural settings* (364-366). Chicago, IL: Lyceum Books.
- Delavega, E., Cheung, M., & Zhu, J.W. (2013). Jornada de relajación trilingüe [Trilingual relaxation journey]. In M. Cheung (Ed.), *Therapeutic games and guided imagery, Volume II: Tools for professionals working with children and adolescents with specific needs and in multicultural settings* (367-369). Chicago, IL: Lyceum Books.
- Kindle, P. A., & Delavega, E., (2013). *Instructor's Manual and Test Bank for American Social Welfare Policy: A Pluralist Approach, Brief Edition*. Pearson Education, Inc.
- Cheung, M., & Delavega, E. (2010b). Melinda: Child sexual abuse case. *My Social Work Lab*. Boston: Pearson. Retrieved from http://media.pearsoncmg.com/ab/my-socialworklab/mysocialworklibrary/pdf/Cheung_Melinda.pdf

SERVICE

Service to the University of Memphis:

2016-2017	Chair Planning Committee Fifth Social Work Symposium Department of Social Work University of Memphis
2015-present	Chair Planning Committee Continuing Education Program
2015-present	Associate Director Benjamin L. Hooks Institute for Social Change University of Memphis
2015-present	Member Critical Conversations Group University of Memphis
2015-present	Member PhD Curriculum Committee School of Urban Affairs and Public Policy University of Memphis
2015-present	Member Healthy Memphis Initiative Department of Social Work University of Memphis
2015-2016	Chair Planning Committee Fourth Social Work Symposium Department of Social Work University of Memphis
2015, Spring	Faculty Mentor Interdisciplinary Case Competition School of Public Health University of Memphis
2015	Grant Reviewer Engaged Learning Fellowship Committee University of Memphis
2014-2015	Chair

	Planning Committee Third Social Work Symposium Department of Social Work University of Memphis
2014, Fall	Acting MSW Program Coordinator Department of Social Work University of Memphis
2014-2016	Founding Member and Co-Director Mid-South Family and Community Empowerment Institute Department of Social Work
2014, November 10	Judge United Housing, Inc. Senior Living Community - Mid Review Department of Architecture University of Memphis
2014-2015	Policy Fellow Benjamin L. Hooks Institute for Social Change University of Memphis
2014	Member Transition Team for Reginald Green as Incoming President Faculty Senate University of Memphis
2014-2015	Chair Faculty Input Committee Faculty Senate University of Memphis
2014-2015	Information Officer Senate Executive Committee Faculty Senate University of Memphis
2014	Member Travel Fund Award Review Committee Engaged Scholarship Committee University of Memphis
2013-present	Curriculum Committee Department of Social Work University of Memphis
2013-2015	Senator, Department of Social Work Faculty Senate

	University of Memphis
2013-2014	Chair Planning Committee Second Social Work Symposium Department of Social Work University of Memphis
2013	Planning Committee Continuous Education Training: <i>DSM-5 Training: What You Need to Know</i> Department of Social Work University of Memphis
2012-2013	Faculty Governance Committee Department of Social Work University of Memphis
2012	Candidate evaluation forms and data collection and analysis Search for Director of the Department of Social Work University of Memphis
2012	Member Faculty Search Committee Department of Social Work University of Memphis
2012	Member Faculty Search Committee Division of Public Administration University of Memphis
2012-present	MSW Faculty Advisor Legislative Advocacy Day and Poster Competition Social Work Day on the Hill National Association of Social Workers Nashville, TN
2011-2013	Proxy Senator, School of Urban Affairs and Public Policy Faculty Senate University of Memphis
2011-2012	Chair Planning Committee Inaugural Symposium Department of Social Work University of Memphis

2011-present Member
Admissions Committee
Department of Social Work
University of Memphis

Service to the Academic Community and the Profession of Social Work:

2016-present Chair
Social Research and Policy Committee
National Rural Social Work Caucus

2016-present Reviewer
Contemporary Rural Social Work Journal

2016-2017 Chair
Planning Committee
42nd Annual National Conference on Social Work and Human Services in Rural
Areas
University of Memphis
Rural Social Work Caucus

2016-2019 Elected Board Member (Southeast Region)
Association for Community Organization and Social Administration (ACOSA)

2015-2018 Consulting Editor
The Journal of Baccalaureate Social Work

2015-2018 Board Member
Social Work Education: The international Journal

2014-2017 Reviewer
Journal on Social Work Education

2013-present Founding Member and Lieutenant Chair
Social Welfare Research Consortium
University of Memphis and University of South Dakota

2013 – Present Co-Chair and Phase 2 Reviewer
University-Community Partnerships Track
Annual Program Meeting
Council on Social Work Education

2012 – Present Scholar Network Member
Financial Social Work Initiative
University of Maryland School of Social Work

2012-2015 Delegate Assembly Representative from Tennessee

	National Association of Social Workers
2011 – 2013	Treasurer Asian & Pacific Islanders Social Work Educators Association (CSWE)
2011, October 27	Planning Committee Silent Auction to Benefit Japanese Tsunami Victims APISWEA Annual Meeting Asian & Pacific Islanders Social Work Educators Association (CSWE)
2011	Planning Committee Second Center for Family Strengths Symposium Center for Family Strengths, University of Houston-Downtown
2010	Planning Committee First Center for Family Strengths Symposium Center for Family Strengths, University of Houston-Downtown
2009	Planning Committee Second International Conference Asian & Pacific Islanders Social Work Educators Association
2009-2012	Delegate Assembly Diversity Representative from Texas National Association of Social Workers
2009-2010	Board Member Alumni Association of the Graduate College of Social Work
2009	Planning Committee Fifth Doctoral Social Work Student Research Symposium Graduate College of Social Work, University of Houston
2009, August 14	Organizer Town Hall Meeting on Immigration Critical Issue Advisory Committee (ICIA) on Immigration National Association of Social Workers (NASW) Texas Chapter
2009-2010	Voting Committee Member Critical Issue Advisory Committee (ICIA) on Immigration National Association of Social Workers (NASW) Texas Chapter
2008-2009	PhD Representative, Student Association Graduate College of Social Work, University of Houston
2008-2009	Co-Student Advisor Association of Asian American Social Workers Graduate College of Social Work, University of Houston

2008-2009	Co-President Phi Alpha Honor Society, Mu Lambda Chapter Graduate College of Social Work, University of Houston
2008	Planning Committee Fourth Doctoral Social Work Student Research Symposium Graduate College of Social Work, University of Houston
2008	Vice-President Student Association Graduate College of Social Work, University of Houston
2008-2009	Non-Voting Committee Member Critical Issue Advisory Committee (ICIA) on Immigration National Association of Social Workers (NASW) Texas Chapter
2007-2008	Translator Nobel Women's Initiative Graduate College of Social Work, University of Houston

SUSAN ELSWICK, PHD, MSW

DEGREE INFORMATION

Doctor of Education
University of Memphis
Special Education & Applied Behavioral Analysis
2011

Master of Social Work
University of Tennessee
Social Work
2006

Bachelor of Arts
Coastal Carolina University
Psychology
2001

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Assistant Professor
Department of Social Work
Memphis, TN
2015
Present

The University of Memphis, Department of Social Work
Clinical Assistant Professor
Department of Social Work
Memphis, TN
2012
2015

University of Tennessee, Graduate School of Social Work
Adjunct Professor
Memphis, TN
2008
Present

PROFESSIONAL POST-BACCALAURRATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Program Coordinator
Equine Assisted Psychotherapy, Shady Creek Farms, Memphis, TN
2014-2016

Owner and President/CEO
Behavior Services of the Mid-South, LLC, Memphis, TN
2012-present

Contracted Mental Health Clinician
Wilder Youth Detention Center, Somerville, TN
2011

Contracted Applied Behavior Analysis Clinician
In-Home Programming
2009-present

Adjunct Professor
University of Tennessee, Memphis, TN
2008-present

Freelance Writer
Local Memphis Parent Magazine
2006-2010

School Social Worker
Memphis City Schools
2006-2012

Behavior Specialist/ Social Worker (Preschool)
Tipton County, TN
2003-2006

Child/ Adolescent Case Manager
Professional Care Services
2000-2003

In-Patient Mental Health Technician
Residential Facility
1998-1999

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

American Council for School Social Work (ACSSW)
Tennessee Association for School Social Work (TASSW)
National Association of Social Workers (NASW) Member

TN Association for Play Therapy (TNAPT)
Tennessee Association of Applied Behavior Analysis (TABAA)
Association for Behavior Analysis International (ABAI)
Kappa Delta Pi Member
Council on Social Work Education APM

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Grants Awarded:

Elswick, S. E. (2016-17). ENGAGE: An API Capable Data Collection and Analysis System for Education and Behavioral Health. Funded by the University of Memphis – Fed Ex Institute Technology Transfer Grant (\$20,000).

Delavega, E. (PI), Elswick, S. E. (co-PI), Neely-Barnes, S. L. (co-PI), & Taylor, L. (co-PI) (2016-17). Free Lunch Graduates: What Happens When They Come to College? Funded by the Tennessee Board of Regents Faculty Research Grants (\$40,000).

Neely-Barnes, S. L. (PI), Delavega, E. (co-PI), & Elswick, S. E. (co-PI) (2014-17). The Midsouth Social Work Professional Development Initiative (MSW-PDI). Funded by the Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training for Professionals (\$1,423,125).

Washington, G. (PI), Neely-Barnes, S. L. (co-PI), Elswick, E. (co-PI), & Lennon-Dearing, R. (co-PI) (2014-15) The Students Helping Students Program: Response to Intervention in Higher Education. Funded by the Tennessee Board of Regents Faculty Research Grants (\$40,000).

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Elswick, S.E. (2016, February). Behavior Management and Interventions for Preschool. Presentation at Teach for America.

Elswick, S.E. (2016, January). Serving Children with Autism Effectively in Mental Health Programming. Presentation at Shelby County Schools. Memphis, TN.

Elswick, S.E. (2016, January). Trauma Informed Care in Schools. Presentation at Aspire Charter Schools. Memphis, TN.

Elswick, S.E. (2016, January). Teacher Behavior Bootcamp – Understanding and Intervening on Maladaptive Behaviors. Presentation at the Achievement School District. Memphis, TN.

Elswick, S.E. (2016, January). Behavior Bootcamp – Prompting Process and Interventions. Presentation at the Achievement School District. Memphis, TN.

- Elswick, S.E. (2015, March). Presentation at Mental Health in Rural Communities Conference. University of Memphis Lambuth Campus. Jackson, TN.
- Elswick, S.E. (2015, February). *Response to Intervention and Children with Disabilities. Presentation at Disability Rights of Tennessee and Memphis Area Legal Services PEAP Training.* Memphis, TN.
- Elswick, S.E. (2015, February). Evidence-based Behavioral Interventions for the Home. Perea Preschool Parent Training. Memphis, TN.
- Elswick, S.E. (2015, January). Behavior Boot Camp: An 8 week session in Behavior Management. Presentation at Aspire Schools. Memphis, TN.
- Elswick, S.E. & Allbritten, K. (2014, December). MSW-PDI Session #1. Rotation on Advocating for Children and Families in Gestalt Community Schools. Presentation at the University of Memphis. Memphis, TN.
- Elswick, S.E. & Taylor, L. (2014, October). LMSW Exam Prep Course and CEU Training. Presentation at the University of Memphis. Memphis, TN.
- Elswick, S.E. (2014, September). Teacher Risk Screening Survey Training. Presentation at Gestalt Community Schools. Memphis, TN.
- Elswick, S.E. (2014, August). Understanding the RtI-Behavioral Model: A Tiered System of Behavioral Support. Presentation at Aspire Community Schools Teacher and Staff Development. Memphis, TN.
- Elswick, S.E. (2014, July). Behavioral Interventions for Preschool: Universal Screening (SRSS), EBI (CICO), and Teacher Verbal De-escalation practices. Perea Preschool Teacher In-service Training. Memphis, TN.
- Elswick, S.E. (2014, May). RtI Model for Professional Development: CIPs, TRSS, and other measures for intervention and teacher support. Presentation at Gestalt Community Schools. Memphis, TN.
- Elswick, S.E. (2014, May). RtI Behavior: Roles, Responsibilities, Interventions, and Suggestions for Each Tier. Gestalt Community Schools Dean and Principal Training. Memphis, TN.
- Elswick, S.E. (2014, April). State-Based FBA/BIP Procedures: Understanding and Intervening on Maladaptive Behaviors. Shelby County Schools Mental Health Center Training. Memphis, TN.
- Elswick, S.E. (2014, April). Social Behavior and Development for Preschool Students A-Z. Memphis Association for the Education of Young Children Spring Conference. Memphis, TN.
- Elswick, S.E. (2014, February). Understanding and Intervening on Maladaptive Behavior: Function Based Approaches. Presentation at Teach for American Winter 2014 Summit.
- Elswick, S.E. (2014, February). Understanding My Role in RtI-B: Tier 1 Teacher Review. Presentation at Teach for American Winter 2014 Summit.

- Elswick, S.E. (2014, January). Understanding My Role in Rtl-B: Tier 1 Teacher Review. Gestalt PCAHS Teacher Training. Memphis, TN.
- Elswick, S.E. (2013, November). Understanding and Completing Indirect FBA and Appropriate Tier 1 and Tier 2 Interventions. Gestalt SPED and Counselor Training. Memphis, TN.
- Elswick, S.E. (2013, November). Reviewing BIPs, Interventions, and De-escalation Tactics. Presentation at Gestalt Tier 2 Training for 8th Grade Teachers. Memphis, TN.
- Elswick, S.E. (2013, November). Reviewing BIPs, Interventions, and De-escalation Tactics. Presentation at Gestalt Tier 2 Training for 7th Grade Teachers. Memphis, TN.
- Elswick, S.E. (2013, November). Ethical Considerations for Substance Abuse Counselors. Presentation at Cocaine Alcohol Awareness Program, Inc. (CAAP). Memphis, TN.
- Elswick, S.E. (2013, November). Understanding and Intervening on Childhood Behavior: Early Interventions. Presentation at Ridgeway Early Learning Center Head Start Parent Training.
- Elswick, S.E. (2013, October). Verbal De-Escalation in the Clinical Field. Presentation at University of Memphis Counseling Center. Memphis, TN.
- Elswick, S.E. (2013, September) DSM 5: What You Need to Know. Presentation at University of Memphis Department of Social Work. Memphis, TN.
- Elswick, S.E. (2013, August). Ethical Considerations for Case Managers. Case Management, Inc. Memphis, TN.
- Elswick, S.E. (2013, August). Effective Tier 2 and Tier 3 Interventions: Application of Interventions. Gestalt Schools New Teacher Training on Behavior. Memphis, TN.
- Elswick, S.E. Understanding and Intervening on Maladaptive Behaviors in the PreK Classroom: A Function Based Approach. Presentation at Perea Preschool. Memphis, TN.
- Elswick, S.E. (2013, July). The Nuts and Bolts of Tiered Interventions in The Rtl Framework (Tier 1,2, and 3). Presentation at Gestalt Schools in Service. Memphis, TN.
- Elswick, S.E. (2013, July). Interventions: The "I" in BIP. Memphis City Schools Mental Health Center In-Service Training. Memphis, TN.
- Elswick, S.E. (2013, July). Rtl as a Behavioral Framework for Elementary and Secondary Education Settings. Presentation at Gestalt Schools. Memphis, TN.
- Elswick, S.E. (2013, June) Functional Behavior Assessments and Behavior Intervention Planning in Schools. Life Enhancement Services of Tennessee (LES-TN) Conference. Memphis, TN.
- Elswick, S.E. (2012, October). School Social Work Ethics and Law. University of Memphis Department of Social Work Inaugural Symposium. Memphis, TN.

- Elswick, S.E. (2012, April). Rtl Behavior Model: District Overview of Process. Memphis City Schools Mental Health Center Training. Memphis, TN.
- Elswick, S.E. (2012, March). Appropriate Tier 2 Interventions, Memphis City Schools Counselor Training. Memphis, TN.
- Elswick, S.E. (2012, February) Functional Behavior Assessments, Behavior Management, and Data Collection: Best Practices in MCS. Presentation at Memphis City Schools ESP's Training on Behavior. Memphis, TN.
- Elswick, S.E. (2012, February; 2013, March; 2013, May). Crisis Prevention Intervention (CPI) Training. Presentation at Memphis City Schools. Memphis, TN.
- Elswick, S.E. (2012, February). Behavior Plus programming in SPED. Presentation at Memphis City Schools. Memphis, TN.
- Elswick, S.E. (2012, January). Understanding and Intervening on Childhood Behaviors. Memphis City Schools Parent Training. Memphis, TN.
- Elswick, S.E. (2012, January). MCS Behavioral Rtl Process and Programming. General Educators Training at Memphis City Schools. Memphis, TN.
- Elswick, S.E. (2012, January). MCS Behavioral Rtl Process and Programming. Special Education Supervisors Training at Memphis City Schools. Memphis, TN.
- Elswick, S.E. (2012, January). Understanding and Intervening on Preschool Behaviors: Identifying Typical Behaviors in Preschoolers. Presentation at Ridgeway Early Learning Center. Memphis, TN
- Elswick, S.E. (2011, September). Understanding and Intervening on Maladaptive Behavior. Presentation at West Tennessee Special Education Conference. Memphis, TN.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

- Casey, L., Williamson, R., Casey, C. & Elswick, S. (2016). The Impact of Professional Development on Teachers Perceptions of Using Data-Informed Instruction to Monitor Student Progress in the Classroom. (*Fall 2016*).
- Neely-Barnes, S. & Elswick, S. (2016). Inclusion for People with Developmental Disabilities: Measuring an Elusive Construct. *Journal of Social Work in Disability & Rehabilitation (in press)*.
- Elswick, S., Casey, L., Black, T., Zanskas, S., Smith, C. (2016). Investigating data collection processes utilized in monitoring the effects of the good behavior game: Technology-based data collection versus hand collected data. *Computers in Human Behavior. (Spring/2016)*

- McAdory, T., Elswick, S., Lennon-Dearing, R., Nick, D., Edis, A. Scott, J. And Maley, J. (2015). Embracing Life: The Gift of a Day Program. *Illness, Crisis, and Loss, (24)2*.
- Elswick, S. (2014). Merging the Nonviolent Crisis Intervention Model and the Functional Behavior Assessment Processes. *Journal of Safe Management, Fall (2014)*.
- Elswick, S. (2013). The Behavior Change Project: A Field Assignment in Empathy Building, Self-Awareness, and Direct Clinical Practice. *Field Educator, (3)2.2013*.
- Casey, L., Meindl, J., Frame, K., Elswick, S., Hayes, J., & Wyatt, J. (2012). Current trends in education: How single-subject research can help middle and high school educators keep up with the zeitgeist. *The Clearing House, 85*: 109-116.
- Casey, L. & Elswick, S. (2011). The social worker's role in assessment of students with Autism Spectrum Disorder. *Children and Schools: A Journal of the National Association of Social Workers, 33(3)*, 176-182
- Casey, L., Robertson, J., Williamson, R., Serio, C., & Elswick, S. (2011). Spending Instructional time wisely: A case study using brief intervention probes to determine the most effective strategy. *Canadian Journal of Education, 34(3)*, 33-46.
- Elswick, S. & Casey, L. (2011). The good behavior game is no longer just an effective intervention for students: An examination of the reciprocal effects on teacher behaviors. *Beyond Behavior, 21(1)*, 36-46.
- Powers, E., Casey, L., Elswick, S., & Neimeyer, K. (2011). Training teachers to implement components of a functional behavior assessment in a rural school district: Taking steps toward a proactive classroom. *Delta Journal of Education, 1(1)*, 24-44.

Authored Books

- Elswick, S. (2016). Informatics in Social Work Practice: Technology within the Field. *Nova Science Publishers, Inc.* (in progress- Oct 2016 print).

Edited Books

- Elswick, S. (2016). Data Collection: Methods, Ethical Issues and Future Directions. *Nova Science Publishers, Inc.* (in progress—August 2016 print).

Book Chapters

- Elswick, S. (2017). Data Collection: Methods, Ethical Issues and Future Directions. *The Application of Applied Behavior Analysis to the Field of Social Work: Lessons in Data Collection and Best-Practices.* *Nova Publishers Inc.* (in press).
- Elswick, S. (2016). Behavior Change Project- Informatics. *Teaching Social Work with Digital Technology.* *CSWE Press (2016)*.

SERVICE

Service to the University of Memphis:

2015-present	Committee Member Undergraduate Curriculum Committee Department of Social Work University of Memphis
2015-present	BA Program Coordinator Department of Social Work University of Memphis
2014-2015	Representative Undergraduate Council Department of Social Work
2014-15	Committee Member Social Work Institute Committee Department of Social Work University of Memphis
2014-15	Co-Chair Search Committees for BA Field Director Department of Social Work University of Memphis
2014-15	Co-Chair Search Committees for MSW Field Director Department of Social Work University of Memphis
2014-15	Chair Search Committees for MSW Instructor/ Coordinator Position Department of Social Work University of Memphis
2013-present	Faculty Representative Graduate Organization of Social Work Department of Social Work University of Memphis
2013-present	Faculty Coordinator School Social Work Programming/ Licensure Department of Social Work University of Memphis
2012-2013	Faculty Representative/ Advisor

	Phi Alpha Honor Society Department of Social Work University of Memphis
2012- present	Faculty Senate Representative Department of Social Work University of Memphis
2012-present	Faculty Coordinator HCD Fellowship Selection and Placement Department of Social Work University of Memphis
2012-present	Editor in Chief Department of Social Work Newsletter Department of Social Work University of Memphis
2012-present	Committee Member Department of Social Work Administration University of Memphis
2012-present	AdHoc Committee Member CEU Committee Department of Social Work University of Memphis
2012-present	Committee Member Social Work Curriculum Committee Department of Social Work University of Memphis

Service to the Academic Community and the Profession of Social Work:

2016	Faculty Affiliate The Center for Child and Family Wellbeing
2014-2016	Faculty Affiliate The Mid-South Family and Community Empowerment Institute Memphis, TN
2013-present	Committee Member Tennessee Department of Intellectual and Developmental Disabilities Human Rights Committee

MELISSA HIRSCHI, PHD, MSW

DEGREE INFORMATION

Doctor of Philosophy
Boston University
Sociology and Social Work
May 2017

Master of Social Work
Boston University
Social Work
May 2007

Bachelor of Arts
Brigham Young University
Psychology
May 2001

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Assistant Professor
Department of Social Work
Memphis, TN
August 2017
Present

PROFESSIONAL POST-BACCALAURATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Clinical Caseworker
State of Utah Division of Child and Family Services
2007-2010

Social Work Intern
Boston VA Healthcare System, Community Residential Care Program
2006-2007

House Manager
Boston VA Healthcare System, Women's Transitional House
2007

Social Work Intern
Center House Day Treatment
2005-2006

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education (CWSE)
Society for Social Work and Research (SSWR)
National Association of Social Workers (NASW)

COMMUNITY SERVICE RESPONSIBILITIES (LAST 3 YEARS)

National Alliance on Mental Illness (NAMI), Utah Chapter

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Hirschi, M. (2015, November, research colloquium: "The Role of Law Enforcement in Responding to Individuals with Mental Illness: Police and Family Perspectives" Boston University School of Social Work Research Luncheon Colloquium Series, Boston, MA.

Hirschi, M., Turner, S., & Bourdon, K. (2014, October), workshop presentation: "Paying it Forward: Mentoring Others in Community Partnership Building" CIT International Annual Conference, Monterey, CA.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

Ocean, M. & Hirschi, M. (2016). Public and Tribal Community College Institutional Review Boards: A National Descriptive Analysis. *Community College Journal of Research and Practice*, 40(4), 254-268.

Bachman, S.S., Comeau, M., Dworetzky, B., Hamershock, R., & Hirschi, M. (2015). The Louisiana Family Opportunity Act Medicaid Buy-in Program. *Maternal and Child Health*, 19(12), 2568-2577.

Wilson, K., Hirschi, M., Comeau, M., Bronheim, S., & Bachman, S.S. (2014). Disparities in insurance coverage among children with special health care needs: How social workers can promote social and economic justice. *Health & Social Work*, 39(2), 121-127. doi: 10.1093/hsw/hlu015

Unpublished Reports

Rajabiun, S. & Hirschi, M. (2016). Expanding Access, Improving Retention in HIV Care: The SPECTRuM Project Implementation Manual, *Massachusetts Department of Public Health Office of HIV/AIDS*.

NAMI Massachusetts (2014). Building Bridges: 10 Essential Elements for Effective Community Partnerships Between Law Enforcement and Mental Health.

Gonyea, J.G., Bachman, S.S., Rajabiun, S., Springwater, J.S., Tobias, C.R., Hirschi, M. & Little, F. The 50 State Chartbook on Foster Care, www.bu.edu/ssw/usfostercare .

DEGREE INFORMATION

Doctor of Philosophy
University of Minnesota
Social Work
July 2013

Master of Social Work
University of Minnesota
Social Work
July 2011

Master of Arts
Ball State University
Gerontology
August 2008

Master of Arts
Kyung Hee University, Seoul, South Korea
Social Welfare
August 2006

Bachelor of Arts
Yonsei University, Seoul, South Korea
German Linguistics and Literature
February 1995

ACADEMIC APPOINTMENTS

Clark Atlanta University, School of Social Work
Assistant Professor
Atlanta, GA
August 2013
Present

PROFESSIONAL POST-BACCALAURRATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

MSW Intern Therapist
Diversity Social Work Advancement Program
The Family Partnership, Minneapolis, MN
September 2010-May 2011

Program Manager Assistant Intern
Assisted and Alzheimer's Care Unit
The Elmcroft, Muncie, IN
Januaru 2008-June 2008

Learning Well Resource Team Member
School Wellness Initiatives
Ball State University, Muncie, IN
September 2006-May 2008

Full Time Administrative Staff
Graduate School
Kyung Hee University, Seoul, South Korea
March 2001-August 2006

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Society for Social Work and Research
Council on Social Work Education (CSWE)
American Public Health Association
Global Studies
International Consortium for Social Development
Interdisciplinary Social Science
Gerontological Society of America

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Special Awards:

2017 Grant Writers Group Award
2016 Travel Award
2016 TCC Shark Tank-Concept Paper Competition award
2016 Concept Paper Competition Award for Quality Enhancement Plan
2011 Gertrude Friedman Award at University of Minnesota
2008-09 Rosene Doctoral Fellowship at University of Minnesota

Grants Awarded:

Jin, S.W. (PI) (2017-18). A Social Media-Based Intervention for Promoting Breast Cancer Screening among Korean Americans. Funded by NIMHD, a component of NIH (\$7,500).

Jin, S.W. (PI), Yim, G.W. (co-PI) (2016-17). The Perception on Cervical and Breast Cancer among Female Nurses and the Effectiveness of Interactive Social Media Education on Cancer Prevention and Screening. Funded by National Medical Center, South Korea (\$10,000).

Jin, S.W. (PI) (2014-16). Exploring Cancer Literacy and Cancer Screening among Older Korean Americans. Funded by NIMHD, a component of NIH (\$50,000).

Jin, S.W. (PI) (2013-14). Intervention for Problematic Internet Use on Campus. Funded by SAMHSA (\$7,500).

Jin, S.W. (PI). Intervention for Problematic Internet Use on Campus. Funded by SAMHSA (\$7,500).

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Jin, S. W., & Lee, J. (2018, January). Analyzing psychosocial determinants of mammography screening uptake among Asian American women using a transtheoretical model. Oral presentation at *the Society for Social Work & Research Conference*, Washington D.C.

Jin, S. W., & Lee, Y. (2018, January). Analyzing factors of colorectal cancer screening practice among older Asian Americans: Implications for community-based interventions. Poster presentation at *the Society for Social Work & Research Conference*, Washington D.C.

Jin, S. W., & Lee, J. (2017, November). Analyzing factors associated with decisional stage of adoption for colorectal cancer screening among older Asian Americans. Oral presentation at *American Public Health Association Annual Meeting*, Atlanta, GA.

Jin, S. W., & Lee, J. (2017, October). Factors of breast cancer screening uptake among older Asian American women. Paper presentation at *the Council of Social Work Education Conference*, Dallas, TX.

Jin, S. W., & Lee, J. (2017, January). Exploring factors of colorectal cancer screening using the Precaution Adoption Process Model (PAPM): A conceptual framework for tailoring interventions. Poster presentation at *the Society for Social Work & Research Conference*, New Orleans, LA.

Jin, S. W., & Lee, Y. (2017, January). Mental health help-seeking behaviors and factors of depression among African American college students: Structural equation modeling. Poster presentation at *the Society for Social Work & Research Conference*, New Orleans, LA.

Jin, S. W., & Lee, J. (2016, November). Colorectal cancer screening and exercise among overweight older Asian Americans: Community-based participatory research. Poster presentation at *the MeTRC Health Disparities Conference*, Nashville, TN.

Jin, S. W., & Lee, Y. (2016, November). Assessing classroom policy regarding Internet use of students through analyzing course syllabi. Poster presented at *the Council of Social Work Education Conference*, Atlanta, GA.

Kofi, D. & Jin, S. W. (2016, August). Immigrant health disparities: does neighborhood social capital matter? Paper presentation at *the International Conference on Interdisciplinary Social Sciences*, London, U.K.

Jin, S. W., & Lee, J. (2016, July). Effects of social factors on utilization of health care services in minority communities in the united states. Poster presented at *the Global Studies Conference*, Los Angeles, CA.

- Jin, S. W. (2016, April). Examining factors of CRC screening among older Korean Americans using a stage theory of health behavior. Invited Oral presentation at *TCC Health Policy Research Submit*, Atlanta, GA.
- Jin, S. W., & Lee, J. (2016, March). The impact of health literacy on colorectal cancer screening utilization of older Asian Americans in the U.S. Poster presented at *the 9th Xavier Health Disparities Conference*, New Orleans, LA.
- Kim, Y., & Jin, S. W. (2016, January). Psychometric properties of the internet addiction test among historically black university students. Poster presented at the *Society for Social Work & Research Conference*, Washington D.C.
- Jin, S. W., Warrener, C., Jones, K., & Wright, D. (2015, October). The relationship between field placement evaluations and job experience of MSW graduates. Poster presented at *the Council of Social Work Education Conference*, Denver, CO.
- Jin, S. W., & Kim, Y. (2015, October). Assessment of problematic Internet use in class among college students. Poster presented at *the Council of Social Work Education Conference*, Denver, CO.
- Jin, S. W., & Kim, Y. (2015, October). Technology and trouble with an instructor due to use of the internet. Poster presented at *the Council of Social Work Education Conference*, Denver, CO.
- Jin, S. W. (2015, July). Elderly parents' visit to child family in the United States: Implications for immigrant community building. Oral presentation at *the International Consortium for Social Development*, Singapore.
- Jin, S. W., & Kim, Y. (2015, March). Assessing a mediation effect of depression on the link between psychological distress and problematic internet use. Poster presented at *the 8th Xavier Health Disparities Conference*, New Orleans, LA.
- Jin, S. W. (2014, December). Depression as a determinant of problematic Internet use. Poster presented at *the 2014 National Institute on Minority Health and Health Disparities Grantees' Conference*, National Harbor, MD.
- Warrener, C., Jin, S. W., Jones, K., & Mustapha, A. (2014, October). Developing and promoting social work student writing skills. Poster presented at the *Council of Social Work Education Conference*, Tampa, FL.
- Jin, S. W., Jones, K., Jones, T. V., & Mustapha, A. (2014, October). Improving research and writing skills among social work students. Poster presented at *the Council of Social Work Education Conference*, Tampa, FL.
- Kofi, D. & Jin, S. W. (2014, June). Nativity and health disparity: Does immigrant status matter? Paper presented at *the 2014 Interdisciplinary Social Science Conference*, Vancouver, Canada.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

- Jin, S. W., Lee, H. Y., & Lee, J. (under review). Breast cancer screening uptake and adherence among Korean American immigrant women: Findings from Healthcare Utilization Model. *Ethnicity and Disease*.
- Jin, S. W., & Lee, J. (in revision). Factors associated with decisional stage of adoption for colorectal cancer screening among older Korean Americans: Implications for community-based interventions. *Journal of Transcultural Nursing*.
- Jin, S. W., Lee, J., & Lee, H. Y. (in revision). Psychosocial factors associated with decisional stage of adopting breast cancer screening among Korean American immigrant women. *Ethnicity and Health*.
- Jin, S. W., Jones, T.-V., & Lee, Y. (accepted). Risk and protective factors of Internet addiction in African American students: Depression and resilience. *Journal of Negro Education*.
- Jin, S. W., Kim, Y., Warrenner, C., & Holden, K. (2018). African American students' use of personal technologies in the university classroom. *The International Journal of Interdisciplinary Educational Studies*, 13(2).
- Jin, S. W., Warrenner, C., Alhassan, M., & Jones, K. C. (2016). An empirical assessment of writing and research proficiency in HBCU social work students: a pilot study for development of a writing and research manual. *Human Behavior in the Social Environment*, 27(5), 463-473.
- Jin, S. W., & Berge, J. (2015). An emerging global concern of Internet addiction: socio-cultural influences on immigrant families. *Global Studies Journal*, 9(1), 15-34.
- Berge, J., Jin, S. W., Hanson, C., Doty, J., Jagaraj, K., Braaten, K., Hannan, P., & Doherty, W. (2015). Play it Forward!: A community-based participatory research approach to childhood obesity prevention. *Families, Systems and Health*, 34(1), 15-30.
- Lee, H., Yeazel, M., Jin, S. W., Bliss, R., & Tran, M. (2014). Motivating underserved Vietnamese Americans to obtain colorectal cancer screening: A culturally-tailored DVD intervention. *Asian Pacific Journal of Cancer Prevention*, 15(4), 1791-1796.
- Lee, H. & Jin, S. W. (2013). Older Korean cancer survivors' depression and coping: Directions toward culturally competent interventions. *Journal of Psychosocial Oncology*, 31(4), 357-376.
- Berge, J., Jin, S. W., Hannan, P., & Neumark-Sztainer, D. (2013). Structural and interpersonal characteristics of family meals: Associations with adolescent BMI and dietary patterns. *Journal of Academy of Nutrition and Dietetics*, 113, 816-822.

Manuscripts in Development

Jin, S. W., Lee, H. Y., & Lee, J. (in progress). Enabling factors for adherence to colorectal cancer screening among underserved Korean immigrants in the United States. *Journal of Health Care for the Poor and Underserved*.

Jin, S. W., & Yoon, Y. J. (in progress). Assessing Effects of online health information seeking on Colorectal cancer screening knowledge among Korean Americans using Cognitive Mediation Model. *Journal of Health Communication*.

Jin, S. W., & Lee, Y. (in progress). e-Health literacy and cancer screening use among older Korean Americans. *Health and Social Care in the Community*.

Lee, H. Y., Jin, S. W., Henning-Smith, C., & Lee, J. (in progress). Is health literacy associated with health-related information seeking behavior using technology? *Patient Education and Counseling*.

SERVICE

2016-present	Chair Scholarship Selection Committee The Reverend Henry Jee Endowed Scholarship Award Clark Atlanta University
2016-present	Committee Member Student Academic Affairs Committee Clark Atlanta University
2016-present	Inducement of the Rev. Henry Jee Endowed Scholarship Asian American Resource Center Duluth, GA
2016	Committee Member Developing Student Learning Outcomes Clark Atlanta University
2014-2016	Committee Member MSW Research Assessment Committee Clark Atlanta University
2014-2015	Research Sponsored and Program Committee Clark Atlanta University
2015	Committee Member MSW Program Admission Committee Clark Atlanta University

2015

Council on Social Work Education Reaccreditation Committee
Research Assessment Team
Clark Atlanta University

ROBIN LENNON-DEARING, PHD, MSW

DEGREE INFORMATION

Doctor of Philosophy
University of Georgia
Social Work
2004

Master of Social work
University of South Florida
Social Work
1998

Bachelor of Social Work
University of South Florida
Social Work
1996

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Associate Professor
Department of Social Work
Memphis, TN
2016
Present

The University of Memphis, Department of Social Work
Assistant Professor
Department of Social Work
Memphis, TN
2010
2016

Eastern Tennessee State University, Department of Social Work
Assistant Professor
Department of Social Work
Johnson City, TN
2004
2010

University of Georgia, School of Social Work
Instructor & Teaching Assistant
2002

2004

PROFESSIONAL POST-BACCALAURRATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Medical Social Worker
Windy Hill Hospital, Marietta, GA
2001

Medical Social Worker
Wellstar Home Care, Marietta, GA
2000-2001

Medical Social Worker
Healthfield Home Health, Atlanta, GA
1998-2000

Graduate Social Work Intern
Family Services Association, Tampa, FL
1997-1998

Residential Case Worker
Northside Mental Health Center, Tampa, FL
1996-1997

Social Work Intern
Sarasota Health Department, Sarasota, FL
1996

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education (CWSE)
National Association of Social Workers
Phi Alpha, National Social Work Honor Society

COMMUNITY SERVICE RESPONSIBILITIES (LAST 3 YEARS)

Middle School Social Skills Groups
Memphis City Schools, Memphis, TN
2012-present

3rd Annual Women's Empowerment Forum

Friends for Life, Memphis, TN
2015

3rd Annual Women's Empowerment Forum
Friends for Life, Memphis, TN
2014

3rd Annual Women's Empowerment Forum
Friends for Life, Memphis, TN
2013

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Special Awards:

2015 Council on Social Work Education, Council on Sexual Orientation and Gender Identity and Expression Scholarship Award
2014 University of Memphis, Nominated for Alumni Association Distinguished Teaching Award
2013 University of Memphis, Nomination for Thomas W. Briggs Excellence in Teaching Award

Grants Awarded:

University of Memphis, College of Arts & Sciences, Travel Enrichment Award, 2016, \$500

Strengthening Communities Initiative, Capacity Building Grant, partnership with Friends For Life for the Women's Empowerment Group project, 2015-2016, \$18,500

Faculty Research Grant, Students Helping Students Program: Response to Intervention in Higher Education, \$40,000 funded by Tennessee Board of Regents, 2014-2015.

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Lennon-Dearing, R. (2016, June). *Social workers' attitudes toward legislation discriminatory of the LGBT community*. 2016 National Association of Social Workers Conference. Washington, DC.

Lennon-Dearing, R. (2015, October). *Social workers' attitudes toward legislation discriminatory of the LGBT community*. Annual Program Meeting of the Counsel of Social Work Educators. Denver, CO.

Carter, A., Williams, M., Elswick, S., & Lennon-Dearing, R. (2015, October). *Mentoring from the masters: Students helping students*. Annual Program Meeting of the Counsel of Social Work Educators. Denver, CO.

Lennon-Dearing, R. (2015, March). *Health literacy: What do your clients understand?* HelpCare Homemaker Services Plus, Inc. In-Service. Memphis, TN.

- Lennon-Dearing, R. (2014, December). *Health literacy for social workers: A cross-cultural approach*. NASW-TN West Branch Meeting. Memphis, TN.
- Lennon-Dearing, R. (2014, October). *Social workers' perspective on proposed legislation that discriminates against LGBT equality*. Annual Program Meeting of the Counsel of Social Work Educators. Tampa, FL. Accepted, not attended.
- Lennon-Dearing, R., Delavega, E. & Mion, F. (2014, July). *Effects of housing on health and wellbeing in HIV positive women*. 2014 National Association of Social Workers Conference. Washington, DC.
- Delavega, E., & Lennon-Dearing, R. (2014, July). *Social workers' perspective on proposed legislation that discriminates against LGBT equality*. 2014 National Association of Social Workers Conference. Washington, DC.
- Lennon-Dearing, R. (2014, May). *Family issues for patients living with HIV*. Guest speaker in Family Therapy class. Department of Psychiatry, University of Tennessee Health Science Center. Memphis, TN.
- Delavega, E., & Lennon-Dearing, R. (2014, May). *Evaluation of grant funded programs*. Mid-South Regional Conference, Grant Professionals Association. Memphis, TN.
- Lennon-Dearing, R. (2014, April). *Tennessee social workers and future social workers' attitudes towards the LGBT population*. Second Social Work Symposium, University of Memphis, Memphis, TN.
- Lennon-Dearing, R. (2014, January). *Effects of housing on health and wellbeing in HIV positive women*. Annual Conference of the Society for Social Work and Research. San Antonio, TX.
- Lennon-Dearing, R., & Delavega, E. (2013, September). *Effects of housing on health and wellbeing in HIV positive women*. North American Housing and HIV/AIDS Research Summit VII. Montréal, Canada.
- Lennon-Dearing, R. (2013, September). *Schizophrenia spectrum and psychotic disorders, bipolar and related disorders, and depressive disorders*. DSM-5: What Social Workers Need To Know. University of Memphis. Memphis, TN.
- Delavega, E., Shelton, M., Edwards, C., & Lennon-Dearing, R. (2012, November). *Making policy real: Experiential-learning policy practice for the social work curriculum*. Annual Program Meeting of the Council on Social Work Education. Washington, D.C.
- Lennon-Dearing, R. (2012, July). *Examining the mental health needs of girls involved in the child welfare system*. 2012 National Association of Social Workers Conference. Washington, DC.
- Lennon-Dearing, R., & Whitted, K. S. (2011, October). *The youngest victims of violence: Examining the mental health needs of young children who are involved in the child welfare and juvenile justice systems*. Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.
- Whitted, K. S., & Lennon-Dearing, R. (2011, October). *Child welfare and juvenile justice: Examining the unique mental health needs of girls*. Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Lennon-Dearing, R. (2011, May). *What's your story? Using a narrative approach*. West NASW-TN Branch Meeting, Memphis, TN.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

McAdory, T., Elswick, S. E., & Lennon-Dearing, R. (2016). Embracing life: The Gift of a Day Program. *Illness, Crisis and Loss, 24*(2), 59 -72.

Delavega, M. E., Neely-Barnes, S., Lennon-Dearing, R., & Soifer, S. (in press). Engaged scholarship: A signature research methodology for social work. *Journal of Social Work Education*.

Lennon-Dearing, R., & Delavega, M. E. (in press). Do social workers apply "love thy neighbor as thyself" to gay, lesbian, bisexual and transpersons in the South? *Journal of Homosexuality*. DOI:10.1080/00918369.2016.1150058

Lennon-Dearing, R., & Delavega, M. E. (2015). Policies discriminatory of the LGBT community: Do social workers endorse respect for the NASW *Code of Ethics*? *Journal of Gay & Lesbian Social Services, 27*(4), 412-435.

Lennon-Dearing, R. (2015). A teaching model for group work through service learning in a baccalaureate program. *Journal of Teaching in Social Work, 35*(5), 544-556.

Delavega, M. E., & Lennon-Dearing, R. (2015). Differences in housing, health, and wellbeing among HIV positive women living in poverty. *Social Work in Public Health, 30*(3), 294-311.

Lennon-Dearing, R., Whitted, K. S., & Delavega, M. E. (2013). Child welfare and juvenile justice: Understanding the unique mental health needs of girls. *Journal of Family Social Work, 16*(2), 131-147.

Whitted, K. S., Delavega, M. E., & Lennon-Dearing, R. (2013). The youngest victims of violence: Examining the mental health needs of young children who are involved in the child welfare and juvenile justice systems. *Child & Adolescent Social Work Journal, 30*(3), 181-195.

Lennon-Dearing, R., Florence, J., Halvorson, H., & Pollard, J. (2012). An interprofessional educational approach to teaching spiritual assessment. *Journal of Health Care Chaplaincy, 18*(3-4), 121-132.

Non-Peer-Reviewed Articles

Lennon-Dearing, R. (2015, Summer). Activities can provide emotional support for terminally ill clients. *NASW Aging Section Connection, 2-5*.

Lennon-Dearing, R. (2013, Winter). Health literacy for social workers: A cross-cultural approach. *NASW Health Section Connection, 8-10*.

Lennon-Dearing, R., & Neely-Barnes, S. (2013). Quantitative Research. In H. R. Hall & L. A. Roussel (Eds.), *Evidence-based practice: An integrative approach to research, administration, and practice*. Sudbury, MA: Jones and Bartlett.

Delavega, M. E., & Lennon-Dearing, R. (2012). *2011-2012 Friends For Life Impact Report: Demographics and outcome variables and the effects of housing*. Memphis, TN: Friends For Life.

Manuscripts

Lennon-Dearing, R., & Harper, F. (under review). An empowerment forum for women living with HIV. *Affilia: Journal of Women and Social Work*.

SERVICE

Service to the University of Memphis:

2013	Committee Member Lecture Search Committee Department of Social Work University of Memphis
2012-2013	Chair Lecturer Search Committee Department of Social Work University of Memphis
2011-2013	Committee Member CSWE Reaffirmation Committee for B.A. in Social Work Program Department of Social Work University of Memphis
2011-present	Mentor/Trainer for Adjunct Faculty Department of Social Work University of Memphis
2011-2012	MSW Director of Field Search Committee Department of Social Work University of Memphis

2010-present	<p>Advisor</p> <p>Alpha Phi Honor Society</p> <p>Department of Social Work</p> <p>University of Memphis</p>
2010-2014	<p>Advisor</p> <p>Student Social Workers Organization</p> <p>Department of Social Work</p> <p>University of Memphis</p>
2010-present	<p>Committee Member</p> <p>Committee on Student Academic Affairs</p> <p>College of Arts and Sciences</p> <p>University of Memphis</p>
2010-present	<p>Committee Member</p> <p>Undergraduate Curriculum Committee</p> <p>College of Arts and Sciences</p> <p>University of Memphis</p>
2009-2010	<p>Committee Member</p> <p>Faculty Awards Committee</p> <p>College of Arts and Sciences</p> <p>East Tennessee State University</p>
2009,2010	<p>Application Reviewer</p> <p>University Honors Scholars Program</p> <p>Honors College</p> <p>East Tennessee State University</p>
2008-2010	<p>Member</p> <p>Ad Hoc Task Force for Interprofessional Education</p> <p>East Tennessee State University</p>
2007	<p>Committee Member</p> <p>Executive Aid Search Committee</p> <p>Department of Social Work</p> <p>East Tennessee State University</p>

2006-2007	Co-chair Social Work Career Day Department of Social Work East Tennessee State University
2005-2007	Committee Member Educational Affairs Committee College of Arts and Sciences East Tennessee State University
2004-2010	Committee Member Library Committee Department of Social Work East Tennessee State University
2004-2010	Committee Member Community Advisory Committee Department of Social Work East Tennessee State University
2004-2010	Committee Member Marketing, Recruitment & Technology Committee Department of Social Work East Tennessee State University
2004-2010	Committee Member MSW Field Committee Department of Social Work East Tennessee State University
2004-2005	Advisor Student Social Workers Association Department of Social Work East Tennessee State University

Service to the Academic Community and the Profession of Social Work:

2016-2019	Representative Alternate NASW National Board of Directors, Region VII NCNLI
-----------	--

2015-present	Manuscript Reviewer AIDS and Behavior
2011-present	Chair Tennessee Chapter West Branch Steering Committee
2011-present	Trained Site Visitor Council on Social Work Education
2012-2014	Professional Issues Representative Tennessee Chapter Board of Directors
2010-2012	President Tennessee Chapter Board of Directors
2009-2010	President Elect Tennessee Chapter Board of Directors
2009-2014	Chair Tennessee Chapter Membership Committee
2005-2010	Co-chair Tennessee Chapter Northeast Branch

SUSAN NEELY-BARNES, PHD, MSW

DEGREE INFORMATION

Doctor of Philosophy
University of Washington
Social Welfare
August 2005

Master of Social Work
Washington University, St. Louis
Social Work
August 1999

Bachelor of Arts
Duke University
Cultural Anthropology and Religion
May 1996

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Associate Professor
Department of Social Work
Memphis, TN
August 2010
Present

The University of Tennessee College of Social Work
Assistant Professor
Department of Social Work
Memphis, TN
August 2005
July 2010

University of Washington, School of Social Work
Teaching Associate, Assistant, and Lab Instructor
April 2001
June 2005

PROFESSIONAL POST-BACCALAURATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Committee Member
Tennessee Department of Intellectual and Developmental Disabilities Human Rights Committee
2013-Present

Pro bono co-facilitator

Sibshop facilitator, Everett, WA & Memphis, TN
2002-2007

Social Work Pre-Doctoral Intern
Center on Human Development and Disability, Seattle, WA
October 2002-December 2003

Assessor
Aging and Adult Services Administration, Lacy, WA
May 2001-November 2001

Social Work Service Coordinator
St. Louis Regional Center for Mental Retardation and Developmental Disabilities, St. Louis, MO
August 1999-August 2000

Applied Behavior Analysis Para-therapist
The Childhood Learning Center, St. Louis, MO
July 1998-August 2000

Social Work Intern
The Special School District, St. Louis, MO; University City School District, University City, MO;
Missouri Division of Family Services, St. Louis, MO
January 1998-June 1999

Intake Coordinator/Caseworker
Lutheran Community Services and Mary Mother of Hope House III, Wilmington, DE
September 1996-August 1997

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education (CWSE)
Society for Social Work and Research
American Association on Intellectual and Developmental Disabilities

COMMUNITY SERVICE RESPONSIBILITIES (LAST 3 YEARS)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Special Awards:

2016 Council on Social Work Education Leadership Scholar
2016 Women's History Month "We Can Do It" Award
2015-16 University of Memphis Engaged Mentor Fellowship
2013 College of Arts & Sciences Early Career Research Award

Grants Awarded:

Delavega, E. (PI), Elswick, S. E. (co-PI), Neely-Barnes, S. L. (co-PI), & Taylor, L. (co-PI) (2016-17). Free Lunch Graduates: What Happens When They Come to College? Funded by the Tennessee Board of Regents Faculty Research Grants (\$40,000).

Neely-Barnes, S. L. (PI), Delavega, E. (co-PI), & Elswick, S. E. (co-PI) (2014-17). The Midsouth Social Work Professional Development Initiative (MSW-PDI). Funded by the Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training for Professionals (\$1,423,125).

Washington, G. (PI), Neely-Barnes, S. L. (co-PI), Elswick, E. (co-PI), & Lennon-Dearing, R. (co-PI) (2014-15) The Students Helping Students Program: Response to Intervention in Higher Education. Funded by the Tennessee Board of Regents Faculty Research Grants (\$40,000).

Neely-Barnes, S. L. & Curtis, J. (2014) First Scholars Professional Development Strategic Initiative. Funded by the Suder Foundation (\$39,260).

Gibson, R. (PI), Neely-Barnes, S. L. (co-PI), Myers, C. (co-PI) (2014) Lifeplan and the Partnership for Educational Access and Parity (PEAP). Funded by the Assisi Foundation of Greater Memphis. (\$10,000 subcontract of a larger grant).

Neely-Barnes, S. L. (PI) (2013-14) Partnership for Educational Advocacy and Parity (PEAP). Collaboration with Memphis Area Legal Services. Funded by the Strengthening Communities Program, a collaboration between the University of Memphis, the United Way, and Community Foundations of Greater Memphis (\$18,000).

Zanskas, S. (PI), Lustig, D. (co-PI), & Neely-Barnes, S. L. (co-PI) (2011). Perspectives of Need: A Comparison of Parental and Sibling Caregiver Perceptions of the Service Needs of Individuals With a Developmental Disability. Funded by the Exceptional Foundation of West Tennessee (\$848).

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Perlman, S., Barnes, C., Walker, L., & Neely-Barnes, S. (2016, April). The LifePlan Project. Presentation at the 3rd Annual Social Work Symposium, University of Memphis, Memphis, TN.

Pettet, F., Delavega, E., Elswick, S., & Neely-Barnes, S. (2016, January). Assessing student outcomes of a behavioral health training program in social work. Poster presentation at the Society for Social Work and Research Annual Meeting, Washington, DC.

Neely-Barnes, S., McRoy, R., Jones, J., Sanchez Mayers, R., & Davis, L. (2015, October). How to recruit and retain faculty from historically underrepresented groups. Leadership development institute at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.

- Brewer, R. & Neely-Barnes, S. (2015, October). Teaching social work students how to engage as advocates in special education. Poster presentation at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
- Simmons, L., Anderson, K., Lovins, S., & Neely-Barnes, S. (2015, October). Strategies for promoting academic success among first-generation social work students. Think tank at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
- Neely-Barnes, S. L. (2015, April). Supporting first generation college students. Presentation at the 2nd Annual Social Work Symposium, University of Memphis, Memphis, TN.
- Albert, W., Neely-Barnes, S. L., Barnes, C., Mayham, J., & Gibson, R. (2014, October). Improving parent and professional knowledge of special education law: An evaluation study. Poster Presentation at the Annual Program Meeting of the Council on Social Work Education, Tampa, FL.
- Neely-Barnes, S. L., Linton, K. F., & Algood, C. L. (2014, October). Race, class, and disability: Implications for families. Connect Session Presentation at the Annual Program Meeting of the Council on Social Work Education, Tampa, FL.
- Neely-Barnes, S. L. & Trawver, K. (2014, October). How to succeed in reaffirmation or candidacy: Tips and strategies. Roundtable Presentation at the Annual Program Meeting of the Council on Social Work Education, Tampa, FL.
- Neely-Barnes, S. L. (2014, January). Community inclusion for people with developmental disabilities: Measuring an elusive construct. Poster presentation at the Society for Social Work and Research Annual Meeting, San Antonio, TX.
- Duerr, R., Neely-Barnes, S., Zanskas, S., & Lustig, D. (2013, November). Transition to adulthood in a fragmented service system for youth with disabilities. Poster presentation at the Annual Program Meeting of the Council on Social Work Education, Dallas, TX.
- McCabe, H., Neely-Barnes, S., & Trawver, K. (2013, November). Social work students with disabilities: Tips and strategies for administrators. Workshop presented at the Annual Program Meeting of the Council on Social Work Education, Dallas, TX.
- Neely-Barnes, S. L., Brin, S., & Valentine-Phillips, V. (2012, November). Using an online survey tool to collect data on core competencies. Poster Presentation at the Annual Program Meeting of the Council on Social Work Education, Washington, DC.
- Tijerina, M., Neely-Barnes, S., Trawver, K., Rolf, K., & McCabe, H. (2012, November). Addressing mental health issues of social work students in field placement. Connect Session at the Annual Program Meeting of the Council on Social Work Education, Washington, DC.
- Crawford, C., Neely-Barnes, S., Delavega, E., & Soifer, S. (2012, November). Engaged scholarship: Sustainable collaboration as the holy grail of social work praxis. Panel Presentation at the Annual Program Meeting of the Council on Social Work Education, Washington, DC.

Neely-Barnes, S. L. & Graff, J. C. (2012, June). The mental health effects of being a sibling: A propensity score analysis. Poster Presentation at the American Association on Intellectual & Developmental Disabilities, Charlotte, NC.

Neely-Barnes, S. L. & Krcek, T. (2012, January). The impact of having a parent with a disability on child mental health: A propensity score analysis. Poster Presentation at the Society for Social Work and Research Conference, Washington, DC.

Neely-Barnes, S. L. & Krcek, T. (2012, January). Parenting stress and childhood disability: An interdisciplinary mixed-methods approach. Poster Presentation at the Society for Social Work and Research Conference, Washington, DC.

Neely-Barnes, S. L. (2011, October). Advanced statistical techniques: Strategies for social work educators. Faculty Development Institute at the Council on Social Work Education Annual Program Meeting, Atlanta, GA.

Shelton, M., Neely-Barnes, S., & Blakemore, J. (2011, October). Strategies for recruiting, retaining, and mentoring adjunct faculty members: A think tank. Presentation at the Council on Social Work Education Annual Program Meeting, Atlanta, GA.

Tijerina, M., Neely-Barnes, S., Trawver, K., Slayter, E., & Rolf, K. (2011, October) Accommodating students with disabilities in field practicum: Challenges and strategies. Series session at the Council on Social Work Education Annual Program Meeting, Atlanta, GA.

Neely-Barnes, S. L. & Graff, J. C. (2011, January). Are their adverse mental health affects to being the sibling of a person with a disability? A propensity score analysis. Poster presentation at the Society for Social Work and Research Conference, Tampa, FL.

Neely-Barnes, S. L. (2011, January). Latent class and profile analysis: Applications to social work research. Presentation at the Society for Social Work and Research Conference, Tampa, FL.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

Neely-Barnes, S. L. & Elswick, S. E. (2016). Inclusion for people with developmental disabilities: Measuring an elusive construct. *Journal of Social Work in Disability and Rehabilitation* DOI: <http://dx.doi.org/10.1080/1536710X.2016.1162122>

Neely-Barnes, S.L., Zanskas, S., Lustig, D., Duerr, R., Zhao, M. (in press). Falling through the cracks: Caregivers' experiences with choice of providers. *Rehabilitation Education*

Delavega, E., Neely-Barnes, S., Lennon-Dearing, R., Soifer, S, & Crawford, C. (in press). Engaged scholarship: A signature research methodology for social work. *Journal of Social Work Education*.

Neely-Barnes, S.L., McCabe, H., & Barnes, C. P. (2014). Seven rules to live by: Accommodations in social work education and field. *Journal of Social Work in Disability and Rehabilitation*, 13, 279-296. DOI: 10.1080/1536710X.2014.961113

- Neely-Barnes, S. L., Krcek, T., Zanskas, S., & Delavega, E. (2014). Parenting with a disability and child mental health: A propensity score analysis. *Journal of Social Work in Disability & Rehabilitation*, *13*, 226-246. DOI: 10.1080/1536710X.2014.912185
- Hall, H. R., Neely-Barnes, S., Graff, C., Krcek, T., Roberts, R., & Hankins, J. (2012). Parental Stress in Families of Children with a Genetic Disorder/Disability and the Resiliency Model of Family Stress, Adjustment, and Adaptation. *Issues in Comprehensive Pediatric Nursing*, *35*, 24-44.
- Neely-Barnes, S. L. & Graff, J. C. (2011). Are their adverse mental health affects to being a sibling of a person with a disability? A propensity score analysis. *Family Relations*, *60*, 331-341.
- Egan, M., Neely-Barnes, S. L., & Combs-Orme, T. (2011). Integrating neuroscience knowledge into social work education: A case-based approach. *Journal of Social Work Education*, *47*, 269-282.
- Neely-Barnes, S. L., Hall, H. R., Roberts, R. J., & Graff, J. C. (2011). Parenting a child with an autism spectrum disorder: Public perceptions and parental conceptualizations. *Journal of Family Social Work*, *14*, 208-225.
- Whitted, K. S. & Neely-Barnes, S. L. (2011). Examining the social, emotional and behavioral needs of youth involved in the child welfare and juvenile justice systems. *Journal of Health and Human Services Administration*, *34*, 206-238.

Book Chapters

- Neely-Barnes, S. & Lennon-Dearing, R. (2016). Quantitative Research. In L. Roussel, T. Taylor-Overholts, & H. R. Hall (Eds), *Evidence-based practice: An integrative approach to research, administration, and practice* (2nd ed.). Sudbury, MA: Jones and Bartlett.
- Neely-Barnes, S. (2015). Latent class models in social work. In S. Bobones (Ed.), *Latent Variables and Factor Analysis*, (pp. 169-181). London: Sage Publications Ltd.
- Lennon-Dearing, R., & Neely-Barnes, S. (2013). Quantitative Research. In L. Roussel, T. Taylor-Overholts, & H. R. Hall (Eds), *Evidence-based practice: An integrative approach to research, administration, and practice*. Sudbury, MA: Jones and Bartlett.

Manuscripts in Development

- Neely-Barnes, S. L., Brewer, R. R., Barnes, C. P., Gibson, R. (in development) Special education rights: Advocacy strategies for social workers.
- Snipes, K., Williams, M., Elswick, S., Neely-Barnes, S., Lennon-Dearing, R., Carter, A., Washington, G., & Gray, A. (in development) The Students Helping Students Program: Response to Intervention in higher education.

Unpublished Reports

- University of Memphis Department of Social Work Benchmark III Program Response for accreditation with the Council on Social Work Education. Primary author.

University of Memphis Department of Social Work Benchmark III/Self-Study for accreditation with the Council on Social Work Education. Primary author.

University of Memphis Department of Social Work Benchmark II deferment response for accreditation with the Council on Social Work Education. Primary author.

University of Memphis Department of Social Work Benchmark II deferment response 2 for accreditation with the Council on Social Work Education. Primary author.

Neely-Barnes, S. L. & Duerr, R. (2013). Assessing the Interest in the LifePlan in Tennessee.

University of Memphis Department of Social Work Benchmark II for accreditation with the Council on Social Work Education. Primary author of this 1000+ page report.

University of Memphis Department of Social Work Benchmark II program response for accreditation with the Council on Social Work Education. Primary author of the 190 page report.

University of Memphis Department of Social Work Benchmark I program response for accreditation with the Council on Social Work Education. Primary author of the 400+ page report.

University of Memphis Department of Social Work Benchmark I for accreditation with the Council on Social Work Education. Co-author of this 500+ page report.

SERVICE

Service to the University of Memphis:

2016-present	Chair College of Arts & Sciences Tenure & Promotion Committee University of Memphis
2015-present	Committee Member Post Tenure Review Committee School of Urban Affairs and Public Policy University of Memphis
2015-present	Committee Member Urban Affairs PhD Program Committee University of Memphis
2015	Faculty Senate University of Memphis
2014-present	Chair Departmental Tenure & Promotion Committee Chair University of Memphis

2014-2016	Engaged Mentor Engaged Scholarship Committee University of Memphis
2014-2015	Chair Search Committee Department of Social Work University of Memphis
2014-2015	Co-chair Interdisciplinary Graduate Studies Task Force University of Memphis
2013-present	Committee Member Continuing Education Committee University of Memphis
2013	Committee Member Engaged Scholarship Committee University of Memphis
2011-present	Chair Program Evaluation Committee Department of Social Work University of Memphis
2011-present	Chair Admissions Committee Department of Social Work University of Memphis
2011-2013	Committee Member BA self-study & reaccreditation committee University of Memphis

Service to the Academic Community and the Profession of Social Work:

2016-2019	Member Council on Leadership Development Council on Social Work Education
2015-2016	Field Internship Supervisor Memphis Area Legal Services Memphis, TN

2012-2015

Chair

Council on Disability and Persons with Disabilities

Council on Social Work Education

DEGREE INFORMATION

Doctor of Philosophy
Brandeis University
Social Policy & Social Welfare
1988

Master of Social Work
Washington University, St. Louis
Social Work
1980

Bachelor of Science
Denison University
Psychology
1976

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Professor
Department of Social Work
Memphis, TN
2012
Present

University of Maryland at Baltimore, School of Social Work
Chair and Professor
School of Social Work
Memphis, TN
1994
2012

University of Vermont, Department of Social Work
Assistant Professor
Department of Social Work
Burlington, VT
1994

University of Washington, Seattle, School of Social Work
Assistant Professor
School of Social Work
Seattle, WA
1988

1993

Goddard College
Adjunct Faculty Advisor
Plainfield, VT

1987

1988

Trinity College, Basic and Applied Social Sciences Department
Lecturer

Burlington, VT

1986

1988

Community College of Vermont

Instructor

Montpelier, VT

1981

1982

PROFESSIONAL POST-BACCALAURATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Director of Community Organizing

Central Vermont Community Action Council, Barre, VT

1992

1994

Milieu Therapist

Elmhill Group Home, Plainfield, VT

1983

Statewide Coordinator

Vermont Food Coalition, Montpelier, VT

1982

Clinician/ Therapist

Community Mental Health Center, Granite City, IL

1979

1980

Assistant to the Director

Cincinnati Institute of Justice, Cincinnati, OH

1979

Head Organizer

South Dakota ACORN (Association of Community Organization for Reform Now), Sioux Falls, SD

1977

1978

Regional/ Community Organizer
Texas ACORN, Dallas-Fort Worth, TX

1976

1977

Campaign Organizer

American Friends Service Committee (AFSC), Dayton, OH

1976

COMMUNITY SERVICE RESPONSIBILITIES (LAST 3 YEARS)

2014-15 Participant, Leadership Academy of Aging, Council on Social Work Education
2012-present National Association of Deans and Directors, Council on Social Work Education

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Soifer, S. (2015, October). "Positive and Negative Aspects of Social Work Participation in Interdisciplinary Doctoral Programs," Council on Social Work Education, Denver, CO.

Soifer, S. (2014, October). Panelist, "A Call for Collective Action: Tackling Social Challenges in Memphis," The Benjamin L. Hooks Institute for Social Change, Memphis, TN.

Soifer, S. (2014, October). "The Benefits and Challenges of Nontraditional Field Placements in Social Work Education," Council on Social Work Education, Tampa, FL.

Soifer, S. (2012, November). "Enabled Scholarship: Sustainable Collaboration as the Holy Grail of Social Work Praxis," Council on Social Work Education, Washington, D.C.

Soifer, S. (2012, April). "Paruresis or Shy Bladder Syndrome: A Clinical Update," Anxiety Disorders Association of America, Arlington, VA.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

Delavega, E., Lennon-Dearing, R., Neely-Barnes, S., Soifer, S., & Crawford, C. (Accepted, 2015, USWE-2014-0198.R3). Engaged scholarship: A signature research methodology for social work. *Journal of Social Work Education*.

Abefa-Gyan, T., Barrett, J. & Soifer, S. (2012). Virtual organizational development and the history of the internet: A case study of parallel evolution. *International Journal of Humanities and Social Science*, 3(2), 295-301.

- Soifer, S., Himle, J., & Walsh, K. (2010). Paruresis: (Shy Bladder Syndrome) – A Cognitive-behavioral treatment approach. *Social Work in Health Care*, 49(5), 494-507.
- Soifer, S., Nicaise, G., Chancellor, M. & Gordon, D. (2009). CNE - Paruresis or shy bladder syndrome: An unknown urologic malady? *Urologic Nursing*, 29(2): 87-93.
- Hammelstein, P. & Soifer, S. (2006). Is shy bladder syndrome (paruresis) correctly classified as a social phobia? *Journal of Anxiety Disorders*, 20(3): 296-311.
- Vythilingum, B., Stein, D. J., Soifer, S. (2002). Is “shy bladder syndrome” a subtype of social anxiety disorder? A survey of people with paruresis. *Depression and Anxiety*, 16(2): 84-7.
- Soifer, S.D. & Ziprin, R. (2001, January). Paruresis or shy bladder syndrome: The little known social phobia. *The Behavior Therapist*.
- Gutierrez, L., Fredricksen, K., and Soifer, S. D. (1999): Perspectives of social work faculty on diversity and societal oppression content: Results from a national survey. *Journal of Social Work Education*, 33(3), 409-419.
- Soifer, S. D. & Singer, J. (1999). The campaign to restore the Disability Assistance and Loan Program (DALP) in the state of Maryland. *Journal of Community Practice*, 6(2), 1-10.
- Soifer, S. D. (1999). Social work: A profession in search of a paradigm. *Indian Journal of Social Work*, 60(1), 37-55.
- Soifer, S. D. (1998). Mobile home park lot "rent control": A successful rural legislative campaign. *Journal of Community Practice*, 5(3), 25-37.
- Soifer, S. D. (1998). A rural tenant organizing model: The case of TUFF-Vermont. *Journal of Community Practice*, 5(2), 1-14.
- Bradshaw, C., Soifer, S. D., & Gutierrez, L. M. (1994). Toward a hybrid model for effective organizing in communities of color. *Journal of Community Practice*, 1(1), 25-41.
- Soifer, S. D. & Resnick, H. (1993). Prospects for social work cooperatives in the 1990s. *Administration in Social Work*, 17(3), 99-116.
- Almeleh, N. S., Soifer, S. D., Gottlieb, N., & Gutierrez, L. M. (1993). Women’s achievement of empowerment through activism in the workplace. *Affilia: Journal of Women and Social Work*, 8(1), 26-39.
- Soifer, S. D., Balassone, M. L., & Johnstone, J. (1992). Prospects for national health care in the United States. *Journal of Health and Social Policy*, 3(3), 1-17.
- Soifer, S. D. (1991). Infusing content about Jews and about anti-Semitism into the curricula. *Journal of Social Work Education*, 27(2), 156-167.

Soifer, S. D. (1990). The Burlington Community Land Trust: A socialist approach to affordable housing? *Journal of Urban Affairs*, 12(3), 237-252.

Soifer, S. D. (1990). Socialism in Burlington, Vermont: Implications for social welfare. *Journal of Progressive Human Services*, 1(2), 43-57.

Book Chapters

Soifer, S. D. and Albert, W. (forthcoming, 2015). Treating social anxiety disorder in schools with a focus on paruresis. In R.J. Waller (ed) : *Mental health promotions in school*, Vol. 2. Oak Park, IL : Bentham Science Publishers.

Soifer, S. D. (2013). Paruresis or Shy Bladder Syndrome : A Weekend Workshop. In J. Clements & L. Grobman (Eds.) *Groupwork : New Days in the Lives of Social Workers*, Harrisburg, PA : White Hat Communications. 113-116.

Soifer, S. D. (2012). Limited equity cooperatives. In A. T. Carswell (Ed.) *Encyclopedia of Housing*, 2nd Ed., Vol. 1. Thousand Oaks, CA : Sage Publications. 425-427.

Soifer, S. D. (2012). Community land trusts. In A. T. Carswell (Ed.) *Encyclopedia of Housing*, 2nd Ed., Vol. 1. Thousand Oaks, CA : Sage Publications. 70-73.

Soifer, S.D. (2001). Overview of community economic development in social work. In A. Roberts & G. Greene (Eds.) *Social Workers' Desk Reference*, New York: Oxford University Press. 557-562.

Soifer, S. D. (2001). Mobile home park lot "rent control": A successful rural legislative campaign. In J. Rothman, J. Erlich, & J.E. Tropman (Eds.) *Strategies of community intervention: Sixth edition*. Itasca, IL: Peacock. 394-403.

Soifer, S. D. (1997). Racism and social welfare. In W. Devore and Fletcher, B.J. *Human diversity content in social work education: A collection of course outlines with content on racial, ethnic, and cultural diversity*. Alexandria, VA: CSWE.

Wenocur, S. & Soifer, S. D. (1997). Prospects for community organization. In M. Reisch & E. Gambrill (Eds.), *Social work in the 21st century*, pp. 198-208. Thousand Oaks, CA. Pine Forge Press.

Bradshaw, C., Soifer, S. D., Gutierrez, L. M. (1994). Toward a hybrid model for effective organizing in communities of color. In A. Faulkner, M. Roberts-DeGennaro, and M. Weil (Eds.), *Diversity and development in community practice* (pp. 25-41). Binghamton, N. Y.: The Haworth Press.

SERVICE

Service to the Academic Community and the Profession of Social Work:

2013-present Manuscript Reviewer, Columbia University Press

2012-present	Manuscript Reviewer, Oxford University Press
2011-present	Manuscript Reviewer, Cognitive Behaviour Therapy
1988-2010	Member, Council on Social Work Education (CSWE) Annual Program Committee (APM) Corresponding Committee
1998	Editorial Advisory Board, A Turbulent Voyage: Readings in African American Studies
1997	Chair, CSWE APM Jewish Issues Symposium
1997	Co-Coordinator, National Association of Social Workers (NASW) Community Practice Section
1996-2007	Reviewer, Allyn and Bacon
1996-present	Editorial Board, Journal of Community Practice
1996	Panelist, NASW Conference Roundtable Discussion on the Implications of the 1996 Code of Ethics in Methods and Fields of Practice
1995-1998	Task Force Chair, ACOSA Strategic Planning Group
1995	Session Chair, CSWE APM ACOSA Symposium
1995	Co-Convener, Jewish Faculty Associates/ Black Social Worker's Dialogue Group
1993	Chair, first CSWE APM Jewish Issues Symposium
1990	Roundtable Discussant, CSWE APM, o revise Cox, Erlich, Rothman & Tropman's Strategies for Community Organization

LAURA TAYLOR, LCSW

DEGREE INFORMATION

Doctor of Philosophy
Institute for Clinical Social Work, Chicago
Clinical Social Work
2017

Master of Social Work
Loyola University, Chicago
Social Work
1997

Bachelor of Arts
University of Illinois, Champaign-Urbana
Sociology
1995

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Assistant Professor
Memphis, TN
July 2015
Present

PROFESSIONAL POST-BACCALAURATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Director of Undergraduate Field Placement and Community Outreach
Department of Social Work, University of Memphis, Memphis, TN
May 2011-July 2015

Psychotherapist
Private Practice, Memphis, TN
November 2009-present

Divisional Therapy Specialist
Phoenix Homes, Inc., Memphis, TN
September 2009-May 2011

School Social Worker
Evanston/Skokie School District 65, Evanston, IL
October 2001-June 2009

Clinical Therapist

Jane Addams Hull House Independent Living Program, Chicago, IL
December 1999-October 2001

Social Worker
Childcare Network of Evanston, Evanston, IL
May 1997-December 1999

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers
Phi Alpha Honor Society, Epsilon Upsilon Chapter

DEGREE INFORMATION

Doctor of Philosophy
Clark Atlanta University
Social Work
July 2003

Master of Social Work
Clark Atlanta University
Social Work
May 1999

Master of Science in Education
Chicago State University
Education
May 1995

Bachelor of Science
University of Illinois, Champaign-Urbana
Psychology
1982

ACADEMIC APPOINTMENTS

The University of Memphis, Department of Social Work
Associate Professor
Memphis, TN
August 2012
Present

The University of Memphis, Department of Social Work
Assistant Professor
Memphis, TN
August 2009
August 2012

University of Tennessee Martin, Department of Social Work
Associate Professor
Martin, TN
August 2007
December 2008

University of Tennessee Knoxville, Department of Social Work
Assistant Professor
Knoxville, TN

August 2003
July 2007

Clark Atlanta University, Department of Social Work
Adjunct Professor
Atlanta, GA
July 2002
May 2003

PROFESSIONAL POST-BACCALAURRATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Consulting Faculty Practice Therapist
University of Tennessee Health Science Center (UTHSC), Memphis, TN
August 2005-Present

Clinical Consultant
Case Management Inc., Memphis, TN
2012-Present

Clinical and Administrative Consultant
LeMoyne-Owen College Community Development Corporation Ujima Family Wellness Center,
Memphis, TN
2004-Present

Trainer/Mentor
Tennessee CPS Project, Memphis, TN
2003-2005

Reviewer
Centers for Disease Control, Atlanta, GA
2005

Clinical Consultant
Stax Music Academy, Memphis, TN
2004

Clinical Consultant
Shelby County Relative Caregiver Program, Memphis, TN
2004

Research Consultant
Clark Atlanta University School of Education, Atlanta, GA
2002-2003

Trainer
Georgia Association of Homes and Services for Children, Atlanta, GA
2002-2003

Organizational Consultant
Neighbor to Family, Atlanta, GA
2002-2003

Clinical Consultant
Family Values, Inc., Stone Mountain, GA
2001-2003

Clinical Consultant
Childkind, Inc., Atlanta, GA
2001-2003

Therapist
Inner Harbor Behavioral Healthcare Hospitals, Inc., Atlanta, GA
2001-2002

Program Consultant
Project Brotherhood – A Black Men’s Clinic, Chicago, IL
2000-2003

Director of Social Services
Childkind, Inc., Atlanta, GA
1998-2001

Program Consultant
Hamilton Life Institute, Chicago, IL
1998-1999

Therapist
Streamwood Behavioral Healthcare Hospital, Chicago, IL
1998

Therapist
Positive Impact, Atlanta, GA
1999-2003

Program Consultant
Centers for New Horizons, Chicago, IL
1999

Program Consultant
The Ounce of Prevention Fund, Chicago, IL
1998

Administrator for Permanency Services
Centers for New Horizons
1997-1998

Organization Development Consultant
The International Children Center, Chicago, IL
1996-1997

Organization Development Consultant
Human Resources Development Institute, Chicago, IL
1996

Program Consultant
Chicago Department of Public Health, Chicago, IL
1996-1997

Organization Development Consultant
Human Enrichment Development Association, Hazelcrest, IL
1996

Therapist
The Youth Campus, Chicago, IL
1995-1997

Clinical Consultant
John C. Stokes, M.S.W., P.C., Chicago, IL
1995

Director
Foster Care and Family Based Services
1991-1995

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers
Council on Social Work Education

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Special Awards:

2014 Principal Investigator Millionaire Award

Grants Awarded:

Neely-Barnes, S. L. (PI), Delavega, E. (co-PI), & Elswick, S. E. (co-PI) (2014-17). The Midsouth Social Work Professional Development Initiative (MSW-PDI). Funded by the Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training for Professionals (\$1,423,125).

Washington, G. (PI) (2016, June – 2016, December). Evaluation of Operation Re-Start. Funded by City of Memphis through Neighborhoods Running Neighborhoods. (\$10,000).

Washington, G. (co-PI) (2016, April – 2017, April). Lifelong Initiative for Family Empowerment. Funded by the Urban Child Institute, in partnership with Joy Clay and the Center for Research on Women. (\$300,000).

Washington, G. (co-PI) (2015, July – 2016, December). Expanding Assets and Steering Initiative. Funded by the Tennessee Board of Regents. (\$40,000).

Washington, G. (PI) (2015, October – 2019, September). Screening, Brief Intervention, and Referral to Treatment (SBIRT) Training Grant. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) through Meharry Medical College. (\$73,503).

Washington, G. (PI) (2014, October – 2015, September). Evaluation of Just Care Family Network System of Care. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) through Tennessee Department of Mental Health and Developmental Disabilities. (\$36,421).

Washington, G. (PI) (2014, October – 2015, September). Evaluation Memphis Substance-Using Women's Action Team (SWAT). Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) through Serenity Recovery Centers. (\$71,584).

Washington, G. (PI) (2014, October – 2015, September). Students Helping Students. Funded by the Tennessee Board of Regents. (\$40,000).

Washington, G. (PI) (2013, October – 2014, September). Evaluation Memphis Substance-Using Women's Action Team (SWAT). Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) through Serenity Recovery Centers. (\$72,052).

Washington, G. (PI) (2013, October – 2014, September). Evaluation of Just Care Family Network System of Care. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) through Tennessee Department of Mental Health and Developmental Disabilities. (\$229,565).

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Perlman, S., Barnes, C., Walker, L., & Neely-Barnes, S. (2016, April). The LifePlan Project. Presentation at the 3rd Annual Social Work Symposium, University of Memphis, Memphis, TN.

Washington, G. (2016, March). Men Healing Men. Presentation at the University of Illinois Chicago College of Social Work. Chicago, IL.

Washington, G. (2015, December). Historical Trauma Past and Present. Presentation at the Shelby County Network for Overcoming Violence. Memphis, TN.

Washington, G. (2015, April). Reducing Risk for Youth Violence by Promoting Healthy Development with Pyramid Mentoring: Culturally-Centered Group Mentoring. Presentation at Association of Black Social Workers.

- Washington, G. (2014, April). African American Males. Presentation at University of Memphis Social Work Symposium. Memphis, TN.
- Washington, G. (2013, October). Pathways of Care: Youth Guided Community Asset Mapping. Presentation at American Evaluation Association Conference. Washington, D.C.
- Washington, G. (2013, June). Identifying Volatility in the Family: Youth at Risk. Presentation at Suicide and the Black Church Conference 2013. Memphis, TN.
- Washington, G. (2013, April). Promoting the Healthy Development of Youth. Presentation at Memphis City Schools Assuring Safe Futures for Children Conference. Memphis, TN.
- Washington, G. (2012, October). HIV/AIDS Knowledge and Attitude Differences Among Undergraduate College Students in Memphis. Presentation at University of Memphis Social Work Symposium Presenter. Memphis, TN.
- Washington, G. (2012, October). Youth-Guided Empowerment Evaluation Camp (YGEEC): Innovating Community-Based Participatory Research. Presentation at the Council on Social Work Education.
- Washington, G. (2012, April). Reducing Barriers to Physical Activity: Zumba in Soulsville USA. Presentation at the National Association of Black Social Workers.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

- Washington, G., Caldwell, L., Watson, J. and Lindsey, L. (Accepted). "African-American Rites of Passage Interventions: A Vehicle for Utilizing African-American Male Elders." *Journal of Human Behavior and the Social Environment*
- Watson, J., & Washington, G. (2015). "Kujichagulia-Self Determination: A Culturally Appropriate, Community and Family, Asset-based Youth Reclamation Project". *Black Child Journal*, Fall 32-42.
- Watson, J., Washington, G. & Stepteau-Watson, D. (2015). "Umoja: A Culturally Specific Approach to Mentoring Young African American Males". *Child and Adolescent Social Work Journal*, 32 (1), 81-90.
- Washington, G. Barnes, D. & Watts, R. J. (2014). "Reducing Risk with Pyramid Mentoring: A Proposal for a Culturally-Centered Group Intervention". *Journal of Human Behavior and the Social Environment*, 24 (6) 646-657.
- Washington, G. (2014). "Promoting the Health of Men: Concepts and Strategies" *Journal of Human Behavior and the Social Environment*, 24 (6), 643-645.
- Watson, J., Harden, T., & Washington, G. (2013). "Themes or Topics in Rites of Passages Curriculum". *Black Child Journal*, Special Edition: Rites of Passages Foundations & Practices, Fall 156-169.

Washington, G. & Johnson, T. (2012). "Positive Manhood Development: A Look at Approaches and Concerns from the Frontline". *Journal of Human Behavior and in the Social Environment*, 22 (2) 172-187.

Manuscripts in Development

Washington, G., Caldwell, L., Peterson, C., Barnes, E. and Jones, J. (Under Development) A Youth-Guided Empowerment Evaluation Consortium (YGEEC): Innovative Community-Based Health Promotion

SERVICE

Service to the University of Memphis:

2010-present	Faculty Advisor MSW Student Organization University of Memphis
2009-present	Member Master of Social Work Admission Committee Memphis, TN
2014-2015	Policy Fellow Benjamin L. Hooks Institute for Social Change Memphis, TN
2011-2012	Member Faculty Senate Memphis, TN
2010-2011	Member University of Memphis MSW Faculty Search Committee Memphis, TN
2009-2011	Board Member Porter-Leath Children's Home Memphis, TN

Service to the Academic Community and the Profession of Social Work:

2001	Vice President National Association of Black Social Workers, Student Chapter
------	---

DEGREE INFORMATION

Doctor of Philosophy
Jackson State University, Jackson, MS
Urban Higher Education
2006

Master of Business Administration
Dominican University, River Forest, IL
2003

Master of Social Work
University of Illinois
Management, Policy, and Community Practice
1997

Bachelor of Arts
Northeastern Illinois University, Chicago, IL
Human Services Administration
1993

ACADEMIC APPOINTMENTS

Rust College
Associate Professor of Social Work
Division of Social Science
Holly Springs, MS
2015-2018

Jackson State University
Assistant Professor and Chair of PhD and MSW programs
Jackson, MS
2014-2015

University of Mississippi
Assistant Professor
Department of Social Work, School of Applied Sciences
Oxford, MS
2008-2014

Mississippi Valley State University
Department of Social Work, College of Professional Studies
Itta Bena, MS
2008

DePaul University
Adjunct Instructor
Psychology Department, College of Science and Health
Chicago, IL
1999-2003

Depaul University
Adjunct Instructor
Sociology Department, College of Liberal Arts and Social Sciences
Chicago, IL
1999-2002

Aurora University
Adjunct Instructor
Chicago, IL
1999-2002

PROFESSIONAL POST-BACCALAURRATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Advisor and Trainer
Men Healing Men and Communities, Memphis, TN
2015-present

Cultural Competency and Technical Assistance Coordinator
Just Care Family Network, Memphis, TN
2012-2014

Director
Just Care 180 – Shelby County Crime Commission, Memphis, TN
2011-2012

Executive Director
City of Memphis, Second Chance Reentry Program, Memphis, TN
2011-2012

Assistant Vice-President of Economic Development, Governmental Affairs, and Community Partnerships, Jackson State University, Jackson, MS
2003-2007

Director of Community and Organizational Partnerships
Steams Center of Community-based Services Learning, DePaul University, Chicago, IL
2001-2002

Project Brotherhood
Cook County Hospital (Trauma Unit) & Woodlawn Ambulatory Clinic, Chicago, IL
1999-2003

Director of Community Partnerships
Egan Urban Center, DePaul University, Chicago, IL
1997-2003

Director
West Englewood Health Partnership, Youth Guidance, Inc., Chicago, IL
1994-1997

Coordinator
City of Chicago Men's Treatment Center, Interventions, Inc., Chicago, IL
1990-1994

Certified Alcohol and Drug Counselor
Christ Hospital and Medical Center, Oak Lawn, IL
1987-1991

Director of Prevention Services
Habilitative Systems, Inc., Chicago, IL
1987-1990

Assistant Director
Residential Services West & Roseland Residential Treatment, Human Resources Development
Institute, Chicago, IL
1985-1990

PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education (CWSE)
National Association of Black Social Workers

SPECIAL AWARDS, FELLOWSHIPS, GRANTS OR ANY OTHER RECOGNITION (LAST 3 YEARS)

Special Awards:

- 2017 Outstanding Service to Social Work – State of Mississippi, Department of Human Services, Tunica County Child Protective Services
- 2017 Alumni Outstanding Community Leadership Award, Northeastern Illinois University

Grants Awarded:

Watson, J. (PI) (2016-17). Curriculum Integration of Screening, Brief Intervention and Referral to Treatment. Funded by the Hilton Foundation (\$10,000).

Watson, J. (PI) (2013-15). Evaluation of an Evidence-based Juvenile Delinquency Intervention. Funded by Juvenile Intervention through Faith-Based Follow-up Project (\$20,000).

Watson, J. (PI) (2010). African American Men's Religion, Spirituality, and Wellness: Barriers or Bridges to Health. Funded by University of Mississippi Faculty Research Grant (\$7,500).

Watson, J. (PI) (2010). African American Men Perceptions of Wellness and Barriers to Access to Healthcare. Funded by the University of Mississippi Faculty Research Grant (\$7,500).

Watson, J. (PI) (2003-2007). The Department of Housing and Development, College Outreach and Partnership Centers, Historically Black Colleges and Universities Grants. (\$3,000,000).

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

Watson, J. (2016). *An Introduction to Screening, Brief Interview and Referral to Treatment* (Workshop). Rust College Annual Child Abuse Prevention Awareness Seminar. Holly Springs, MS.

Watson, J. (2016). *Innovative pedagogical approaches at Historically Black Colleges for new millennials*. National Council for Black Studies 40th Annual Conference. Charlotte, NC.

Rembert, D., Watson, J. & Hill, R. (2015). *A Trilogy of Trepidation* (Panel Discussion/Lecture Series). Rust College, Holly Springs, MS.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Peer-Reviewed Journal Articles

McNeish, R., Simmons, C., Tran, Q., & Watson, J. (In- review). Perceptions of emotional and physical wellness among African American men as predictors of perceived overall health. *Ethnicity and Health*.

Watson, J., Washington, G., Simmons, L. D., & Akinyemi, H. (2017). A Comprehensive Insight on Men Healing Men and Communities Network. *Journal of Depression and Anxiety, 2017 (6)4*.

Washington, G., Caldwell, L. D., Watson, J., & Lindsey, L. (2017). African American rites of passage interventions: A vehicle for utilizing African American male elders. *Journal of Human Behavior in the Social Environment, Vol. 27, 2017 Issue 1-2: African Centered Social Work: Theory and Practice* (Pages 100-109).

Watson, J. & Simmons, C. (2017). A Cross-cultural comparison of the worldviews of educators and students in social work. *The College Student Journal. 2017*.

Watson, J. & Washington, G. (Fall 2015). "Kujichagulia-self-determination": A culturally appropriate, community and family-driven, asset-based, youth reclamation project. *The Black Child Journal*.

Horton, A. & Watson, J. (2015). African American disproportionate overrepresentation of African Americans in the Illinois child welfare systems. *Race, Gender, and Class, Vol. 22. No. 2*.

- Watson, J., Lawrence, S. & Wright, B. (2015). An innovative pedagogical partnership. *International Journal of Liberal Arts and Sciences* (3)6, 120-124.
- Rembert, D., Watson, J. & Hill, R. (2015). A trilogy of trepidation: Diverse perspectives on police violence targeting African American males. *Journal of Human Behavior in the Social Environment* (26)2, 222-235.
- Snow, I. K., Watson, J., & Watson, D. D. (2015). Beating Apple? Analyzing social investment in preventing juvenile delinquency. *International Journal of Human Developments* (1)3, 33-38.
- Watson, J., Barnes, E., & Washington, G. (2015). Improving the health status of African American males: Facts, figures, and solutions. *International Journal of Liberal Arts and Social Sciences* (3)8, 35-49.
- Watson, J. & Stepteau-Watson, D. D. (2015). Troubled Waters: The Black Church in Mississippi, A Single Subject Case Study. *Journal of Social Work and Christianity*.
- Watson, J., Washington, G. & Desiree Stepteau-Watson, D. (2015). Umoja: A Culturally Specific Approach to Mentoring Young African American Males. *Child and Adolescent Social Work Journal*, Vol 32(1), 81-90.
- Watson, J. (2014). Young African American males: barriers to access to healthcare. *Journal of Human Behavior in the Social Environment* 28(4), 1004-1009. Philadelphia, PA.
- Watson, J. & Stepteau-Watson, D. D. (2014). The Trans-passages theory of change. *International Journal of Liberal Arts and Social Science*, Vol. 2, No. 8, 85-91.
- Watson, J. & Lawrence, S. K. (2014). Disaster Response Multiple University-Community Partnerships. *Journal of Rural and Urban Research*, 4(1), 1-11.
- Stepteau-Watson, D. D., Watson, J. & Lawrence, S. K. (2014). Young African American Males in Reentry: An Afrocentric Cultural Approach. *Journal of Human Behavior in the Social Environment*, 24(6), 658-665.
- Watson, J. (2014). Keeping hope alive": Mentoring African American male social workers. *Journal Reflections Narratives of Professional Helping*, 2(18), 32-36.
- Watson, J. & Stepteau-Watson, D. D. (2014). Faith and Evidence: Breaking the Cycle of Juvenile Crime. *Journal of Intercultural Disciplines*.
- Watson, J., Harden, T., & Washington, G. (2013). Themes or topics in rites of passages curriculum (Special Issue). *Black Child Journal*, 156-163.
- Lawrence, S. K., Watson, J. & Stepteau-Watson, D. D. (2013). President Obama and the fatherhood initiative. *Race, Gender, & Class*, 20 (3-4).

- Watson, J. (2014). Cultural services. In L. H. Cousins & J. G. Golson, (Eds.), *Encyclopedia of human services and diversity*. Thousand Oaks, CA: Sage.
- Watson, J. (2014). Family crisis intervention planning. In L. H. Cousins & J. G. Golson, (Eds.), *Encyclopedia of human services and diversity*. Thousand Oaks, CA: Sage.
- Watson, J. (2014). Gangs, social issues of/intervention. In L. H. Cousins & J. G. Golson (Eds.), *Encyclopedia of human services and diversity*. Thousand Oaks, CA: Sage.

Books

- Watson, J., Vaughn, S. C., Beckley, G. D., & Robinson, M. Eds. (in-process). *Rust College, The First 150 Years and Beyond*. Granthouse Publishing: Little Rock, AR.
- Lawrence, L., Watson, J. & Anderson, B. Eds. (2015). *The African American Father*. Mellen Press: Lewiston, New York:
- Watson, J. (2013). *Historically Black Colleges and University Community Partnerships: The Jackson State Case Study*. Scholars Press.
- Watson, J. (2012). *The Lion Speaks About African American Men*. Granthouse Publishing: Little Rock, AR.

Book Chapters

- Watson, J., Lawrence, S., & Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. Perry (Eds.) *Fatherhood: social work perspectives on a changing society*. Springfield, IL: Charles C. Thompson Publisher.
- Watson, J. (In-press). Rust College 2156, The Next 150 Years. In J. Watson, G. D. Beckley, & S. C. Vaughn (Eds.), *Rust College 150 Years and Beyond: A Collection of Scholarly Articles* (pp. 100-106). Granthouse Publishing: Little Rock, AR.
- Stovall, A.J. & Watson, J. (In-press). Heeding the Call to Service: An Eclectic Career at Rust College. In J. Watson, G. D. Beckley, & S. C. Vaughn (Eds.), *Rust College 150 Years and Beyond: A Collection of Scholarly Articles* (pp. 76-83). Granthouse Publishing: Little Rock, AR.
- Watson, J., Lawrence, S. & Stepteau-Watson, D. D. (2017). Engaging Fathers in Culturally Competent Services. In C. Mazza, & A. R. Perry (Eds.), *Fatherhood In America: Social Work Perspectives on a Changing Society*. Springfield, IL. Charles C. Thomas.
- Watson, J. (2013). Cultural competence and higher education. In J. M. Stevenson, C. H. Bishop, J. C. Franklin, & J. Watson, *For the good of our place: Living, learning and leading for diversity in higher learning*. Palo Alto, CA. Academica Press.
- Watson, J. (2013). Organizational change for readiness, relevance, and requirement. In J. M. Stevenson, C. H. Bishop, J. C. Franklin, & J. Watson, *In For the good of our place:*

SERVICE

Service to the Academic Community and the Profession of Social Work:

2017	The Hill Country Project Ashland, MS
2016-present	Reviewer Journal of Social Work Education
2015-present	Member CSWE Council on Racial, Ethnic, and Cultural Diversity
2015-present	Reviewer Journal of Human Behavior and the Social Environment, Special Edition on HBCU's and Social Work Education
2015-present	Men Healing Men and Communities, Defending Childhood Initiative, Memphis, TN
2015	Senior Editor Journal of Reflections Narratives of Professional Helping, Special Edition on Social Work with Adolescents and Youth
2015	Marshall County Correctional Center Holly Springs, MS
2013-present	Dismas Charities Federal Community Correctional Center Memphis, TN
2009-present	Center for the Advancement of Youth Development Memphis, TN
2009-present	Hope Federal Credit Union Community Advisory Council Memphis, TN

5.4. MS in Engineering Management

For Approval

Presented by Karen Weddle-West

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
For Approval

Date: June 6, 2018

Committee: Academics, Research, & Student Success Committee

Presentation Title: Approval of New Academic Programs: MS in Engineering Management

Presented by: Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

Background:

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

The proposed MS in Engineering Management is a collaboration between the Herff College of Engineering and with the Fogelman College of Business that is designed to serve the needs of both our students and local industry. According to the National Center for Education Statistics, engineering management is a discipline that prepares students to plan and manage industrial and manufacturing enterprises through the application of engineering principles. The MS in Engineering Management provides an opportunity for graduates of BS programs in engineering to prepare themselves for careers as managers. The curriculum provides further technical training for engineers, as well as basic management instruction. With the cooperation of the Fogelman College of Business, the degree will be awarded by the Herff College of Engineering and is intended to be a fully online program.

This proposal has been considered and approved by the respective College or School faculty and Deans. Subsequently, the proposal was considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The proposal was also considered and approved by the Provost and President of the University.

Committee Recommendation:

The Academics, Research, & Student Success Committee recommends approval of the MS in Engineering Management as contained in the meeting materials and delegates authority to the Provost to make any changes necessary to facilitate program approval by THEC.



Herff College of Engineering

Master of Science in Engineering Management

Letter of Notification

and

New Academic Program Proposal

Letter of Notification

Masters of Science in Engineering Management

Institution	The University of Memphis
Program Name:	Masters of Science in Engineering Management
Degree Designation	M. S.
CIP Code:	15.1501
Proposed Implementation Date:	Fall 2018
Academic Program Liaison name and contact information:	Dr. Jasbir Dhaliwal Professor, Vice Provost and Dean of Graduate School University of Memphis 303 FedEx Institute of Technology Memphis, TN 38152 901-678-4212 jdhaliwl@memphis.edu

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Purpose and Nature of the Program

The proposed MS in Engineering Management is a collaboration between the Herff College of Engineering and the Fogelman College of Business that is designed to serve the needs of both our students and local industry. According to the National Center for Education Statistics, engineering management is a discipline that prepares students to plan and manage industrial and manufacturing enterprises through the application of engineering principles. The MS in Engineering Management provides an opportunity for graduates of BS programs in engineering to prepare themselves for careers as managers. The curriculum provides further technical training for engineers, as well as basic management instruction. With the cooperation of the Fogelman College of Business, the degree will be awarded by the Herff College of Engineering and is intended to be a fully online program.

Alignment with State Master Plan and Institutional Mission

The 2018 “Academic Supply and Occupational Demand in Tennessee” report cites a CERT 2017 LEAP study listing “Engineering and Engineering-Related” occupations as high employer demand (p. 34). Moreover, occupations in Science, Technology, Engineering, and Mathematics (STEM) are projected for substantial growth in the next decade, increasing by 19.4% by 2016. Specifically, Architectural and Engineering managers have high employer demand in the Greater Memphis region, as listed in Table D-1. According to the American Society of Engineering Education, however, West Tennessee produces only 8 engineering graduates per

100,000 residents, as compared to 18 for the state and 26 for the US. Thus, the proposed MS in Engineering Management at the University of Memphis addresses an occupation with high demand among local employers, and for which locally, there is a lack of qualified graduates.

The State of Tennessee Master Plan has a focus on postsecondary educational attainment that addresses the economic and workforce development of the state. While that plan's primary focus is on undergraduate credentials, the proposed MS in Engineering Management would contribute to both economic and workforce development. From medical devices to the automotive industry, engineering and technology has great economic impact on Tennessee. As drivers of technology in industry, and thus, economic development, engineering managers have the capability to influence workforce development by providing the jobs at the output of the educational pipeline. This includes workers at all levels of educational attainment, helping to meet the increased demand for engineers, as well as skilled technical workers. Moreover, with concentrations in manufacturing and transportation, the MS in Engineering Management at the University of Memphis is designed to directly affect two of the largest sectors for employment in Memphis. In addition, the Masters of Engineering Management is envisioned to be a 100% online program and part of the Tennessee eCampus, the re-imagining of the statewide electronic campus.

The University of Memphis aspires to be one of America's great metropolitan research universities, noted for its comprehensive, innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society (<http://www.memphis.edu/presweb/stratplan/index.php>). By contributing to the economic advancement of our community, the proposed MS in Engineering Management with concentrations in transportation and manufacturing supports this aspiration by focusing on two important areas of industry in the Memphis region. One of the highest priorities of the University is to grow and advance entrepreneurial and commercialization activity, both of which are supported by the proposed degree. Thus, the proposed program is aligned well with the mission and strategic direction of the university.

Feasibility Study

Current undergraduates and graduate students in the program were surveyed. 87 undergraduates and 15 graduate students responded, for a total of 102 students. 40% of respondents were highly interested in the program, and overall, 60% were highly interested or interested in the program. 25% were interested in transportation and logistics, 39% in manufacturing, and 36% in other areas. These results indicate interest in the program.

In addition, alumni of the Herff College of Engineering were surveyed. Most of our alumni are in the Memphis area and in engineering jobs. There were 205 responses. With responses of either strongly agreed or somewhat agreed, 76.29% said that they would be interested in pursuing the proposed degree, 74.23% said it would improve their ability to do their current job, and 79.89% said it would enhance their ability to get a better job. 21% were interested in transportation and logistics, and 30.14% in manufacturing. This indicates interest in the program among practicing engineering in our area.

According to information from 2014 from the US Census Bureau, the Memphis metropolitan statistical area had 18,686 firms and 25,224 establishments employing 523,501 people with an annual payroll of \$23,619,647,000. Manufacturing had 764 firms and 821 establishments with 37,266 employees and a payroll of \$2,113,147,000. Transportation and warehousing had 807 firms and 1316 establishments with 57,349 employees and a payroll of \$2,511,727,000. This represents around 20% of the totals. According to The Memphis Economy, orthopedic and other medical device manufacturers employed 11,915 people in 2015, which is an increase of 68% from 2008 and 148% from 2001. Machinery manufacturing employees number 3,869, which represents a 9% increase. Transportation, warehousing, and wholesale trade is the largest employer by industry in Shelby County, and the most prominent and dominant industry cluster in the region. According to the U.S. Bureau of Labor Statistics for March 2017, transportation grew 5.0% and manufacturing 3.1% in the prior 12 months in the Memphis metro area. Therefore, the proposed program focuses on two vital manufacturing and transportation industries.

With 60% of the US population within an 11 hour drive , Memphis is an important transportation and logistics center. Memphis International Airport is the busiest cargo airport in the western hemisphere, and the FedEx hub is the largest sorting facility in the world. In Tennessee, there are 16,699 businesses in transportation, distribution, and logistics, representing a \$3.4 billion investment. 16 million tons of cargo pass through the International Port of Memphis every year, making it the 5th largest inland port in the US. Among the bragging rights for Memphis are more experienced logistics workers per capita than any other top 100 US city, one of the best cities for global trade and logistics, and a ranking of 26 out of 100 US cities for value of products exported. The Brookings Institution highlighted Memphis as a center for infrastructure and jobs . 17% of Memphis workers are in jobs related to infrastructure.

Therefore, by supporting important economic sectors, the proposed program meets a local and regional need and demand that impacts the state of Tennessee and the US. In Tennessee, manufacturing is expected to grow 2.17% by 2027 and transportation is expected to grow 2.04% .

In a 2014 Report , Transportation Operations was identified as a Top 10 under-supplied career path. According to the US Bureau of Labor Statistics, engineering manager jobs are expected to grow 9.9% by 2026 with an annual wage of \$134,730. Even though the total number of engineering managers is expected to slightly decrease in Tennessee by 2018 because of retirements, the total number of job openings is expected to remain at 64 per year . In December 2017, 105 Engineering Management jobs were listed on www.jobs4tn.gov. 26 of those were in West Tennessee. On January 7, 2018, there were 53 potential candidates for 59 job openings. Also from www.jobs4tn.gov, the projected employment in 2024 for engineering managers is 3070, representing a 1.5% increase, as compared to a 1.2% increase for all occupations. Projected number for engineering management degree awards in Tennessee is 25 in 2025 .

As part of our feasibility study, industry professionals were contacted for feedback. The responses are included in the Appendix A. Responses were received from:

1. Robert Stephens, Principal, Advisor, PwC Consulting. www.pwc.com
2. Don Colvin, VP, FedEx
3. Dan Gardner, Manager, Thyssen-Krupp

Also, included in Appendix A, are some unsolicited feedback from alumni or industrial partners of the college.

Program Costs/Revenues

The additional cost of supporting the program is to hire one adjunct faculty member for two semesters per year at a cost of \$3000 per semester. The MS program will be sustained with revenue from student tuitions and fees. Specifically, the program will generate \$45 per credit hour in Engineering Course Fees to offset cost of the adjunct instructor. Online course fees at \$100 per credit hour will go to the offering departments to also help sustain any new instructional costs incurred. The courses in the program currently exist, and most are already online. Additional online development costs will be provided by Tennessee eCampus.

The courses are offered on a regular basis as part of the following programs:

1. Master of Science in Civil Engineering
2. Master of Science in Engineering Technology
3. MS Programs in the Fogelman College of Business

Therefore, there is minimal additional cost to offer the MS in Engineering Management.

The enrollment in the program is anticipated to start with 10 students in year one and grow to 25 students in Academic, Research and Student ...tion and f5.4. MS in Engineering Management, 800 for a nominal cost of adjPage 574 of 751 salaries at \$6000 per year. This low cost is a result of using courses that are already offered as part of existing

programs.

Existing Programs

A search at THEC resulted in the following:

Middle Tennessee State University	MS	Engineering Management, Professional Science	09.15.1501.00
University of Tennessee, Chattanooga	C4	QUALITY MANAGEMENT	09.15.1501.12
University of Tennessee, Chattanooga	MS	ENGINEERING MANAGEMENT	09.15.1501.00
University of Tennessee, Chattanooga	C4	ENGINEERING MANAGEMENT POWER SYSTEM MANAGEMENT	09.15.1501.15
University of Tennessee, Chattanooga	C4	LOGISTICS & SUPPLY CHAIN MGMT	09.15.1501.19
University of Tennessee, Chattanooga	C4	ENGINEERING MGMT CONSTRUCTION MGMT	09.15.1501.11
University of Tennessee, Chattanooga	C4	ENGINEERING MGMT PROJECT & TECH MGMT	09.15.1501.13
University of Tennessee, Knoxville	C4	ENGINEERING MANAGEMENT	09.15.1501.11
Christian Brothers University	MS	Engineering Management	09.15.1501.00
Lipscomb University	MS	Engineering Management	09.15.1501.00

The MS in Engineering Management focuses on two concentration areas, Transportation and Manufacturing, that are unique in Tennessee, and that are in high demand in the Memphis metropolitan area. In addition, through the Tennessee eCampus, we plan to collaborate with other programs in the state for additional course offerings, electives, and flexibility in the program. Thus, the MS in Engineering Management in the state will work together to satisfy the needs of students and employers, while holding costs down by sharing courses and instructional resources. Moreover, with a large population base in Memphis, we anticipate most of our students will be local. We will work with local employers to promote the program and recruit students, as well as meet their unique needs.

All of the other MS in Engineering Management programs in the state are several hours east of Memphis, and thus, cannot interface as directly with local employers or students. Moreover, the Greater Memphis Region is the only region in the state with a high employer demand for Architecture and Engineering Managers (SOC Code 11-9041) from Table D-1 of . The University of Memphis is in the best position to provide support services and educational resources to our local students.

New Academic Program Proposal Checklist

Curriculum

MS in Engineering Management

Herff College of Engineering

Program Requirements and Current Courses

The curriculum for the online MS in Engineering management is a collaboration between the Herff College of Engineering and the Fogelman College of Business. The MS requires a minimum of 33 student credit hours beyond a Bachelor Degree.

Curriculum Component	Hours Required
Core	12
Concentration	12
Electives	9
TOTAL	33

Core (12 hours)(Choose 4):

1. **TECH 7105: Project Plan & Scheduling (3)**: Contemporary methods used in project planning and scheduling; emphasis on critical path method (CPM) with computer application; solution of actual problems stressed. NOTE: Due to reasons beyond our control, the RODP version of this course offered Summer 2011 and Fall 2011 (R50 Section) is not acceptable for this requirement.
2. **TECH 7401: Lean Fundamentals (3)**: Basic concepts and terminology of Lean, including review of published seminal works and case studies. Concepts covered include: kanban, visual factory & 5S, kaizen, standard work, take time, flow, poke-yoke, PDCA, SMED and other tools & techniques of Lean. PREREQUISITE: TECH 4/6460 or equivalent, or permission of instructor. Course prerequisites for TECH 7401 will be waived for students who have demonstrated relevant work experience.
3. **FIR 7155 - Global Financial Mgmt (3)** Theory and practice of modern financial theory as currently practiced in an interdependent global economy by corporate financial managers, financial consultants, and managers of financial institutions.
4. **MGMT 7160 - Global Strategic Mgmt (3) (7410)** Decisions and actions for the development and implementation of long-term plans that determine organizational performance; role of top management decision making in establishing the firm's mission; focus on strategic analysis of alternative actions; evaluation of environmental conditions, industry characteristics, and organizational capabilities in determining strategy in a global context.
5. **SCMS 7313: Global Operations Management. (3)**. A comprehensive course that addresses the acquisition, transformation and distribution of goods and services within the global supply chain. The course will present concepts, tools and strategies used to design and manage operations. Topics covered in the course include, but are not limited to: strategic implications, performance measurement, process management, sourcing, operations design, quality, inventory, logistics, enabling information systems and technology, and global issues.
6. **ACCT 7080: Financial and Managerial Accounting for Managers. (3)**. Use of accounting information by an organization's investors, creditors, regulatory authorities and managers; develop financial and credit analysis skills that are useful in business decision making. Analysis of accounting information that can be used by management to monitor the efficiency, quality, and timeliness of its operations; pricing and costing of products and services, planning, and performance measurement.

Concentration (12 hours):

Transportation

1. CIVL 7360 - Transp Econ & Decision Making
2. CIVL 7012 - Prob Meth In Engr

3. CIVL 7263 - Intro. to Num. Opt. for Eng.
4. CIVL 7269 Quantitative Approaches to Engineering Decision Making

Manufacturing

1. TECH 7015 - App Stat Meth Industry
2. TECH 7402 - Adv Quality Control
3. TECH 7404 - Wrld/Clas Manfct Concpt
4. TECH 7414 - Manuf Strat/Syst Design

Electives (9 hours)

Graduate electives in Engineering to be chosen by the student in consultation with advisor.

New Courses Needed

None

Distance Learning

All courses will be offered through distance learning.

Course Syllabi

See Appendix B.

Academic Standards

Admission Requirements in addition to those of the University of Memphis Graduate School are a Bachelor of Science Degree in Engineering or Engineering Technology from a program accredited by ABET. In addition, for the Herff College of Engineering students are required to submit acceptable scores on the verbal, quantitative, and analytic portions of the GRE.

Retention Requirements: As per the University of Memphis Graduate School and the Herff College of Engineering, students must maintain a GPA of 3.0 to be in good standing. No more than 7 hours of "C"'s are permitted.

Graduation Requirements: As per the University of Memphis Graduate School, the minimum requirements for a Master's degree are 30-36 semester hours of course work. A minimum of 70% of the total required hours are required to be at the 7000 level. The degree must be completed within eight years, and every candidate who does not write a thesis is required to pass a final comprehensive examination. The student must have a cumulative GPA of 3.0 on all graduate work undertaken at the University of Memphis, and an average GPA of 3.0 on all graduate work at the time of graduation.

Diversity

The program will be marketed to professional engineers, and thus, will serve an adult learner community. As the institution that serves a diverse community, the enrollment in the program should reflect that of our diverse undergraduate population, which includes a high percentage of underrepresented populations of students. The program will be offered online, making it accessible to a wide community of students. The program will be offered through Tennessee eCAMPUS and the UofM Global Campus, further diversifying the target student population.

Program Enrollment and Graduates

Year	Full-Time Enrollment	Part-Time Enrollment	Total Enrollment	Graduates
1	6	4	10	
2	10	5	15	
3	10	10	20	4
4	15	10	25	6
5	15	10	25	10

Administrative Structure

The Masters of Engineering Management is organized under the leadership of the Dean of the Herff College of Engineering, who serves as chief academic officer of the Herff College of Engineering, which is the administrative unit for the program.

Faculty Resources

The program uses existing faculty resources in the Civil Engineering and Engineering Technology programs in the Herff College of Engineering, and the Fogelman College of Business and Economics.

Current Faculty

Name	Rank	Highest Degree	Primary Department	Commitment	Graduate Faculty Status
Sabyasachee Mishra	Assistant Professor	PHD	Civil Engr.	15%	Full
Mihalis M. Golias	Associate Professor	PHD	Civil Engr.	15%	Full
Francis Fabian	Associate Professor	PHD	Strategic Management and Entrepreneurship	15%	Full
Sabatino Silveri	Assistant Professor	PHD	Finance	15%	Associate
Pankaj Jain	Professor	PHD	Finance	15%	Full
Earnest Nichols	Associate Professor	PHD	Marketing and SCM	15%	Associate
Jeff Black	Assistant Professor	PHD	Finance	15%	Full
James Lukawitz	Associate Professor	PHD	Accounting	15%	Associate
Randolph Turner	Instructor	MBA	Accounting	15%	Adjunct
Kevin Berisso	Assistant Professor	PHD	Engineering Technology	15%	Full
Carl Williams	Associate Professor	MS, MBA	Engineering Technology	15%	Associate
Jasmin Nuhic	Adjunct Instructor	MS	Engineering Technology	50%	Adjunct
Rajesh Balasubramanian	Adjunct Instructor	MS	Engineering Technology	50%	Adjunct

See Appendix C for Faculty CV's.

Anticipated Faculty

Two adjunct/part-time faculty to help with online instruction, whose salaries will be paid from fees generated by the program.

Library and Information Technology Resources

The U of M offers a broad array of library resources that include many electronic databases such as CINAHL, OVID, and SciVerse that provide full-text articles. The library also provides ILLiad, which is an outstanding resource that provides full text articles that may not be available in full-text in our current journal databases. The University Libraries (Libraries) are housed in the McWherter Library with 4 branch libraries. The collection items that support the Engineering Program are found in the McWherter Library and in electronic format on the Libraries' website (<http://www.memphis.edu/libraries>). The Libraries have 77 full-time personnel: 21 Faculty; 4 professional/administrative staff; and 52 support staff.

The Ned R. McWherter Library opened in fall 1994 at a cost of \$26,500,000. This 250,000 square foot library offers state of the art electronic capabilities, full wireless access to the internet in addition to 163 computer workstations for wired access via the Campus Network, and over 150 group and individual study carrels available throughout the building, as are appropriate copiers, printers, micro format readers and reader-printers. The McWherter Library opens 93.5 hours per week during the regular semester, with abbreviated hours between semesters. The Libraries' website (<http://www.memphis.edu/libraries/>) offers access to over 150 electronic resources (indexes, full-text databases, abstracts) and over 109,000 electronic books.

The Libraries' Research and Information Services (RIS) Desk is located on the first floor of the McWherter Library in the Learning Commons. The RIS Desk is staffed during all the open hours of the McWherter Library, while the Learning Commons and its Technical Support Desk are open for extended hours during exam periods. The staff at the RIS Desk seeks to help library users successfully meet their information needs. Throughout each semester the RIS Desk staff present "open-walk-in" instructional sessions on the various electronic resources available on the Libraries' website.

The Libraries has an active Interlibrary Loan Department which uses the ILLiad and RAPIDILL systems to fill faculty and student requests for materials not locally owned, a free service to students and faculty through which they can make requests via the Libraries' website from over 10,000 libraries world-wide. The Libraries also participates in collaborative document delivery with its fellow-members of the Association of Southeastern Research Libraries and members of TENN-SHARE. As the Regional Federal Depository for the State of Tennessee, the Libraries receives and/or has access to all U. S. Government Printing Office publications in print, microform, and electronic formats. This collection is, by law, available to all U. S. citizens, most especially the citizens of Tennessee.

Technology. All University students pay a technology access fee (TAF) that funds computing equipment and printing supplies in computer labs across campus. The University has 1,305 computers in 53 TAF labs. In addition to departmental labs located across campus, there are two large general-use computer lab facilities accessible by students: McWherter Library Learning Commons has 118 computers and the University Center Technology Hub has a total of 82 computers. The Technology Hub is open 24 hours per day, seven days per week. Lab attendants are present at all times for the two general-use labs with extended hours. Student technology workers who are available to assist other students with use of computing laboratory equipment staff these computer labs. Student computers are rotated out of TAF labs every three years or as budget conditions allow. Computers removed from TAF labs are sometimes used to replace older faculty desktop computers. The College of Engineering supports two computer labs.

Library and Information Technology Acquisitions Needed

None

Support Resources

Evidence of Willingness to partner

The program uses faculty from existing programs in the Herff College of Engineering and the Fogleman College of Business. Those faculty will be supported by their home departments. The Herff College of Engineering will provide administrative support for the program.

Other support currently available

Herff College of Engineering Support Resources:

1. Associate Dean for Research
2. Director of Graduate Programs for the College
3. Associate Dean for Academic Affairs and Administration
4. Chair of Civil Engineering
5. Graduate Coordinator for Civil Engineering
6. Chair of Engineering Technology
7. Graduate Coordinator for Engineering Technology
8. Administrative assistants (4) for Herff College and Departments of Civil Engineering and Engineering Technology.
9. Faculty advisors in Herff College of Engineering
10. Herff College Business Officer
11. Herff College Technical Support Staff
12. Tennessee eCampus
13. UofM Global Campus

Other Support Needed

None

Facilities and Equipment

Since this is an online program, no special facilities or equipment is required beyond the existing office computers of faculty teaching the courses.

Marketing and Recruitment Plan

The Herff College of Engineering has a marketing director who will develop a marketing strategy for the new degree program. The program will be marketed through the Herff College of Engineering website and social media platforms. In addition, the College has purchased advertising through the athletic department for home football and basketball games. This includes scoreboard messages and radio spots. These will be used to market the program.

Students will be recruited from our own student body, our alumni, and local engineers. The College has an active employer outreach program and development program that will be used to recruit students. For example, the College maintains a list of employers and industrial supporters of the program that includes FedEx, Smith-Nephew, and many more.

In addition, students will be recruited from the Lambuth campus of the University of Memphis, and industry in the Jackson, TN area.

Assessment/Evaluation

For the first five years of the program, the number of enrolled students and graduates will be assessed. Quality of the students will be assessed using the SACS assessment instrument for the College of Engineering, which is based upon the Comprehensive Exam (See Appendix D). The Interdisciplinary faculty who are involved in the program will meet annually to conduct the review of assessment results.

Accreditation

No professional accreditation sought. No implications for SACS.

Funding

See THEC Financial Projections Form in Appendix E.

ⁱ THEC Annual Report, "Academic Supply and Occupational Demand in Tennessee," January 15, 2018.

ⁱⁱ Dulberger, Reid, "Metro Memphis' Economy is Changing – Again. Are we ready?", The Memphis Economy, <http://thememphiseconomy.com/edge-feb>

ⁱⁱⁱ Memphis and Shelby County Regional Economic Development Plan, "A Roadmap for Transforming the Metro Memphis Economy".

^{iv} Tennessee Department of Economic Development, "Easy Access to Global Markets," <http://www.tnecd.com/industries/transportation-distribution-logistics/>

^v <https://memphischamber.com/live-in-memphis/bragging-rights/>

^{vi} Kane, Joseph and Robert Puentes, "Memphis as a Center for Infrastructure and Jobs", The Brookings Institute, <https://www.brookings.edu/blog/the-avenue/2015/05/15/memphis-as-a-center-for-infrastructure-and-jobs/>

^{vii} Matthew N. Murray, "An Economic Report to the Governor of the State of Tennessee," UT Center for Business and Economic Research, January 2018, <http://cber.haslam.utk.edu/erg/erg2018.pdf>.

^{viii} LeAnn Luna, Matthew N. Murray, and Vickie C. Cunningham, "Academic Program Supply and Occupational Demand Projections: 2012-2025," UT Center for Business and Economic Research, January 2014, <http://cber.haslam.utk.edu/pubs/mnm130c.pdf>

^{ix} LeAnn Luna, Matthew N. Murray, and Vickie C. Cunningham, "Academic Program Supply and Occupational Demand Projections: 2012-2025," UT Center for Business and Economic Research, January 2014, <http://cber.haslam.utk.edu/pubs/mnm130c.pdf>

^x LeAnn Luna, Matthew N. Murray, and Vickie C. Cunningham, "Academic Program Supply and Occupational Demand Projections: 2012-2025," UT Center for Business and Economic Research, January 2014, <http://cber.haslam.utk.edu/pubs/mnm130c.pdf>

^{xi} THEC Annual Report, "Academic Supply and Occupational Demand in Tennessee," January 15, 2018.

Appendix A: Industry and Alumni Support

Q1. This survey will only take 5 minutes. Thanks for your participation.

The Herff College of Engineering at the University of Memphis is proposing an Master's of Science in Engineering Management. The proposed program would increase our Masters enrollment, and would satisfy some needs of our local industrial partners.

The Masters program in engineering management combines technical problem solving with managerial skills from business, which include accounting, project and operations management, and finance. The goal of the program is to prepare engineering BS graduates for a career in management. Initially, the program would have a focus in two concentration areas, Manufacturing and Transportation/Logistics.

Once the program is established, we would expand the concentrations to fields like health care, construction management, and other needed areas.

Q10. Do you see a need for the proposed MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q3. Do you believe there is a willingness to pay increased salaries for recipients of the MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q4. What do you believe are the opportunities for graduates of the MS in Engineering Management degree?

With respect to career, lot's...it has been a challenge for us to hire Eng Managers local. We either have to spend a lot of time internally developing the required skillset, or have to hire from outside industry. Technical people that can manage other people effectively that also have business acumen are very valuable.

Q5. Do you see a future demand for the MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q6. What do you see as the benefits of the proposed MS in Engineering Management degree?

See above comments.

Q7. Any additional comments re: the proposed MS in Engineering Management degree:

Q8. Please provide your name:

Dan Gardner

Q9. Please provide your affiliation:

thyssenkrupp

Location Data

Location: [\(33.748992919922, -84.388000488281\)](#)

Source: GeolP Estimation



The map displays a region in the Southeastern United States, primarily covering parts of Alabama and Georgia. A red location pin is placed near Atlanta, Georgia. Other cities labeled include Huntsville, Chattanooga, Asheville, Charlotte, Birmingham, Tuscaloosa, Columbus, and Columbia. The map includes the Google logo and the text 'Map data ©2018 Google'.

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Q10. Do you see a need for the proposed MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q3. Do you believe there is a willingness to pay increased salaries for recipients of the MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q4. What do you believe are the opportunities for graduates of the MS in Engineering Management degree?

So long as the masters in engineering management provides a basic understanding of leadership principals, covers a basic business acumen, project/program management principles and incorporates working in as collaborative team environment, I think it would be a meaningful addition to the University.

Q5. Do you see a future demand for the MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q6. What do you see as the benefits of the proposed MS in Engineering Management degree?

It could better prepare engineering graduates for the challenges of a management position which is can be very rewarding. However, many engineers are ill prepared to make things happen through others and end up falling back on what they are most comfortable with the technical aspects of their job as an engineering manager.

Q7. Any additional comments re: the proposed MS in Engineering Management degree:

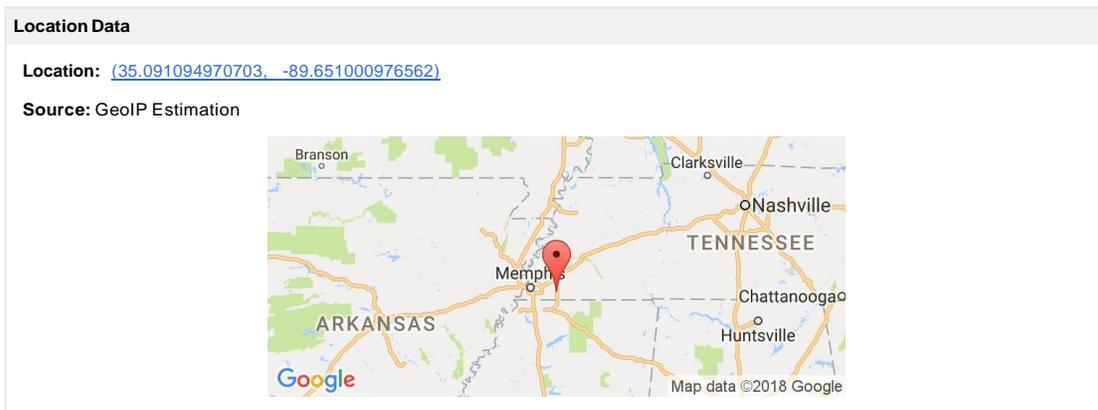
I am very biased on this subject because I see many engineers go into management and struggle for several years because they do not have an awareness of what management really is all about-dealing with people at many levels. I would happily discuss this with you in more detail.

Q8. Please provide your name:

Don Colvin

Q9. Please provide your affiliation:

FedEx Express



Q1. This survey will only take 5 minutes. Thanks for your participation.

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Q10. Do you see a need for the proposed MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q3. Do you believe there is a willingness to pay increased salaries for recipients of the MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q4. What do you believe are the opportunities for graduates of the MS in Engineering Management degree?

This degree will accelerate engineering graduates into management opportunities and opens the door to less traditional career opportunities like management consulting.

Q5. Do you see a future demand for the MS in Engineering Management degree?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q6. What do you see as the benefits of the proposed MS in Engineering Management degree?

I think this is a differentiated degree program that will raise the profile of the University. As stated above, I think it opens up both upward and wide opportunities for engineering graduates.

Q7. Any additional comments re: the proposed MS in Engineering Management degree:

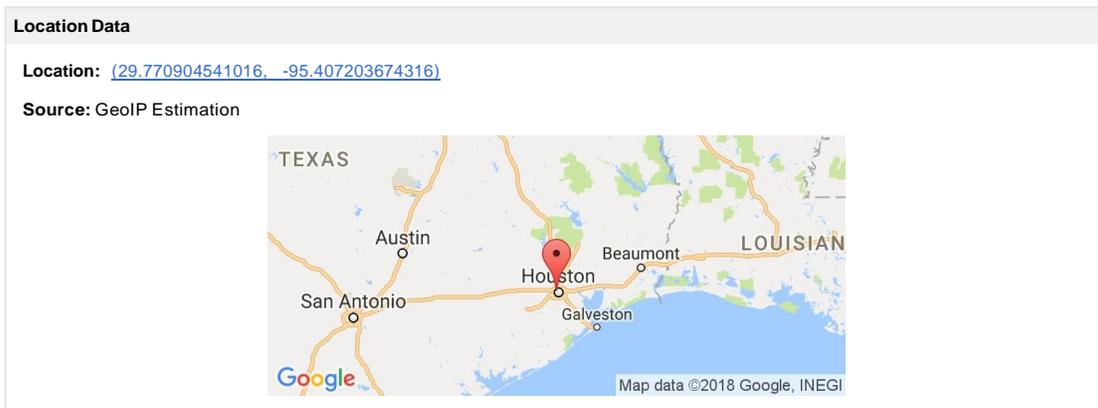
I would like to see us think broadly in how we leverage adjunct staff for a number of the course offerings in order to offer practical experience to the students.

Q8. Please provide your name:

Robert Stephens

Q9. Please provide your affiliation:

BSEE 1990



From: [Stephanie S Ivey \(ssalyers\)](#)
To: [Russell Jerry Deaton \(rjideaton\)](#)
Subject: Fw: Input needed
Date: Thursday, October 26, 2017 1:02:24 PM
Attachments: [image001.png](#)
[image002.png](#)

More comments below, and looks like someone ready to enroll as well! If we market this right, I think we will do really well with this program.

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
 Herff College of Engineering



The University of Memphis

108B Engineering Science Building
 Memphis, TN 38152

901.678.3286 | memphis.edu/herff



From: Clay Culwell <Clay.Culwell@tn.gov>
Sent: Thursday, October 26, 2017 11:27 AM
To: Stephanie S Ivey (ssalyers)
Subject: FW: Input needed

Hey Stephanie, you may remember Will Reid from back in the day. He is now our Assistant Chief Engineer and I asked if he would share his thoughts. I have a tendency to agree with him (see below). Do you guys have a target semester for implementation? I can see a lot of TDOT engineers taking a close look at this program, as it seems to tie the concept of both a master's in Civil Engineering and an MBA together very well. We may even be able to negotiate a special program for TDOT employees as an alternative to the CE master's degree program at UTK.



Clay Culwell | Assistant Director
 Occupational Health & Safety Division
 James K. Polk Building, 18th Floor
 505 Deaderick Street, Nashville, TN 37243
 Office: 615.253.3023 Mobile: 615.418.3351
Clay.culwell@tn.gov
tn.gov/tdot

From: Will Reid
Sent: Thursday, October 26, 2017 9:55 AM
To: Clay Culwell
Subject: RE: Input needed

I would recommend 1,2,4 and 6 for the core. When will this happen you think? If it's all on-line, I'm interested myself



Will Reid, P.E. | Assistant Chief Engineer of Operations
James K. Polk Building, Suite 700
Nashville, TN 37172
p. 615-741-2342
will.reid@tn.gov
tn.gov/tdot

From: Clay Culwell
Sent: Wednesday, October 25, 2017 7:59 AM
To: Will Reid
Subject: Fwd: Input needed

Hey brother, I thought you'd be interested in this. As a fellow alum, would you mind glancing at the program and sharing your thoughts?



Clay Culwell | Assistant Director
Occupational Health & Safety Division
James K. Polk Building, 18th Floor
[505 Deaderick Street, Nashville, TN 37243](https://www.tn.gov/505-Deaderick-Street-Nashville-TN-37243)
Office: [615.253.3023](tel:615.253.3023) Mobile: [615.418.3351](tel:615.418.3351)
Clay.culwell@tn.gov
tn.gov/tdot

Begin forwarded message:

From: "Stephanie S Ivey (ssalyers)" <ssalyers@memphis.edu>
Date: October 23, 2017 at 10:32:43 AM CDT
To: Clay Culwell <Clay.Culwell@tn.gov>

Subject: Input needed

***** This is an EXTERNAL email. Please exercise caution. DO NOT open attachments or click links from unknown senders or unexpected email. - STS-Security*****

Hi Clay,

We are planning to launch an engineering management graduate program (all online) next year. There will be four core management courses required, and then students can elect to concentrate in either transportation engineering or manufacturing.

I am attaching a draft outline of these. Can you take a quick look at the 6 options for the core courses and let me know which four you think would be most appealing from an employer perspective? Also, if you have any thoughts on the transportation concentration courses, I would appreciate input there as well.

Thanks!
Stephanie

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
Herff College of Engineering



The University of Memphis
108B Engineering Science Building
Memphis, TN [38152](https://www.memphis.edu)

[901.678.3286](tel:901.678.3286) | [memphis.edu/herff](https://www.memphis.edu/herff)



From: [Stephanie S Ivey \(ssalyers\)](#)
To: [Russell Jerry Deaton \(rjideaton\)](#)
Subject: Fw: Input needed
Date: Tuesday, October 24, 2017 7:20:24 AM

More input below...

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
 Herff College of Engineering



The University of Memphis

108B Engineering Science Building
 Memphis, TN 38152

901.678.3286 | memphis.edu/herff



From: Stephanie S Ivey (ssalyers)
Sent: Tuesday, October 24, 2017 7:20 AM
To: Jim Fitzhenry
Subject: Re: Input needed

That makes a lot of sense- thank you very much!

Stephanie

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
 Herff College of Engineering



The University of Memphis

108B Engineering Science Building
 Memphis, TN 38152

901.678.3286 | memphis.edu/herff



From: Jim Fitzhenry <jwfitzhenry@buckman.com>
Sent: Tuesday, October 24, 2017 3:07:59 AM
To: Stephanie S Ivey (ssalyers)
Subject: RE: Input needed

Hi Steph,

While I like all six, 3 through 6 are the most important followed by Project Management and Lean. I chose the final four because often folks in technical roles won't take the time to understand accounting or finance, and they should as managers. It is likely that they can obtain project management and lean training once employed.

I hope this makes sense. Jim

James W. Fitzhenry
Vice President, Global Product Technology
Buckman International

901-272-8371 Office
901-274-8035 Fax
jwfitzhenry@buckman.com
buckman.com

Commitment makes the best chemistry

From: Stephanie S Ivey (ssalyers) [mailto:ssalyers@memphis.edu]
Sent: Monday, October 23, 2017 10:42 AM
To: Jim Fitzhenry <jwfitzhenry@buckman.com>
Subject: Input needed

Hi Jim,

We are planning to launch an engineering management graduate program (all online) next year. There will be four core management courses required, and then students can elect to concentrate in either transportation engineering or manufacturing.

I am attaching a draft outline of these. Can you take a quick look at the 6 options for the core courses and let me know which four you think would be most appealing from an employer perspective? Also, if you have any thoughts on the transportation or manufacturing concentration courses, I would appreciate input there as well.

Thanks!
Stephanie

Stephanie S. Ivey, PhD
Associate Dean for Research | Professor
Herff College of Engineering



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From: [Stephanie S Ivey \(ssalyers\)](#)
To: [Russell Jerry Deaton \(rjdeaton\)](#)
Subject: Fw: Input needed
Date: Monday, October 23, 2017 2:34:34 PM

I thought Greg's response was a good option. Below is first response back from one of the employers I polled. Will let you know when I hear back from others (particularly FedEx).

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
Herff College of Engineering



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From: Monroe, Kenny <Kenny.Monroe@kimley-horn.com>
Sent: Monday, October 23, 2017 1:23 PM
To: Stephanie S Ivey (ssalyers)
Subject: RE: Input needed

Hey Stephanie,

I think the following four are the most appealing from an employer perspective for and civil/transportation engineering manager.

- TECH 7105
- TECH 7401
- SCMS 7313
- ACCT 7080

Is there a big difference between CIVL 7360 and CIVL 7XXX? If not, could these be combined into the same course...or elements of CIVL 7XXX split into CIVL 7360, 7012, and 7263?

Thanks,
Kenny

From: Stephanie S Ivey (ssalyers) [<mailto:ssalyers@memphis.edu>]
Sent: Monday, October 23, 2017 10:39 AM
To: Monroe, Kenny <Kenny.Monroe@kimley-horn.com>

Subject: Input needed

Hi Kenny,

We are planning to launch an engineering management graduate program (all online) next year. There will be four core management courses required, and then students can elect to concentrate in either transportation engineering or manufacturing.

I am attaching a draft outline of these. Can you take a quick look at the 6 options for the core courses and let me know which four you think would be most appealing from an employer perspective? Also, if you have any thoughts on the transportation concentration courses, I would appreciate input there as well.

Thanks!
Stephanie

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
Herff College of Engineering



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From: [Stephanie S Ivey \(ssalyers\)](#)
To: [Russell Jerry Deaton \(rjdeaton\)](#)
Subject: Fw: Input needed
Date: Wednesday, January 3, 2018 10:15:03 AM
Attachments: [201801021518.pdf](#)

More input on the engineering mgmt program- this is quite helpful. See below and attached.

Stephanie S. Ivey, PhD

Associate Dean for Research | Professor
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 108B Engineering Science Building
 Memphis, TN 38152
 901.678.3286 | memphis.edu/herff



From: Ian Engstrom <iengstrom@ssr-inc.com>
Sent: Tuesday, January 2, 2018 5:23 PM
To: Stephanie S Ivey (ssalyers)
Subject: RE: Input needed

Stephanie,

I have not kept my word about getting you some feedback. I apologize.

I think from my perspective the following are the most attractive:

TECH 7105
 TECH 7401
 ACCT 7080
 FIR 7155

The other two (MGMT 7160 and SCMS 7313) seem a little vague.

The Transportation and Manufacturing courses appear to mirror what I experienced when I went through the Engr. Mgmt. program at Texas A&M. There should be an emphasis on statistical methods and modeling. It is not so much about the software used for modeling, but about the process of what makes a useful model. I have attached some course descriptions and sample syllabi from classes I took.

I wonder if it would be possible to offer some electives on team/people management or

performance management theories. That is a little softer than the rest of the courses but would be a good counterpoint for engineers going into management roles.

Sorry again for not being reliable. I am glad y'all are putting this together and getting it into the marketplace.

Thanks,
Ian

Ian Engstrom, PE
D: 901.260.9897
C: 901.232.2276
E: iengstrom@ssr-inc.com

From: Stephanie S Ivey (ssalyers) [mailto:ssalyers@memphis.edu]
Sent: Monday, October 23, 2017 10:32 AM
To: Ian Engstrom <iengstrom@ssr-inc.com>
Subject: Re: Input needed

Hi Ian,

We are planning to launch an engineering management graduate program (all online) next year. There will be four core management courses required, and then students can elect to concentrate in either transportation engineering or manufacturing.

I am attaching a draft outline of these. Can you take a quick look at the 6 options for the core courses and let me know which four you think would be most appealing from an employer perspective? Also, if you have any thoughts on the transportation concentration courses, I would appreciate input there as well.

Thanks!
Stephanie

Stephanie S. Ivey, PhD
Associate Dean for Research | Professor
Herff College of Engineering



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Memphis, TN 38152
[901.678.3286](tel:901.678.3286) | memphis.edu/herff



From: Greg Sedrick
To: [Russell Jerry Deaton \(rjdeaton\)](mailto:rjdeaton)
Cc: [Richard L Irwin \(rirwin\)](mailto:rirwin); [Richard Joseph Sweigard \(rjswgard\)](mailto:rjswgard); [Roy W Bowery \(rbowery\)](mailto:rbowery); [Stephanie S Ivey \(ssalyers\)](mailto:ssalyers)
Subject: Re: ENGR Management
Date: Monday, October 23, 2017 12:17:42 PM
Attachments: [image006.png](#)
[image007.png](#)
[image009.png](#)
[image010.png](#)

This is a great set of courses and concentrations. Additionally it is unique in the Tennessee public institutions . It's a tough choice of what to eliminate.

I suggest the following. Require 3 core courses plus a selection of one of the following three: Lean, Global Finance or Global Operations. This would represent the need based upon different career paths.

Transportation versus Manufacturing

Sent from my iPhone

On Oct 23, 2017, at 11:22 AM, Russell Jerry Deaton (rjdeaton) <rjdeaton@memphis.edu> wrote:

Greg

I have attached a candidate curriculum. I could use your input on the core classes. I am trying to narrow those down from 6 to 4.

Russell J. Deaton, Ph.D.
 Kanuri Professor of Electrical and Computer Engineering
 Associate Dean for Academic Affairs and Administration
 Herff College of Engineering
 University of Memphis

From: Greg Sedrick [<mailto:greg.sedrick@tbr.edu>]
Sent: Friday, September 29, 2017 3:45 PM
To: Russell Jerry Deaton (rjdeaton) <rjdeaton@memphis.edu>; Richard L Irwin (rirwin) <rirwin@memphis.edu>; Richard Joseph Sweigard (rjswgard) <rjswgard@memphis.edu>
Cc: Roy W Bowery (rbowery) <rbowery@memphis.edu>; Stephanie S Ivey (ssalyers) <ssalyers@memphis.edu>
Subject: RE: ENGR Management

I look forward to working with all of you! This is very exciting to me personally as I have been involved with the profession for 35+ years.

Regards,

Greg

Gregory A. Sedrick, Ph.D., P.E.

Associate Vice Chancellor

Academic Affairs & TN eCampus

Tennessee Board of Regents

1 Bridgestone Park, Third Floor

Nashville, TN 37214-2428

615.366.4471

gsedrick@tbr.edu

WEB: www.tbr.edu & www.TNeCampus.org

<image006.png>

From: Russell Jerry Deaton (rjdeaton) [<mailto:rjdeaton@memphis.edu>]

Sent: Friday, September 29, 2017 11:19 AM

To: Greg Sedrick <greg.sedrick@tbr.edu>; Richard Irwin <rirwin@memphis.edu>;

Richard Joseph Sweigard (rjswgard) <rjswgard@memphis.edu>

Cc: Roy W Bowery (rbowery) <rbowery@memphis.edu>; Stephanie S Ivey (ssalyers) <ssalyers@memphis.edu>

Subject: RE: ENGR Management

Dear Greg,

We are proceeding with the MS in ENGR MGMT. Next week, we will talk among ourselves about the program, and existing courses to support it. After that, I will be in touch to ask for your help.

Russell J. Deaton, Ph.D.

Kanuri Professor of Electrical and Computer Engineering

Associate Dean for Academic Affairs and Administration

Herff College of Engineering

University of Memphis

From: Greg Sedrick [<mailto:greg.sedrick@tbr.edu>]

Sent: Thursday, September 28, 2017 2:00 PM

To: Russell Jerry Deaton (rjdeaton) <rjdeaton@memphis.edu>; Richard L Irwin (rirwin) <rirwin@memphis.edu>; Richard Joseph Sweigard (rjswgard)

<rjswgard@memphis.edu>

Cc: Roy W Bowery (rbowery) <rbowery@memphis.edu>; Stephanie S Ivey (ssalyers) <ssalyers@memphis.edu>

Subject: RE: ENGR Management

Russell,

Short version: The monies follow the instructor if it is a TN eCampus class.

- <!--[if !supportLists]-->1. <!--[endif]-->A UofM student was taking our program.
ANS. If not a TN eCampus listing, which allows a non UoM student to take a class from you, then all tuition would remain at UoM. If it is a TN eCampus listing and a UoM instructor then UoM keeps all the tuition AND 60% of the eCampus fee. TN eCampus receive 40% of the eCampus fee only. Dan Lattimore can explain the details.
- <!--[if !supportLists]-->2. <!--[endif]-->A UofM student was taking a class at another institution in e-Campus. UoM would not receive any revenue if the course is taught by another institution. However when a TN eCampus program is created the courses are assigned to each partner and all sections are balanced among the offerings so the revenue is equally distributed.
- <!--[if !supportLists]-->3. <!--[endif]-->A student at another institution was taking one of our classes. If not a TN eCampus course then UoM would receive all the tuition and no eCampus fee would be accessed. However the student would also have to declare themselves a transfer student with UoM, complete a transfer request at their home institution, and keep a close watch on residency limits established by their home institution. If a TN eCampus section then the course would be considered a course at their home institution. There would be an eCampus fee of which UoM would receive all the tuition and 60% of the fee. The student avoids the paperwork and also has “free” access to all the on-line resources which include databases, ejournals and sometimes etextbooks. The student also has access to the TN eCampus helpdesk services and physical bookstore. Faculty teaching with TN eCampus have “free” access to instructional designers, accessibility experts, and other developmental resources.

I would be more than happy to come visit or set up a video conference to address any additional questions if desired.

Greg

Gregory A. Sedrick, Ph.D., P.E.

Associate Vice Chancellor

Academic Affairs & TN eCampus

Tennessee Board of Regents

1 Bridgestone Park, Third Floor

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gsedrick@tbr.edu

WEB: www.tbr.edu & www.TNeCampus.org

<image007.png>

From: Russell Jerry Deaton (rjdeaton) [<mailto:rjdeaton@memphis.edu>]

Sent: Thursday, September 28, 2017 9:14 AM

To: Richard Irwin <rirwin@memphis.edu>; Richard Joseph Sweigard (rjswgard) <rjswgard@memphis.edu>; Greg Sedrick <greg.sedrick@tbr.edu>

Cc: Roy W Bowery (rbowery) <rbowery@memphis.edu>; Stephanie S Ivey (ssalyers) <ssalyers@memphis.edu>

Subject: RE: ENGR Management

Greg,

The Dean had a question about how the funding works if we go with Tennessee e-Campus. How would the tuition revenue be split among the participating institutions if

- <!--[if !supportLists]-->1. <!--[endif]-->A UofM student was taking our program.
- <!--[if !supportLists]-->2. <!--[endif]-->A UofM student was taking a class at another institution in e-Campus.
- <!--[if !supportLists]-->3. <!--[endif]-->A student at another institution was taking one of our classes.

We want to pursue this degree.

Russell J. Deaton, Ph.D.

Kanuri Professor of Electrical and Computer Engineering

Associate Dean for Academic Affairs and Administration

Herff College of Engineering

University of Memphis

From: Richard L Irwin (rirwin)

Sent: Tuesday, September 26, 2017 1:48 PM

To: Richard Joseph Sweigard (rjswgard) <rjswgard@memphis.edu>; Russell Jerry Deaton (rjdeaton) <rjdeaton@memphis.edu>

Cc: Roy W Bowery (rbowery) <rbowery@memphis.edu>

Subject: FW: ENGR Management

All –

Please see correspondence below from Greg Sedrick re: TN eCampus interest in Engineering Management.

It appears as though this could be a win-win for us. The collaborative effort provides for an accelerated launch while we have the option of pursuing our own program(s). I recommend that we seize the opportunity to explore expanding ENGR online offerings.

Russ, I know you have accepted our invitation to the UofM Global Luncheon tomorrow. Let's discuss next steps.

DI

Richard L. Irwin, Ed.D.
Dean, UofM Global
Vice Provost, Academic Innovation & Support Services

The University of Memphis
231 Administration Building
Memphis, TN [38152](http://www.memphis.edu)

[901.678.2894](tel:901.678.2894) | rirwin.memphis.edu

From: Greg Sedrick [<mailto:greg.sedrick@tbr.edu>]
Sent: Monday, September 25, 2017 10:13 AM
To: Richard L Irwin (rirwin) <rirwin@memphis.edu>
Subject: RE: ENGR Management

DI,

I recommend the following steps:

1. Determine if an emphasis is desired within the MSEM.
 - a. TTU choose Technical Project Management. TSU General Engineering Management. MTSU will probably select Construction Management. You can select the same of any of these if desired.
 - b. If an emphasis is desired then you might consider immediately developing a 12-18 hour (3-5 courses) graduate credit bearing certificate as a means of testing the market and creating immediate awareness and revenue stream.
 - c. Immediately schedule a phone or on-line (Zoom, Webex, SKYPE, etc) conference of interested stakeholders (faculty, staff, alumni/industry advisors).

2. There are TN eCampus development funds though limited. Awarding of the funds also comes with up to two days facilitation by myself and a curriculum designer on-site support. Please understand the resulting curriculum is property of UoM's faculty and will undergo the same criteria review and process that is currently conducted in the UoM curriculum approval process. TN eCampus simply facilitates a process to expedite development, assists in market surveys and accreditation preparation, and offers critic of best curriculum development practices. All materials are kept in the strictest confidence.

3. A core set of courses would be jointly shared (enrollments and revenue) by the TN eCampus partners. Unique courses would be located (taught and captured revenue) at the Partnership Institution that is identified for those specialties. Resources including etextbooks, on-line journals, D2L student helpdesk support, instructional designers, emerging technology integration, instructional designers, accessibility compliance reviews and online student evaluation databases would be paid for from the additional TN eCampus Partnership on-line tuition fee split that goes to TN eCampus central office.

4. Naturally UoM can offer a parallel standalone certificate and degree. I have convinced the other institutions more can be done through the TN eCampus Partnership than alone. However if there is a strong desire to separate later then there is a fond farewell party and all move on. The MSN Partnership is a model of how this can work. Two of the partner have decided to go it alone and split from the MSN Partnership. Three of the partners, including UoM, have stayed in this partnership. Enrollment and revenue went down this fall for the rebels err former partners and both enrollment and revenue went up for two of the four remaining partners. Shared resources previously listed are fully accessible by remaining partners but are not available to students in institutions that leave.

Z

Gregory A. Sedrick, Ph.D., P.E.

Associate Vice Chancellor

Academic Affairs & TN eCampus

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Nashville, TN 37214-2428

615.366.4471

greg.sedrick@tbr.edu

WEB: www.tbr.edu & www.TNeCampus.org

<image009.png><image010.png>

From: Richard L Irwin (rirwin) [<mailto:rirwin@memphis.edu>]

Sent: Monday, September 25, 2017 9:16 AM

To: Greg Sedrick <greg.sedrick@tbr.edu>

Subject: RE: ENGR Management

Good to hear. What do you propose for next steps? How do the various institutions fit within the curriculum? Course development/ownership? Are their development funds? Should we get the ENGR folks together on a phone call? We'll need to lean on our folks and want to be sure I've got all the appropriate ammunition.

With regard to the Global ads, I'll share that with our marketing folks this afternoon.

DI

Richard L. Irwin, Ed.D.
Dean, UofM Global
Vice Provost, Academic Innovation & Support Services

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231 Administration Building
Memphis, TN [38152](http://www.memphis.edu)

[901.678.2894](tel:901.678.2894) | rirwin.memphis.edu

From: Greg Sedrick [<mailto:greg.sedrick@tbr.edu>]

Sent: Monday, September 25, 2017 8:51 AM

To: Richard L Irwin (rirwin) <rirwin@memphis.edu>

Subject: RE: ENGR Management

DI,

We, TBR TN eCampus, are ready to assist and partner on a MSEM any time UoM is ready. Work is underway at TSU and TTU. ASPU and MTSU has yet to commit. ETSU will be involved only through their engineering partnership at TTU.

You are welcome here anytime.

BTW I enjoyed seeing the UoM ads in the Nashville Airport for UoM Global! **J**

Z

Gregory A. Sedrick, Ph.D., P.E.

Associate Vice Chancellor

Academic Affairs & TN eCampus

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1 Bridgestone Park, Third Floor

Nashville, TN 37214-2428

615.366.4471

greg.sedrick@tbr.edu

WEB: www.tbr.edu & www.TNeCampus.org

<image009.png><image010.png>

From: Richard L Irwin (rirwin) [<mailto:rirwin@memphis.edu>]

Sent: Monday, September 25, 2017 8:45 AM

To: Greg Sedrick <greg.sedrick@tbr.edu>

Cc: Roy W Bowery (rbowery) <rbowery@memphis.edu>

Subject: ENGR Management

Greg:

I hope you've had a productive September. Pretty hard to believe it will soon be October!

I spent some time with our Rick Sweigard, Dean, Engineering this week, and he was expressing interest in the Engineering Management program. Any updates?

Hope to visit sometime soon.

DI

Richard L. Irwin, Ed.D.

Dean, UofM Global

Vice Provost, Academic Innovation & Support Services

The University of Memphis
231 Administration Building
Memphis, TN [38152](http://www.memphis.edu)

<image008.jpg>

<MS in Engineering Management.docx>

From: Ravi Kanuri
To: [Russell Jerry Deaton \(rjdeaton\)](mailto:rjdeaton)
Subject: Re: Quick survey re: MS in Engineering Management
Date: Friday, January 12, 2018 3:59:20 PM

Russ,

I think that's a great idea! A very good program for those that wish to move in to program management as well as Management in general!

Unfortunately, I wham difficulty getting on to the Survey!!

Hope all is well with you!

Take care,

--Ravi

Ravi Kanuri
Cell: (703) 399-5171
Kanuri44@gmail.com

From: "Russell Jerry Deaton (rjdeaton)" <rjdeaton@memphis.edu>
Reply-To: "Russell Jerry Deaton (rjdeaton)" <rjdeaton@memphis.edu>
Date: Thursday, January 11, 2018 at 10:20 AM
To: <kanuri44@gmail.com>
Subject: Quick survey re: MS in Engineering Management

From: Charles Climer
To: [Russell Jerry Deaton \(rjdeaton\)](mailto:rjdeaton)
Subject: Re: Quick survey re: MS in Engineering Management
Date: Thursday, January 11, 2018 10:38:07 AM

Hi Dr. Deaton,

I started to answer your survey but decided to give feedback in an email instead. I have a MBA. So my answers to questions like "would a MS in Engineering Management help my career" might not capture my thoughts accurately. A MSEM would probably not help me, but I do feel that engineers are often blind to the business aspects underlying and governing their work.

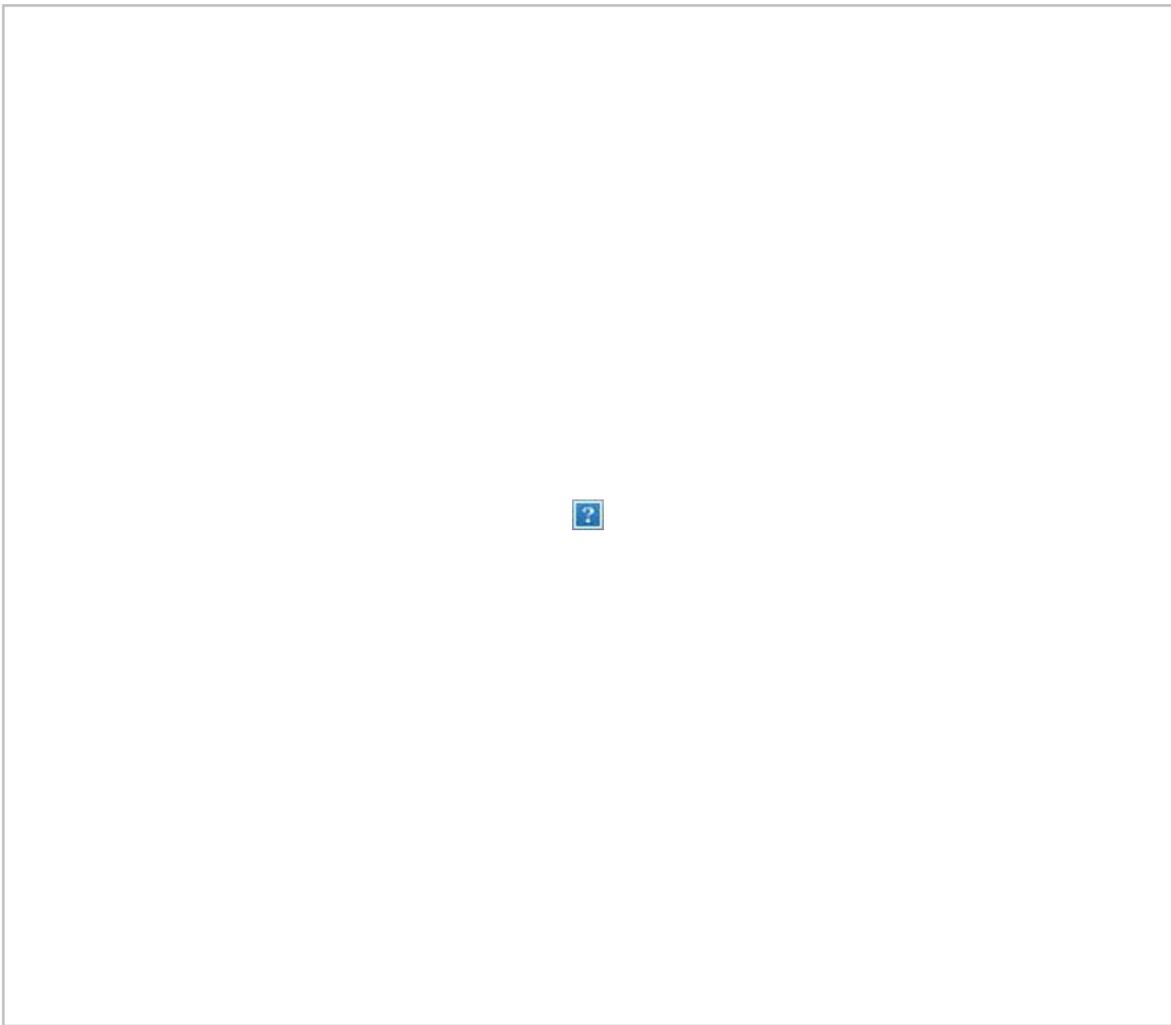
In short, I think it is a good idea to have such a program. If possible to cram it all in--I might recommend a 5 yr program which includes the bachelors in engineering and the MSEM. The business stuff should not come at the end but should be part of the course load from day 1.

Regards,

Charles Climer
BSEE, University of Memphis 1982
MSEE, Worcester Polytechnic Institute, 1991
MBA, Worcester Polytechnic Institute, 2016
M-203-206-5579

From: Dr. Russell J. Deaton <rjdeaton@memphis.edu>
To: ceclimer@sbcglobal.net
Sent: Thursday, January 11, 2018 11:19 AM
Subject: Quick survey re: MS in Engineering Management





Survey



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Office of the Dean 201 Engineering Administration Bldg
Memphis, TN | 38152 US

This email was sent to ceclimer@sbcglobal.net.

To continue receiving our emails, add us to your address book.

Appendix B: Course Syllabi



Course Syllabus
Course Syllabus
ACCT 7080 FINANCIAL/MANAGERIAL ACCOUNTING
SPRING Term, 2018
TR 11:20 am – 12:45 pm
3.0 Credit Hours
 (Last updated: 12/17/2017)

Instructor: Dr. James M. Lukawitz, Ph.D.

Phone1: 901.678.3030

Phone2: 901.438-2680

E-mail: jlukawtz@memphis.edu

Office: FCBE #226

Office Hours: Tuesday and Thursday 9:00 -9:30 am; 12:45 -2:00pm and by appointment

Course Overview: [REQUIRED]

Accounting is often referred to as the *language of business*. The purpose of accounting is to provide meaningful financial information to individuals and institutions that have an interest in business, whether they are investors, creditors, or managers. Most Americans today invest in businesses through the stock market. Intelligent investors seek out financial information on companies to make more informed investment decisions. It is a company's accounting system that creates and provides the information used by investors. Business managers likewise need information produced through accounting in making the day-to-day operational decisions that improve a company's performance and profitability. If you hope to become a successful investor or manager, or simply want a better understanding of your own financial situation, you will need to understand accounting information to improve your decision-making.

Pre-Requisites/Co-Requisites:

Graduate-level course. *Please note that this class is not acceptable credit for MS Accounting students.*

Required Texts (and Related Materials): [REQUIRED]

- ***Financial and Managerial Accounting*** 18th Edition, Williams, Haka, Bettner, Carcello. Publisher McGraw-Hill.

- Connect – Connect Accounting is packaged free with the textbook *if the textbook is purchased through the university* or Tiger bookstore. With Connect you also get 24/7 online access to an eBook, an online edition of the text, to aid you in successfully completing your work, wherever and whenever you choose. What's included is an **access code** you'll need to register with Connect.
 - ***If you purchase the textbook used or online***, you will need to go to the Connect class link in eCourseware to purchase Connect (located under *Getting Started*). **Connect is required to successfully complete this course!** Further instructions on Connect are detailed in a separate video on eCourseware under "*Getting Started*."
 - The ***most economical means of acquiring the textbook*** is through Connect using only the eBook. Though a hard copy of the book is helpful, it is not required.

Recommended Texts (and Related Materials):

none

Location of Course Materials:

This is a face-to-face course. All support course materials (PowerPoint slides, notes, news, etc.) are located on the [eCourseware website](#). The Internet class home page is located in eCourseware at: <http://elearn.memphis.edu>. Homework, quizzes and tests can be found at the Connect site.

Course Objectives: [REQUIRED]

Course Objectives:

Upon completion of this course, students will be able to:

1. Explain fundamental accounting concepts, the elements of financial statements, and basic accounting vocabulary.
2. Explain and use the accounting equation in basic financial analysis and explain how the equation is related to the financial statements.
3. Prepare basic financial statements and explain the articulation between the basic statements.
4. Prepare and interpret basic financial data.
5. Explain the issues of ethics in financial accounting reporting.
6. Explain the basic features of accounting and reporting by organizations, including the principles underlying the design, integrity, and effectiveness of information systems.
7. Explain the difference between financial and managerial accounting.
8. Understand the types of costs and how they behave in order to calculate cost-volume-profit relationships.
9. Understand the types of budgets and be able to prepare many of the budgets.

10. Gain an understanding of management's decision-making process as it relates to product pricing, production, equipment replacement, etc.

Fogelman College: Learning Outcomes for Your Degree [REQUIRED]

This course is designed to help you to meet the overall learning objectives for the MBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the MBA degree program.

-
-
- [MBA Program Outcomes \(opens in new window\)](#)
- [IMBA Program Outcomes \(opens in new window\)](#)

Professor's Expectations:

Many consider accounting to be another math course. This is far from the truth. While numbers are involved throughout, the math is basic. Do not tell yourself, "I have never been good at math so I will not do well in an accounting course." Accounting involves analyzing business transactions, knowing how to record those transactions, preparing financial statements, and interpreting financial results. Doing well in an accounting course involves analyzing and organizing information. For this reason, homework, class work, and attendance are the keys to success. Students often falsely believe that they can wait until the night before the exam, cram everything in, and do just as well as if they were prepared daily. To do well, *you need to attend class each period*. I can help to synthesize the material and point out the key concepts that are needed. Students generally learn far more in less time inside of class than they do on their own outside of class.

Students should also complete the assigned homework before class. Students not familiar with the problems will have difficulty keeping up in class. Finally, **expect** that you can learn the material each class. Do not be intimidated by the numbers or the complexity of the topic. Your goal should be to understand all material each class. Be sure to read the course schedule below to know what material will be covered and tested.

In every class, some students have a natural talent for understanding accounting and do well on the multiple-choice exams with relatively little effort. Other students are able to master the material only after working very hard. Finally, for some students the analytical thinking process associated with accounting is a skill that they seem to have been born without and regardless of the time and effort put into the course it just doesn't come. If this is you and you have honestly put forth your best effort, do not get discouraged. Do the best you can, learn as much as you can, and do not become overly concerned about your ultimate grade. I plan on making the class as enjoyable an experience as possible!

Student's Expectations of the Professor:

In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within **ONE** business day, and feedback on all work submitted within **5-7** calendar days.

Grading and Evaluation Criteria [REQUIRED]

Grading and Evaluation Criteria:

Over the semester, you will have a variety of opportunities to earn points towards your final letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how the final letter grade will be computed.

Final Course Grades

On eCourseware, you will find your scores under the following specific headings:

Points	<u>Possible</u>
Connect Quizzes	40
Connect Required Assignments (Homework)	90
Projects	250
Exams	<u>300</u>
Total Possible Points	680

Your final grade will be determined based on the total points earned out of 530 as follows:

A = 90% or more

B = 80% to 89.9%

C = 70% to 79.9%

D / F= below 70%

I may use the +/- grading scale but only to your advantage. Hence if you have 90% you will get an A but if you came up a little short, you may get a B+ or A- instead of a B

Quizzes

Quizzes are attached to each of the 19 chapters covered in **eCourseware**. These quizzes vary in length depending on the chapter. Be sure to pay attention to the schedule, as the quiz questions will close according to the schedule below. You will have two chances to take the quiz. Incorrect answers are listed after the quiz is submitted, and the highest score is recorded. The quizzes have **end dates** and **will not be available after the end date!** You should be able to find the answers to all quiz questions in the text, but you may use any legitimate source in doing so. **However, do not collaborate with any other person. Do your own work!**

Required Assignments

Required (a.k.a. homework) assignments are attached to each chapter in Connect. Chapter points are worth 5 points each for total possible points of 90. Be sure to pay attention to the schedule, as the homework questions will close according to the schedule below. You will have unlimited chances to work the assignments up until the close date with the highest score counting. As with quizzes, these have **end dates** and **will not be available after the end date!**

Projects

The first 3 projects correspond to the topics of the first 3 exams, can be found in Ecourseware and done individually.

The final project will be a presentation in class during the final exam time, or the last week of the semester if time permits. You will be provided more information later in the semester. The final presentation schedule is tentative pending evaluation of class size and the number of groups.

Exams

There will be three exams worth 100 points each. There will be mock exams to practice as many times as you can before each exam to assist you in preparing. The mock exams will be loaded on Connect and Elearn. To pass the course you must average at least a 65 on the three exams.

Extra Credit

There will be no extra credit (other than described herein). ***The only way to improve your grade in this course is to attend class regularly, be prepared for the exams, and turn in required work.***

Course Policies

E-Mail:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

As this is a graduate course, attendance will not be taken; however you are expected to attend and participate in class. You are responsible for all material covered in this class including material from class discussions which are not in the text proper.

Final Exam Schedule [REQUIRED]

We do not have a comprehensive final exam, simply a third test which only covers the chapters that we covered since test 2.

Course Policies [REQUIRED]**E-MAIL:**

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the [Registrar’s website \(opens in new window\)](#).

Academic Integrity: [REQUIRED]

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ [Office of Student Conduct website \(opens in new window\)](#). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the [Fogelman College's Website on Academic Integrity \(opens in new window\)](#).

Participation:

To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are expected participate in all interactive aspects of the course. You should also regularly communicate with the instructor as part of your overall learning experience, check into the course frequently for announcements (usually on the course home page), and actively participate in threaded discussion events (both formal and informal). You should plan on logging into the course at least three times each week.

Classroom or Online Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the [Fogelman College's Netiquette website \(opens in new window\)](#).

Late Assignments:

Assignments and projects may be submitted anytime up to and including the date due. Please review all information in this syllabus and related “Course Activity Summary / Schedule” for all due dates for formally assessed work. If your work is not submitted on time, the instructor reserves the option to deduct up to 20% of the grade value for tardiness depending upon the circumstances and appropriate communication between the student and the instructor.

Extra Credit:

There is no extra credit offered in this course. Your final grade will be computed based on your work on the formal/assessed activities previously described in this syllabus.

Reporting Illness or Absence:

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit assignments or to take quizzes and exams. If an emergency should arise, it is the student's responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met:

(1) Extreme emergency and (2) Instructor contacted prior to the due date.

Inclement Weather:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as [TigerText \(opens in new window\)](#), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Additional information on [TigerText \(opens in new window\)](#).

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Student Services

Please access the [FCBE Student Services \(opens in new window\)](#) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Instructional Assistance:

- Tutoring is offered free on the second floor of the Fogelman Business building in the ESP Business Learning Center, room 256. Hours are posted on the door.
- Additional questions are provided in Connect under "Library".
- Examples of all end-of-chapter material for which you will be held responsible will be worked in class and are also available as Practice Assignments in Connect. You will have plenty of opportunity to practice this material by completing assigned class work (GUDS) and working problems on Connect.
- Should you get stuck on a homework problem, *feel free to email me so I can offer*

assistance. I am here to help you succeed!

Student Services:

Please access the [FCBE Student Services](#) page for information about:

- Students with Disabilities
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- Technical Assistance

Final notes:

- January 29 – Last day to drop with no grade
- March 16 – Last day to drop with a grade of “W”
- Spring break March 5 -11
- April 25th Last day of classes
- The class schedule may have to be modified if campus is closed for snow days.
- Inclement weather hotline: 901-678-0888
- Finals: April 27th to May 3th

MBA Degree Learning Outcomes

Goal 1: Graduates will be leaders.

Understand how leaders can be positive role models.
Understand how leaders motivate and inspire groups and individuals
Understand how leaders communicate a vision.

Goal 2: Graduates will be technologically competent.

Demonstrate proficiency in the use of business application software packages for financial analysis of data.

Demonstrate proficiency in utilizing the internet to collect relevant business research data.

Demonstrate proficient use of current communication technologies to gather, organize, transmit, and present information in a manner that enhances business processes and productivity.

Demonstrate proficiency in the use of analytical tools and their applications.

Goal 3: Graduates will be knowledgeable of social and ethical issues and trends affecting business.

Understand how social, ethical, and cultural trends affect business.

Understand differences across markets and customers.

Understand how social and ethical issues affect organizational strategies, structures, and systems.

Goal 4: Graduates will be knowledgeable in functional areas and their integration.

Understand and use disciplinary knowledge and skills.

Integrate disciplinary expertise across functional areas.

Goal 5: Graduates will be critical thinkers and problem solvers.

Demonstrate proficiency in identifying and framing common organizational problems.

Determine the relevant decision criterion for solving the problem.

Given the decision criteria, identify and analyze relevant alternatives.

IMBA Degree Learning Outcomes

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Goal 5: Graduates will be critical thinkers and problem solvers.

Demonstrate proficiency in identifying and framing common organizational problems.

Determine the relevant decision criterion for solving the problem.

Given the decision criteria, identify and analyze relevant alternatives.

Goal 6: Graduates will be sensitive to social, ethical, and multi-cultural issues in the international business environment.

Interpret business issue(s) in social, ethical, and multicultural contexts.

Examine cultural differences between and among IMBA tract countries.

Demonstrate flexibility and adaptability in multi-cultural environments.

NOTE: THIS CLASS WILL PRIMARILY FOCUS ON GOAL 4 BULLET POINTS ONE AND TWO AND GOAL 5 BULLET POINTS TWO AND THREE.

THE UNIVERSITY OF MEMPHIS

MGMT 7160—Global Strategic Management Spring 2018

Course Syllabus

Professor: Robert R. Wiggins Home Phone: 504-5225 Email: rwiggins@memphis.edu	Office: 203 FAB Office phone: 678-5719 Office hours: TR 1:00-2:30 PM, W 4-6 PM
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Section 001 Meets: W 7:10-10:10 PM FCB 119

Course Web Site: <http://elearn.memphis.edu>

Required Texts: **Custom textbook** available at University Bookstore ISBN 0-558-60481-1.
 (Note: this custom text is a subset of Wheelan, Thomas L. and Hunger, J. David, 2007, *Concepts in Strategic Management & Business Policy (Eleventh Edition)*, Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0132323192, ISBN-13: 978-0132323192 **OR** Wheelan, Thomas L. and Hunger, J. David, 2006, *Concepts in Strategic Management & Business Policy (Tenth Edition)*, Upper Saddle River, NJ: Prentice Hall. ISBN 0-13-61543-6. **Earlier or later editions are NOT acceptable** (although other versions of the **10th or 11th** editions are acceptable).

D'Aveni, Richard, *Hypercompetition* (hardcover, ISBN-10: 0029069386, ISBN-13: 978-0029069387) **or** *Hypercompetitive Rivalries* (paperback, ISBN-10: 0028741129, ISBN-13: 978-0028741123), Free Press, New York, 1994 and 1995.

Harvard Custom Case Packet, 2018. Available for \$42.50 **only at** <http://cb.hbsp.harvard.edu/cbmp/access/72700452>. Note that you will need to register to use the Harvard website, and need a credit card. If you have any problems, **do not contact me**, instead call customer support at 1-800-810-8858 or 617-783-7700. They are open 8am-6pm Eastern Standard Time. They can also be reached at <mailto://techhelp@hbsp.harvard.edu>

A regular reading of business periodicals (e.g., *Wall Street Journal*, *Fortune*, *BusinessWeek*, *Forbes*, *Barron's*) is also strongly recommended.

Course Overview:

This course is designed to present strategic management from the point of view of the practicing general manager. It focuses on specific knowledge and skills that are required to understand strategy and the process by which it is developed in business organizations, and provides information on the situation and context in which strategy is formed and implemented.

The course will integrate knowledge and skills developed in the core courses of the MBA program, but that is not its only goal. Specific new information about the activities and skills of general managers will be presented. Students are expected to combine knowledge from other courses with information presented here to develop sophisticated interpretations and analyses of actual business problems and opportunities.

The course contains a substantial writing component. Students will prepare written business case analyses on both an individual basis and a group basis, and business case presentations on a group basis. The expected level of quality and professionalism of the content and presentation of these cases will be that used in actual business organizations.

Much managerial communication is verbal. Therefore, class discussion of lecture and case materials forms a substantial portion of the grade for this course.

The principal objective of the course is for students to learn important facts and procedures about the strategic management process, while developing an understanding that strategy (and the jobs of those who formulate and implement strategy) is a highly uncertain activity in which only careful thought, sensitivity to the managerial environment, and creativity will succeed in the long run.

Course Learning Objectives:

1. Development and reinforcement of a general management point of view—the capacity to view the firm from an overall perspective in the context of its environment.
2. Development of an understanding of fundamental concepts in strategic management: the role of the general manager; the levels and components of strategy; competitive analysis; the industrial organization perspective; the resource-based view of the firm; and organizational evolution.
3. Understanding of the influence of global competition on firm strategy and performance.
4. Detailed analysis and discussion of important social and ethical issues faced by managers.
5. Synthesis of the knowledge gained in previous courses and understanding what part of that knowledge is useful to general managers.
6. Development of an awareness of the impact of the economic, social, demographic, technological, and the political, legal and regulatory sectors of the firm's external environmental on business and corporate strategy.
7. Practice in working out business strategies and implementation plans.
8. Development of habits for orderly, analytical thinking and skill in reporting conclusions effectively in both written and oral form.
9. Familiarity with some of the practical realities of running different types of businesses.

Fogelman College: Learning Outcomes for Your Degree

The Fogelman College has established the following learning goals for all students successfully completing the MBA degree:

- Graduates will be leaders.
- Graduates will be technologically competent.
- Graduates will be knowledgeable about social and ethical issues and trends affecting business.
- Graduates will be knowledgeable in functional areas and their integration.
- Graduates will be critical thinkers and problem solvers.

Additional goals for IMBA only:

Addition learning goals for students who successfully complete the IMBA degree:

- Graduates will be sensitive to social, ethical, and multi-cultural issues in international business.

Grading and Evaluation Criteria

Performance evaluation will be based on student performance in six activities: class participation, midterm exam, individual case analysis, team case analysis, team presentation, and homework.

Final Course Grades

Final course grades are earned according to the following table:

Point Range	Assigned Grade
90-100 Points	A
80-89 Points	B
70-79 Points	C
60-69 Points	D
Under 60 Points	F

Performance evaluation will be based on student performance in six activities: class participation, midterm exam, individual case analysis, team case analysis, team presentation, and homework. A detailed description of each of the assessed activities can be found after the scoring summary table below.

Summary of Graded Activities

Points earned on the assessed activities will be distributed as follows:

Deliverable	Total Points
Case Participation	20
Homework	10
Midterm Examination	10
Individual Case Paper	30
Team Case Paper	20
Team Presentation	10
Total	100 pts

Case Participation -- 20% of the grade

Attendance (*on time*) is required and is a component of the participation grade.

In a typical class, one or more students will be asked to start the class by answering a specific question or discussing a specific issue. A thoughtful reading of the case assigned for that class meeting should be sufficient to handle these leadoff discussions. As a group, we will then discuss the day's assignment to develop a fuller understanding of the issues presented. Voluntary participation in discussion of case issues is an important part of this process and an important part of your class participation grade. Please raise your hand to obtain recognition before speaking.

Class participation grades are based on the instructor's assessment of the student's in-class contribution to the discussion. The bases for this assessment include the following:

1. Are the points made relevant to the discussion? Are they linked to the comments of others?
2. Do the comments add to our understanding of the lecture or case discussion?
3. Do the comments show careful reading and *understanding* of the text and/or case?
4. Does the participant distinguish among different kinds of data (that is facts, opinions, beliefs, concepts, etc?)
5. Is there a willingness to "take a chance" in the discussion, or are the comments "safe"? Examples of "safe" comments: (a) repetition of text or case facts without analysis; (b) repetition or seconding of a colleague's conclusions or comments.

Homework -- 10% of the grade

You are required to submit a "homework" assignment on any 10 out of the 12 class meetings between January 17 and April 11. The content of the daily homework assignment will vary depending on the class content for the day it is due.

1. On days when book chapters are to be discussed, then the assignment is to either (a) include a *brief* set of two or three *original* thought-provoking discussion questions (no more than six sentences total) about *each* chapter or (b) to provide an example (either positive or negative) of a company and situation currently in the news that illustrates one or more of the concepts in

the chapter with a **brief** summary of the situation and how the concepts from the chapter are confirmed or denied (include a copy of an article from a business publication if possible).

2. On days when a case is to be discussed, then the assignment is to provide a **brief** statement (again, no more than six sentences total) about what you think the company in the case study should do, and why. *If you are writing up the case for that day, you should briefly summarize your recommendations.*
3. On days when both a case and a chapter are to be discussed, then the assignment is to do **both** of the above.
4. Homework needs to cover **all** assignments for that class. Each assignment omitted will reduce the homework grade by one full letter grade.

The dropboxes on elearn will close at the beginning of each class. Note that the word “brief” is emphasized in the descriptions above. These assignments should be able to be completed in at most 10 to 15 minutes. Each homework represents 1% of your final grade. If you turn in more than 10 homeworks, you will get extra credit (added to your homework grade, **not** your overall course grade).

Midterm Examination -- 10% of the grade

A midterm examination consisting of multiple choice, true/false, and short essay questions will cover the material in the strategy formulation portion of the textbook (Wheelen & Hunger chapters 1-8), 4 Arena analysis from the D’Aveni book, *Hypercompetition*, **and any related material covered in class**. Students are expected to know Porter’s five forces, the elements of the value chain, D’Aveni’s 4 arenas, business-level strategies, corporate-level strategies, diversification strategies, and all other relevant material.

Individual Case Analysis -- 30% of the grade

After the first class meeting, you will be expected to choose one case study for your individual case analysis report. A preference sheet for the case analysis reports is attached, and you will be expected turn it in by the second class meeting. When the preference sheets have been turned in, I will assign the cases based on your preferences and distribute copies to all students in the course. You might want to coordinate your choices with your team members, as only one member of a team can be assigned a specific case.

The individual case analysis report constitutes 30% of your overall course grade. ***This is a very substantial assignment, and will take many, many hours of preparation. It cannot be done in one night, or even in one weekend.*** The individual case analysis report consists of two parts, a strategic audit (attached as an appendix) as described in the textbook **and as amended by in-class lectures**, and an executive summary. The executive summary should be around seven to ten pages of double-spaced text, with charts and figures included where appropriate. ***Brevity is important.***

Your individual case analysis report due dates are on the dropboxes on elearn. On the day of the class when the case is to be discussed, be ready to be a major participant in the case discussion. You will not be graded separately on the discussion, although it will count as part of your class participation grade.

While in-class discussions will be addressing the case as written (as of the time of the case), when you analyze and write up your case you are required to do dynamic case analysis (as the teams will also

be required to do) and address the **current** problems facing the company. See [General Requirements for Case Analyses](#) and [Dynamic Case Analysis](#) in the next section.

Team Case Analysis -- 20% of the grade

Each team will, in consultation with the instructor, select a real-world, **publicly-traded**, company to analyze. **Do not begin work until you have written approval (via email)**. The written team case analysis reports constitutes 20% of your overall course grade. I expect a much higher quality of writing from the team cases.

The teams are required to do a dynamic case analysis as explained in the next section. The companies must be studied as of **today**. The team case analysis reports should include a complete strategic audit, as described in the textbook **and as amended by in-class lectures**, as well as an executive summary (seven to ten pages of double-spaced text), with charts and figures included where appropriate. **But again, brevity is important.**

Peer Evaluation

Each team member will fill out the Peer Evaluation Form attached to this syllabus and put it in a sealed envelope and turn it in with the team case analysis. These peer evaluations will be used to adjust the grade on this assignment upwards for team members who made a larger contribution and downwards for team members who made a lesser contribution, as perceived by their teammates. **If you do not turn in a Peer Evaluation, the instructor may take up to 10 points from your grade and reallocate it amongst your team as he sees fit.**

For example, suppose that the team receives an A-/B+ (90 points out of 100) on their team case analysis, and the peer-evaluations were as follows (read the first column as: Member A gives 30 points each to peers B,C, and D, and 10 points to E, for a total of 100 points)

		Points assigned by					Total Score
		Member A	Member B	Member C	Member D	Member E	
Points Assigned To	Member A		30	30	20	25	105
	Member B	30		20	30	25	105
	Member C	30	20		30	25	105
	Member D	30	20	20		25	95
	Member E	10	30	30	20		90
	Total	100	100	100	100	100	500

In the above case, Members A, B, and C would each receive 1.05×90 , or 94.5 points (an A), Member D would receive 0.95×90 , or 85.5 points (a B), and Member E would receive 0.9×90 , or 81 points (a B-), keeping the group average at 90 points.

Team Case Presentation -- 10% of the grade

In addition to the written case analysis, each team will prepare a brief (15 to 25 minute) formal presentation of their analyses and recommendations. Be aware that everyone in the class (including the professor and any guests) will be free to ask questions following your presentation. Your handling

of questions will be part of the grade for the presentation.

You will present your analysis and recommendations for solving the **current** major problem or issue facing the company. As in the real world, you are responsible for being completely current. If late-breaking news affects your problem or recommendations, you need to incorporate it into your presentation. Each team member must participate in the formal presentation.

Your presentation should be in PowerPoint form, and presented using the classroom computer facilities. You should also be prepared with backup transparencies in case there are problems with the computer or the projection system. You should also be prepared to continue your presentation if the overhead projector also fails.

The group presentation constitutes 20% of your overall course grade. The content of the presentation will be one-fourth (25%) of the grade. The quality of the presentation will be one-fourth (25%) of the grade. Your individual presentation style will be one-half (50%) of the grade.

General Requirements for Case Analyses

Approach the assignment as though you are a management consultant hired by the management of the company in the case to solve their problem. First, you must determine what the problem is. Then recommend an action plan for the company to follow. The case analysis report is your formal report to the company's management. You may assume they know the facts of the case, and do not waste their time repeating them. Also, since this report is to executives, be concise. **Brevity is important.** Get to the point, but be able to support your conclusions with any appropriate analysis.

All case analysis reports are due at the beginning of the class when the case is to be discussed. Be prepared to discuss your individual report with the entire class. Do not prepare a formal presentation, but be ready to be a major participant in the case discussion. You will not be graded separately on the discussion, although it will count as part of your class participation grade.

The following is a **suggested** format for organizing your case analysis report executive summary. It is up to you to decide on an appropriate format for your specific case and your specific ideas.

- (1) **Brief diagnosis or problem definition** (*about one paragraph, at most one page*). What is the most important problem or set of problems facing the company? What area(s) is(are) the problem(s) in? Why is it important to solve?
- (2) **Analysis of the problem** (*about two pages*). What caused the problem? What evidence or analysis supports your interpretation? How does the problem connect with other areas of the company or other businesses?
- (3) **Recommendations** (*about four pages*). What course of action do you suggest? **Be specific.** How does your solution follow from your problem analysis? How will your plan eliminate the problem? How will it be implemented? **Include an action plan.** How much will your plan cost? Is it feasible? How will it be financed? What are the risks of your plan? What can go wrong? **Include a risk analysis.** How will other actors (competitors, unions, employees, governments, suppliers, etc.) react to your plan?
- (4) **Strategic Audit Appendix** (*no page limits*). A complete strategic audit, as described in the textbook. **Include EFAS, IFAS, SFAS, SWOT, and TOWS matrices.**

How to avoid the most common pitfalls of case analysis:

- (1) **Provide a clear definition of the problem.** The case materials will overwhelm you with information. In a short case analysis paper, you cannot hope to address all of the company's problems. **Choose the one problem that you think is the most important.** Choose your definition of the problem carefully, as the way you define the problem will determine the kinds of solutions you look for. If you define it as a marketing problem, you will seek marketing solutions. If production, production solutions. If finance, finance solutions. And so on.
- (2) **Analyze, don't summarize.** Do not summarize the facts in the case. Your report is aimed at management, who know the facts. Your report will be graded by someone who knows the facts. Do not rehash facts from the case. You do want to, however, cite facts, information and statistics from the case when they are necessary to support your position. But make it clear how they are supporting your position.
- (3) **Always perform financial analyses.** Even if the problem doesn't seem to involve finances, you won't be sure unless you do the analyses. See Chapter 11 in Hunger & Wheelen, pp. 165-173, for some of the kinds of analyses that are appropriate.
- (4) **Support your analysis, ideas, and recommendations with adequate evidence.** Again, cite facts, information and statistics from the case to justify your analysis.
- (5) **Make sure your recommendations address the problem you defined.** Do not define one problem, then by the end of the analysis be recommending solutions to a different problem.
- (6) **Give practical, specific, feasible action recommendations.** Make your recommendations the central focus of your paper.
- (7) **Consider the risks.** No plan is foolproof. Anticipate and prepare for risks.
- (8) **Don't report every analysis you undertook.** You're making a recommendation. Use the analyses that support your recommendation. But see numbers (2), (3), and (4).
- (9) **Don't be wishy-washy.** Yes, there may be multiple alternatives. Yes, you may mention them. But choose **one** recommendation and explain why it's the **best** alternative.

Dynamic Case Analysis

Traditional case analysis, in which the reader is presented with all the information needed to develop a managerial context for strategic analysis, is an inadequate approach for conveying the managerial problems faced in environments in which technology and/or competition are moving a rapid pace—a situation characterizing more and more industries. In these environments, a sense of the pace and nature of change is required, and current (or near-current) information is desirable if the strategic analysis is to have any relevance to the real world. Thus, in this course, even though most of the selected cases were written as of 2005 to 2015, the written case will be merely the starting point for setting the context.

In preparing a dynamic case, the first step for the reader is to thoroughly read and understand the issues in the case material in the book—including the industry analysis segment (if any). The reader should then use the case as a guide to generate an update by accessing the company's website, the on-line and CD-ROM data bases available in the library, as well as reviewing the current trade literature. Topics for updating would include technology developments, the current state of the economy—in general as well as in the target segment, a current status outline of the firm in question, changes in

management or other key players, new product characteristics (including pricing), recent developments in competition, the status of the supplier and customer segment of the target segment, developments in government regulation, as well as forecasts in each of the foregoing areas.

Key strategic events and issues should be identified in the update material and put into a summary form for discussion in class. Special attention should be paid to characterizing the nature and pace of technological and competitive change. Two of the characteristics that distinguish high technology environments from low technology environments are the pace and rhythm of change in the underlying technology and the pace and rhythm of competitive actions in bringing that technology to market, so these elements should clearly appear in a case update. Graphs, charts, summary statistics and diagrams that compress the data into readily comprehensible material are especially suitable for a case update.

General Rules Regarding Written Work:

- 1.) ***Use a spelling checker.***
- 2.) ***Minimal grammatical errors.***

These rules are firm because they replicate the conditions the student should expect to find in any well-run business establishment. In general, professionally managed enterprises do not commit, nor accept, needless spelling or grammatical errors in written or presented materials. They diminish the quality of the company's reputation for accuracy and attention to detail, and take attention away from the content of the message presented.

Course Policies

Online Components (eLearn):

The course has a web site at <http://elearn.memphis.edu> where I will be posting copies of all materials, including lecture slideshows (the day **after** the lecture). There are also dropboxes there where you must turn in assignments. Written work is due at the beginning of class on the day it is due, and that is when the dropboxes close. Late papers should be submitted to the late dropboxes and will be assessed up to a 30 point (3 letter grades) penalty.

E-MAIL:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

Class attendance (on time) is required at **every** class meeting. More than two absences will result in a deduction to the case participation grade of the student. If a student does miss a class, it is his or her responsibility to find out **from classmates** what materials were covered, what additional assignments were made, and what items may have been distributed in class.

Class will begin **on time**. You are expected to be in your seat and ready to begin the leadoff discussion at that time. Learn to be prompt. Showing up late to meetings shows a lack of respect, and will not help your career. Start getting used to it now, when all it can hurt is your grade.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the [Registrar’s website](#).

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ [Office of Student Conduct website](#). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the [Fogelman College's Website on Academic Integrity](#).

Study groups are acceptable for all assignments **except** the individual case analysis. ***The individual case must be solely your own work and no discussion with other persons or collaboration of any kind is allowed on this assignment.***

Participation:

As described above under Case Participation, participation in case discussions is a part of your final grade. I will be fully prepared for every class and expect you to be the same. I sometimes call on students whose hands are not raised, and therefore request that you advise me before class if some emergency has made it impossible for you to prepare adequately for class discussion.

As described above under Attendance, missing classes can negatively affect your participation grade, as can tardiness. Class will begin on time. You are expected to be in your seat and ready to begin the leadoff discussion at that time. Learn to be prompt. Showing up late to meetings shows a lack of respect, and will not help your career. Start getting used to it now, when all it can hurt is your grade.

I will attempt to learn your names as quickly as possible. However, to allow me to keep track of participation grades from the very beginning, I will be using a seating chart. Please sit in your assigned seats. If you do not, you will be marked absent.

Classroom Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. Disruptive behavior (including but not limited to coming in late, leaving during class, phone alerts or ringing, as well as audible side conversations) will result in a deduction to the case participation grade.

No recording devices are permitted in class.

This class is “unplugged.” Notebook computers and handhelds can only be used for taking notes. Any other uses (checking email, messaging, searching the web, etc.), or any use of a cellphone, will cause you to get a **zero** participation grade for that class and therefore count as an absence.

Late Assignments:

Assignments and projects may be submitted anytime up to and including the date and time due as indicated on the corresponding dropbox on eLearn. Please review all information in this syllabus and related “Course Activity Summary / Schedule” for all due dates for formally assessed work. If your work is not submitted on time, it must be placed in the appropriate late dropbox, and the instructor will deduct up to 30 points (3 letter grades) depending upon the circumstances and appropriate communication between the student and the instructor.

Extra Credit:

As described under the Homework assignment section, extra credit is offered for additional homework beyond the required number, however this extra credit only affects the homework portion of your final grade (although it does make it possible to get a perfect score on homework).

Reporting Illness or Absence:

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously, just as they will be in the professional world. Please do not wait until the last day to submit assignments. If an emergency should arise, it is the student's responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met:

(1) **Extreme** emergency and (2) Instructor contacted prior to the due date.

Inclement Weather:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as [TigerText](#), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Click [Here](#) for information on TigerText.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on eLearn.

Student Services

Please access the [FCBE Student Services](#) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Schedule of Classes

Date	Day	Subject	Reading	Tools	Other
1/17	Wed	Overview, distribution of syllabus, introductions Basic Concepts of Strategic Management Corporate Government/Social Resp.	Makadok W&H Ch. 1 W&H Ch. 2, 3		
1/24	Wed	Environmental Scanning and Industry Analysis Internal Scanning: Organizational Analysis	W&H Ch. 4 W&H Ch. 5	EFAS Matrix 5 Forces (Porter/BCG) Scenario Analysis (Porter/BCG) IFAS Matrix Value Chain (Porter/BCG)	
1/31	Wed	Case Analysis Strategy Formulation: Situation Analysis and Business Strategy	W&H Ch. 15 W&H Ch. 6	SFAS Matrix (EFAS + IFAS) TOWS Matrix Generic Strategies (Porter/BCG)	
2/7	Wed	Strategy Formulation: Corporate Strategy Case 1: Carnival 2005 (travel)	W&H Ch. 7	Growth-Share Matrix (BCG) Position Matrix (McKinsey)	
2/14	Wed	Strategy Formulation: Functional Strategy and Strategic Choice Case 2: Walmart 2017 (retail)	W&H Ch. 8	TQM and CPR Pro Forma Analysis	
2/21	Wed	Hypercompetition Case 3: Coke 2011 (beverages)	D'Aveni Chapters 1-4	4 Arenas (D'Aveni) New 7-S (D'Aveni)	
2/28	Wed	Strategy Implementation: Organizing for Action Midterm Examination	W&H Ch. 9		Midterm
3/7	Wed	NO CLASS			Spring Break
3/14	Wed	Strategy Implementation: Staffing and Directing Evaluation and Control Case 4: Best Buy 2017 (retail)	W&H Ch. 10 W&H Ch. 11	EVA (Stern Stewart) TRS (McKinsey & Co.) Balanced Scorecard (Harvard)	
3/21	Wed	Strategic Issues in Managing Technology and Innovation Case 5: Heineken 2015 (brewing)	W&H Ch. 12	R&D Life Cycle Life Cycle Matrix (Arthur Little)	
3/28	Wed	Case 6: Amazon 2016 (technology) Case 7: Tesla 2015 (automotive)			All individual cases due
4/4	Wed	Case 8: Fitbit 2017 (technology) Case 9: IBM 2017 (technology)			
4/11	Wed	Case 10: Apple 2015 (technology) Case Presentation			
4/18	Wed	Team Presentations			All team papers due
4/25	Wed	Team Presentations			

MGMT 7160 Peer Evaluation Form

These forms are confidential, should be filled out individually in private, and the information in them is not to be shared with anyone else. Please turn in the form in a sealed envelope.

Please allocate a number against each member of your team that reflects the member's contribution to the project **such that the total adds to 100 points**. For example, if the team has four members **other than yourself** (A, B, C, and D), and you feel that each member contributed equally, then you should allot 25 points to each member. Alternatively, if you feel that members A and B put in most of the work and Members C and D did very little, then your allocation could be 40 points each for A and B, and 10 points each for C and D. **Just make sure that the total adds to 100.**

Your name: _____ Team Case : _____
(Do not assign points to yourself.)

Member A: Name _____ Points _____

Member B: Name _____ Points _____

Member C: Name _____ Points _____

Member D: Name _____ Points _____

TOTAL = 100 points

COMMENTS

Group Member	Comments (please support and justify any assessment below 10 points or above 40 points) Continue on reverse if necessary.
A	
B	
C	
D	

By signing below, I certify that I filled out this form as honestly and accurately as possible, and that the points assigned represent my best estimate of the relative contribution of each team member other than myself.

Signature: _____

MGMT 7160 Case Preference Sheet

Name: _____

Please number your preferences from 1 (most preferred) to 5 (least preferred). Consult with potential teammates as ***only one person per team can be assigned a particular case.***

Individual Preferences
_____ Case 6: Amazon (2016)
_____ Case 7: Tesla (2015)
_____ Case 8: Fitbit (2017)
_____ Case 9: IBM (2017)
_____ Case 10: Apple (2015)

If you have a compelling reason why you want a particular case, please explain:

I would like to be in a team with:

MGMT 7160 Student Information Sheet

Name: _____

Home Town: _____

Undergrad Degree & School: _____

Current Job _____

Other Work Experience: _____

Career Objective: _____

Interesting Facts (hobbies, family, sports, other) _____



Course Syllabus
SCMS 7313-001 – Global Operations Management
Spring Semester, 2018
3.0 Credit Hours

(Last updated: 11/27/2017)

Instructor: **Gensheng (Jason) Liu, PhD**
 Phone: 901.678.4617
 E-mail: gliu@memphis.edu
 Office: FCB-326
 Class Meetings: Tuesday/Thursday 5:30-6:55PM in FCB-369
 Office Hours: Tuesday/Thursday 3:45-5:15PM and by appointment

Course Overview:

This is a comprehensive course that addresses the acquisition, transformation, and distribution of goods and services within the global supply chain. It covers concepts, tools, and strategies to design and manage operations, such as strategic implications, performance measurement, process management, sourcing, operations design, quality, inventory, logistics, enabling information systems and technology, and global issues among other topics.

Pre-Requisites:

None

Required Texts:

Stevenson, W. J., *Operations Management*, 13th edition, McGraw-Hill Irwin, 2018, ISBN-10: 1259667472, ISBN-13: 978-1259667473. The 12th edition is also acceptable.

Students are required to read the corresponding textbook chapters and lecture notes before class.

Location of Course Materials:

All course materials, including lectures notes, online quizzes, grades, and announcements, etc., are located on the [eCourseware website \(opens in new window\)](#). Lecture notes are provided in PDF format instead of PPT format. Students can print out the notes with however many pages per sheet as they want.

Course Objectives:

By successfully completing this course, students will understand:

1. The strategic role of operations management in organizational survival.
2. The operations function's relationships with other functional areas of a business and how they work together to achieve the business strategy.
3. How operations managers design selected products and services.
4. Approaches to designing and improving processes and layouts.
5. Quality and quality management, including TQM and its tools.
6. How to make capacity and location decisions.
7. How supply chain management is applied to make-or-buy decisions, and the selection and integration of suppliers.
8. Inventory management tools and techniques, including JIT.
9. Operations planning and control, including sales and operations planning, master production scheduling, and material requirements planning.
10. How to analyze real-world operations management problems, to make recommendations for improvement and to effectively communicate the results.

Fogelman College: Learning Outcomes for Your Degree

This course is designed to help you to meet the overall learning objectives for the MBA/IMBA degree offered by the Fogelman College.

- Graduates will be leaders.
- Graduates will be technologically competent.
- Graduates will be knowledgeable about social and ethical issues and trends affecting business.
- Graduates will be knowledgeable in functional areas and their integration.
- Graduates will be critical thinkers and problem solvers.
- Graduates will be sensitive to social, ethical, and multi-cultural issues in international business (for IMBA only).

Professor's Expectations of Students:

In general, you should assist the instructor in creating a positive, supportive environment for learning by staying engaged in the course and actively participating in all class discussions.

Student's Expectations of the Professor:

In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within 2 business days, and feedback on all work submitted within 7-10 calendar days.

Grading and Evaluation Criteria:

Over the semester, you will have a variety of opportunities to earn points towards your overall letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall letter grades will be computed.

Summary of Graded Activities:

Your overall grade for the semester is based on how well you perform on a mixture of formal activities including tests, quizzes, etc. Points earned on the assessed activities will be distributed as follows:

Deliverable	Points
Five out of six quizzes (5 @ 14pts each)	70
Two exams (2 @ 40pts each)	80
Team case study and presentation	30
Team peer evaluation	10
Participation	10
Total	200

Any concern about any grade item, including extra credits, must be raised within one week following posting of the grades. Don't wait until after the final exam to talk about your scores on previous grade items.

Quizzes:

There are six quizzes that are taken online in eCourseware. Each quiz is composed of 14 multiple-choice problems that are randomly selected from a larger pool of problems. The problems are one point each. Hints are given on some problems. Upon submission of your answers, the system will instantly report your grade as well as the correct answer to all the questions. Explanations are given on certain problems. Up to two attempts are allowed on each quiz, and the grade is the higher attempt. At the end of the semester, the five highest scores from the six quizzes are taken to calculate your course grade. In other words, you have the chance to do poorly on one quiz or even miss one quiz without affecting your course grade.

Quiz schedule is listed below. Each quiz is open for seven consecutive days, from 12:00AM on the first day to 11:59PM on the last day of the scheduled period. Be aware that the days the quizzes are available may fall on weekends or holidays. There is no time limit on an attempt. Mark your calendar so that you do not miss any quiz. One beauty of online quizzes is that even if you are out of town you can still take them. If you want to wait until the last day or even the last few hours to take the quiz, be aware that you are taking the risks of possible internet connection problems, illness, or not being able to submit your answers in time, etc. Attempts that are not submitted in time will not be graded. If you miss a quiz, you should refrain from asking me to reopen it for you unless you can provide written evidence for really extreme situations such as being hospitalized during the entire time that the quiz was open. If you missed a quiz and want to have a look at the questions just for learning purposes, see whether any other student in the class is willing to share his/her record with you.

Quiz	Topic	Open date
1	1, 2	1/26 – 2/1
2	3, 4	2/14 – 2/20
3	5, 6	3/2 – 3/8
4	7	3/28 – 4/3

Quiz	Topic	Open date
5	8	4/11 – 4/17
6	9, 10	4/25 – 5/1

Quiz problems are very similar to exam problems and are a good resource to use while preparing for the exams. Students are encouraged to use the textbooks, lecture notes, and other resources when taking the quizzes. Quiz problems are not discussed in class, and questions should be asked after a quiz is closed.

Exams:

Both exams are on selected chapters; neither one is comprehensive. Each exam is composed of 30 multiple-choice questions which are one point each, and a few essay or calculation questions which account for 10 points together. Exams are closed-book and closed-notes, but one double-sided paper-size cheat sheet is allowed for each student in each exam. Students should bring their own calculators, pencils and erasers, and everything else must be off the table. Computers and cell phones are forbidden in exams.

Makeup exams are available only to students with excused absences that are due to illness or participation in university authorized activities. In case of an emergency on the exam day, I need to be notified within four hours of the scheduled exam. Otherwise, a zero will be assigned. Regardless of the excuses, students who miss more than 30% of classes according to the attendance record are not allowed to take makeup exams.

Team Case Study and Presentation:

Here is the team case presentation schedule:

Case #	Presentation Date	Case Title	Subject
1	2/1	Home-Style Cookies	Strategy
2	3/1	Avion, Inc.	Supply chain management
3	3/1	Wiring Harness	Supply chain management
4	4/5	Tip Top Markets	Quality management
5	4/10	Tiger Tools	Quality management
6	4/17	Harvey Industries	Inventory management
7	4/19	MasterTag	Supply chain management
8	4/24	Integrated Devices (questions 1, 3, 5, 8, 10 and 11 only)	Quality and SCM

After we finish the first topic, students should form teams of 4 to 6 by self-enrolling in one of the eight cases. Each team will work on one case study, and present their case to the class in a business presentation setting. All team members should present, unless some extreme circumstances prevent only one member to participate. Presentations are to be no more than 25 minutes in length.

Before class on the presentation day, an electronic copy of the written case study (docx) and the presentation slides (pptx) should be submitted in eCourseware Dropbox, and a

hard copy of both files should be turned in to the professor. Files should be named using the following format: SCMS7313S18.Case1-Home-Style.Cookies.docx (and .pptx). My feedback on your case study and presentation will be provided in eCourseware Dropbox within one week following the presentation.

Grading of the case study is based on the following criteria:

Criterion	Points
Analysis of the problem using relevant techniques and data	6
Appropriateness of the suggestions made	6
Quality of written case, including comprehensiveness and clarity	6
Quality of oral presentation and slides	6
Following instructions, especially timely submission of materials	6
Total	30

Here are some issues that warrant special attention in the case study report:

- All quiz questions should be answered;
- Division of work and consistency throughout the report;
- Consistency between the report and the presentation slides;
- Technical details could be attached to the report as appendixes;
- Structure and professionalism of report:
 - A case report is more than a homework answer;
 - Divide report into sections;
 - An intro section and a summary/conclusion section;
 - Second (or even third) level titles and bullet points;
 - Page numbers;
 - Cover page;
 - Professional binding is not required but highly recommended.

Special attention should be paid to the following issues in case presentation:

- An introduction of team members;
- Introduction of the company and the problems;
- Transition among presenters;
- Eye contact with audience;
- A Q&A section;
- Dress code should be at least business casual and consistent among presenters.

A class discussion is held after the case presentation. Therefore, all students should prepare and get familiar with the case before class on the presentation day.

Team Peer Evaluation:

The main purpose of the peer evaluation is to identify and penalize team members who fail to make satisfactory contributions to a team. Primary responsibility for handling such “free riders” will fall on the members of each team; I will intercede on the team’s behalf only if the team brings it to my notice. Using the attached form of peer evaluation, you should rate each member in your team, excluding yourself, on a 0-10 scale (no fractions please). Hard copies of the peer evaluations will be due before class

on the presentation day. To ensure honest ratings, each team member should submit his/her peer evaluation form to me individually. Your grade in this category will be the average of your ratings from all other team members. If you don't turn in your peer ratings in time, your grade in this category will be 0.

Participation:

To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are encouraged to actively participate in class discussion by asking questions, answering questions, or sharing personal work experience that is relevant to the topic being discussed. Participation is evaluated by the following criteria:

- Attendance including punctuality;
- Attentiveness;
- Contribution to class discussion (quality is more important than quantity);
- Appropriate conduct.

None of the participation items can be made up. Students are expected to be punctual to class and deliver all course works on time. A great portion of the participation points is based on your attendance record. Punctual (on-time) attendance means that the student is seated in his/her designated seat by the class start time. Repetitive absence or tardiness, or any other disruptive behavior could directly lead to a lower or even failing final grade in addition to its impact on the participation grade.

Extra Credits:

Extra credit quizzes might be given in class occasionally without previous notice, which cannot be made up even with excused absences. Other extra credit opportunities might also be available during the semester. All these opportunities are open to all students and no special opportunity will be provided to specific students.

Final Course Grades:

A student's grade percentage is calculated by dividing the total points earned (including possible extra credits) by 200, rounded to the second decimal place. The final course grade will be assigned according to the following scale:

Grade	Percentage
A+	95.00%
A	90.00%
A-	87.00%
B+	83.00%
B	80.00%
B-	77.00%
C+	73.00%
C	70.00%
C-	67.00%
D	60.00%

I reserve the right to lower the cutoff points, leading to higher grades, but I will never raise these cutoff points. After the final course grades are assigned, I won't raise a student's grade to the next level no matter how close his/her percentage is to the next cutoff point (e.g., 0.01%).

Other than the above mentioned grade items, there is no other way to raise your grade. At any time during the semester, you can calculate the ratio of your total earned points to the total points offered so far. Keep a close eye on this ratio if you have a target grade in mind. After your final grade is assigned, nothing can be done to raise it. Keep in mind that what eventually determines your grade is your performance rather than my decision.

Schedule of Activities:

Please refer to page 9 of this syllabus for the detailed course schedule.

Final Exam Schedule:

The final exam for this class will be scheduled according to the [Registrar's academic calendar website \(opens in new window\)](#). It is listed in the course schedule, which is on page 9 of this syllabus.

Course Policies**E-MAIL:**

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a "full mailbox" condition, etc.) is the student's responsibility.

Attendance:

Student attendance is expected. A seating chart will be used for the instructor to better recognize students. From the second class meeting on, you are expected to take a fixed seat.

It is the responsibility of the students to make every effort to catch up on what was missed due to absence. Due dates of all class requirements can be found in this syllabus, so please don't ask me about it every time you miss a class. However, students should notify me in a timely manner of any issue that could seriously affect their performance, such as missing exams.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the [Registrar's website \(opens in new window\)](#).

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a "Solutions Manual" is considered cheating. Should your professor have evidence that using a "Solutions

Manual” has occurred, he/she may take steps as described on the campus’ [Office of Student Conduct website \(opens in new window\)](#). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the [Fogelman College’s Website on Academic Integrity \(opens in new window\)](#).

Classroom or Online Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the [Fogelman College’s Netiquette website \(opens in new window\)](#).

In this course, please pay special attention to the following items:

- Please be punctual to class and don’t start packing up before class is over.
- Laptop and tablet computers can only be used for note-taking in class; cellphones and earphones are forbidden.
- Any disruptive behavior could lead to a lower or even failing final grade.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of changes on the course bulletin board.

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- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Course Schedule

Date	Topic	Title	Ch	Videos
1/16		Syllabus & introduction		
1/18 & 1/23	1	Introduction to operations management	1	<ul style="list-style-type: none"> • What is Operations Management
1/25	2	Strategy and performance measurement	2	
1/30 & 2/1	3	Product and service design	4	<ul style="list-style-type: none"> • Product Design at Regal Marine
2/6, 2/8 & 2/13	4	Capacity planning and location analysis	5, 8	<ul style="list-style-type: none"> • Capacity Planning at Arnold Palmer Hospital • Locating the Next Red Lobster Restaurant • The New Age of Walmart
2/15 & 2/20	5	Process selection and facility layouts	6	<ul style="list-style-type: none"> • The Product-Process Matrix • Layout at Arnold Palmer Hospital's New Facility
2/22, 2/27 & 3/1	6	Supply chain management	15	<ul style="list-style-type: none"> • Supply Chain Management at Regal Marine • International Logistics – APL
3/13, in class		Exam 1 (Topics 1-6)		
3/15, 3/20, 3/22 & 3/27	7	Quality management and control	9, 10	<ul style="list-style-type: none"> • Quality Management at Honda (3 segments)
3/29, 4/3, 4/5 & 4/10	8	Inventory management	13	<ul style="list-style-type: none"> • Inventory Management
4/12 & 4/17	9	Aggregate planning and MRP	11, 12	<ul style="list-style-type: none"> • MRP at Wheeled Coach Ambulance
4/19 & 4/24	10	JIT and lean operations	14	<ul style="list-style-type: none"> • JIT at Federal Signal
5/3, 5:30-7:30PM		Exam 2 (Topic 7-10)		

Note:

1. Course schedule is tentative and subject to minor revision depending on class progress.
2. In topic 6, there is a required reading: Lee, H. L., V. Padmanabhan, S. Wang. 1997. The Bullwhip Effect in Supply Chains. *Sloan Management Review* 38(3) 93-102. This article is provided in eCourseware.
3. There are no classes on 3/6 & 3/8 – Happy Spring Break!

Team Peer Evaluation Form

Please rate each team member, **excluding yourself**, on a 0-10 scale, where
 0 = Poor, team member did not make contribution at all;
 10 = Excellent, team member has made outstanding contributions to the team.

Brief justifications could also be provided, but they are optional.

Case #: _____ Case title: _____

Your name: _____

Team Member Name	Your Rating (0-10)	Your Justification (Optional)

Course Syllabus: CIVL 7012/8012

Probabilistic Methods for Engineers

Spring 2018, M/W 8am-9:30am, ES 102D

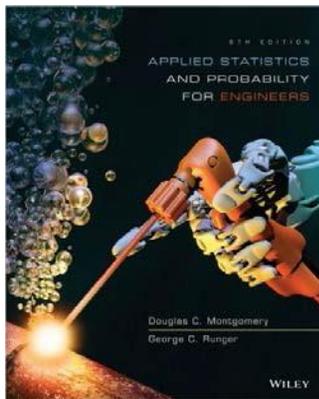
Course Instructor: Dr. Sabya Mishra (smishra3@memphis.edu)

Course Objectives:

1. To provide students an understanding of the concepts and methods of probability and statistics that are essential for modeling engineering problems under conditions of uncertainty.
2. To provide students an understanding of the process of and considerations involved in the design of experiments.
3. To provide the opportunity for students to apply course principles to practical problems in their area of concentration.

Textbook:

Montgomery and Runger (2014) Applied Statistics and Probability for Engineers, 6th Edition, Wiley. ISBN-13: 978-1118539712. ISBN-10: 1118539710.



*Available at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002914.html>

Class Schedule:

Dates	Class	Week	Topic	Reading
17-Jan-18	1	Week-1	Introduction / Pre-test	Chapter 1
22-Jan-18	2	Week-2	Collection and Analysis of Data-I	Notes
24-Jan-18	3	Week-2	Collection and Analysis of Data-II / Intro to R	Notes
29-Jan-18	4	Week-3	Basic Laws & Axioms of Probability	Chapter 2
31-Jan-18	5	Week-3	Discrete Distributions	Chapter 2
5-Feb-18	6	Week-4	Continuous Distributions-I	Chapter 3
7-Feb-18	7	Week-4	Joint Probability Distributions-I	Chapter 5
12-Feb-18	8	Week-5	Hypothesis Testing	Chapter 9
14-Feb-18	9	Week-5	Hypothesis Testing / Goodness of Fit Tests	Chapter 9
19-Feb-18	10	Week-6	Nonparametric Methods-I	Chapter 10
21-Feb-18	11	Week-6	Nonparametric Methods-II	Chapter 10

Dates	Class	Week	Topic	Reading
26-Feb-18	12	Week-7	Analysis of Variance-I	Notes
28-Feb-18	13	Week-7	Midterm Exam	
5-Mar-18	14	5-Mar	Spring break	
7-Mar-18	15	7-Mar	Spring break	
12-Mar-18	16	Week-9	Research Review 1 Presentations	
14-Mar-18	17	Week-9	Introduction to Simple Linear Regression (SLR)	Chapter 11
19-Mar-18	18	Week-10	Simple linear regression modeling	Chapter 11
21-Mar-18	19	Week-10	Multiple linear regression (MLR)	Chapter 12
26-Mar-18	20	Week-11	MLR estimation and interpretation	Chapter 12
28-Mar-18	21	Week-11	Practice problems on SLR and MLR	Notes
2-Apr-18	22	Week-12	Non-linear regression models	Notes
4-Apr-18	23	Week-12	Regression mode validation	Notes
9-Apr-18	24	Week-13	Discrete outcome	Notes
11-Apr-18	25	Week-13	Research Review 2 Presentations	
16-Apr-18	26	Week-14	Count data models	Notes
18-Apr-18	27	Week-14	Machine learning and other advanced topics-1	Notes
23-Apr-18	28	Week-15	Machine learning and other advanced topics-2	Notes
25-Apr-18	29	Week-15	Machine learning and other advanced topics-3	Notes
30-Apr-18	30	Week-16	Final Research Review Presentations	
2-May-18	31	Week-16	Final Exam	

Note: The class schedule is subject to change and students will be notified when change occurs.

Grading:

Homework = 10%

Research Reviews (3 @ 10% each) = 30%

Midterm Exam = 20%

Quizzes (2 @ 10% each) = 20%

Final Exam = 20%

Students in CIVL 8012 will be given more rigorous questions on homeworks and exams than those in CIVL 7012.

Grading Scale:

93-100 A; 80-93 B; 70-79 C; 60-69 D; 59 or lower F

Special Accommodations:

Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from Student Disability Services (SDS).

Office Hours:

ES 112D, Monday: 9:30am-10:30am.

**CIVL 7269/8269
COURSE PROPOSAL**

1. Course title – Quantitative Methods for Engineering Decision Making

2. Catalog description – Overview of quantitative methods for engineering decision making using software commonly used by the industry (e.g., Excel). Topics covered include: linear & integer programming, network models, project scheduling, inventory models, queuing models and simulation, multicriteria analysis and forecasting. PREREQUISITES: None

3. Required texts and other materials – Anderson D.R., Sweeney D.J., Williams T.A., Camm J.D., and Martin K. (2015). *An introduction to management science, quantitative approaches to decision making*. 14th Edition. Class notes and related scientific articles/book chapters will also be distributed in class.

4. Course objectives – Provide students with a sound conceptual understanding of the role of quantitative methods in decision making for engineers

5. Nature of students to be served – Masters and Ph.D. level engineering students

6. Description of course methods – The course will be taught through classroom lectures that support a semester-long design project prosecuted by students working in small teams of 3-4 people. The students will have opportunities during class to work on their projects with assistance from the professor.

7. Course Outline

- Introduction
- Linear programming and sensitivity analysis
- Integer programming
- Network/transportation models
- Project scheduling
- Inventory models
- Queuing models/Simulation
- Decision Analysis & Multicriteria/Multiobjective problems
- Forecasting
- Dynamic Programming

8. Clearly articulated course requirements – Students will be expected to complete a semester-long project culminating in a project report and oral presentation. Students will present their project proposal in class mid-way through the semester (proposal report and oral presentation). Comments on the proposal will be made available to the students via email a week after their presentation. Guidelines for the project proposal and report format will be provided in class. Homework assignments will be given based on each topic and will be due on the date specified. Homework will focus both on quantitative problems and scientific paper reviews. Doctoral students will be assigned additional homework, receive more rigorous questions on exams and are expected to complete a more advanced semester-long project that will utilize more advanced concepts of quantitative methods.

9. Grading Policy – A-F, IP.

10. Instructor of Record – Michail Gkolias

11. Schedule Type - Lecture

12. TBR Instructional Method – Conventional

**CIVL 7263/8263
Course Proposal**

1. **Course Title:** Introduction to Numerical Optimization for Engineers
2. **Catalog Description:** Introduce the concepts, modeling and solution methods of unconstrained optimization and linear and integer programs. Topics include: convex analysis and polyhedral sets, unconstrained optimization methods (line search, trust region), the simplex method, duality theory, and decomposition principles. **PREREQUISITS:** Permission of instructor.
3. **Required Text:** David J. Rader Jr. *Deterministic Operations Research: Models and Methods in Linear Optimization*. John Wiley and Sons, Inc. 2010 ISBN: 978-0-470-48451-7
4. **Course Objectives:** Introduce students to concepts of optimization and operations research with a focus on unconstrained optimization, constrained linear and integer programs, and exact and heuristic solution algorithms.
5. **Nature of Students to be Served:** Masters and Ph.D. level students.
6. **Description of Course Methods:** The course will be taught through classroom lectures. The students will develop an individual course project. The project conception and development will be evaluated in several steps throughout the semester. Both the homework assignments and the course project will require the students to work with computer software (e.g., Matlab, GAMS) and develop their own codes.
7. **Course Outline:**
 - a) Introduction
 - b) Linear Algebra, Convex Analysis and Polyherdral Sets
 - c) Improving search algorithms and convexity
 - d) Geometry and algebra of linear programs
 - e) The Simplex method
 - f) Linear programming duality
 - g) Sensitivity analysis of linear programs
 - h) Algorithmic Applications of Duality
 - i) Introduction to Integer Programming
 - j) Integer Programming Solution Algorithms (Exact)
 - k) Integer Programming Solution Algorithms (Heuristics)
 - l) Basics of Game Theory (Multi-Objective, Hierarchical, Matrix Games)
8. **Clearly Articulated Course Requirements:** Students will be expected to understand concepts and theory of unconstrained optimization and constrained linear and integer programming and formulate and solve mathematical based models. These requirements will be evaluated through homework assignments and the term project. The course project, in particular, will require the students to articulate the project's concept and to develop its objectives. Successful students will comply with the instructor rubrics for assignments, and will produce project reports that are well articulated research/production mathematical numerical optimization exercises of a level worth communicating in conference abstracts/presentations. Doctoral students will be assigned additional homework, receive more rigorous questions on exams and are expected to complete a more advanced semester-long project that will utilize more advanced concepts of numerical optimization.
9. **Grading Policy:** Homework: 25%, Midterm: 25%, Final: 25%, Term Project: 25% (A-F)

10. Instructor of Record: Michail Gkolias

11. Schedule Type: Lecture

12. TBR Instructional Method: Conventional

**CIVL 7360/8360
COURSE PROPOSAL**

1. **Course Title** – Transportation Economics and Decision Making
2. **Catalog Description** – The course is a comprehensive discussion in decision making using transportation engineering economic analysis. The course involves the use of mathematical tools required to understand the economic analysis principles to aid transportation decision making process. **PREREQUISITES:** CIVL 3161 or equivalent.
3. **Required Texts and other materials** – None
4. **Course Objectives** – Utilize and quantify the use of economic analysis techniques and principles in transportation. Use these economic analysis principles for management, engineering, and financing small and large scale infrastructures.
5. **Nature of Students to be Served** –Masters and doctoral level civil engineering students.
6. **Description of course methods** – The course will be taught through classroom lectures that support a semester-long design project.

7. Course Outline

- | | |
|---------|---|
| Week 1 | The economic decision making. Examples of engineering economic analysis. Rational for decision making. Simple, intermediate, and complex problems in decision making. |
| Week 2 | Estimation of Costs and Benefits. Cash flow diagrams. Fixed, variable, marginal, and average cost. Benefit estimation techniques. |
| Week 3 | Interest rates and equivalence. Simple and compound interest with uniform and gradient factors. |
| Week 4 | Measures of effectiveness of economic analysis: Net Present Worth, Equal uniform return, Internal rate of return, payback period. Selection of term project. |
| Week 5 | Value of time, concept of consumer surplus, equity issues in investment decision making. |
| Week 6 | Incremental analysis, sensitivity analysis, scenario analysis, selection of portfolios, optimal investment techniques. Rationing capital among competing projects. |
| Week 7 | Midterm Examination |
| Week 8 | Basic aspects of depreciation, conventional and modified depreciation methods, examples of depreciation methods. |
| Week 9 | Selection of Minimum Attractive Rate of Return (MARR), sources of capital, choice of capital source, cost of capital, opportunity cost, examples of selection of MARR |
| Week 10 | Non-deterministic future events, the concept of uncertainty and risk. Simulation concepts in uncertainty and risk. Difference between deterministic and non-deterministic approach in economic analysis. |
| Week 11 | Pricing, investment, and industrial organization. The economies of scale. The elasticities of investments. |
| Week 12 | Financing infrastructures. Economic / financial analysis in the public and private sector. Revenue generation enhancement techniques. Case studies of economic analysis in large scale infrastructure projects. |
| Week 13 | Student Term Project Presentation |
| Week 14 | Final Examination |

8. **Clearly articulated course requirements** – Students will be expected to complete a semester-long project culminating in a project report and oral presentation. The student will propose their own topic for the project under the assistance of the professor. Students will present their project proposal in class mid-way through the semester (proposal report and oral presentation). Comments on the proposal will be made available to the students via email a week after their presentation. These comments will need to be addressed within the final project report. Guidelines for the project proposal and report format will be provided in class. Assignments will be given based on each topic and will be due on the date specified (usually within seven days). Late homework will not be accepted unless arrangements have been made prior to the scheduled due date. Homework will focus both on quantitative problems and scientific paper reviews. Doctoral students will be assigned additional homework, receive more rigorous questions on exams and are expected to complete a more advanced semester-long project that will utilize more advanced concepts of traffic flow theory.

9. **Grading Policy** – Homework 25%, 2 Exams @ 25% each, Final Design Project 25% (A-F)

10. **Instructor of Record** – Sabya Mishra

11. **Schedule Type** – Lecture

12. **TBR Instructional Method** – Conventional

<p>COURSE DESCRIPTION:</p>	<p>This graduate level course has a required text, and will be project based. It was initially developed and delivered through the Engineering Technology program with a lean manufacturing emphasis. However, the focus, content and delivery are developed with intent to be open and applicable to those having other majors and indeed project management is widely used.</p> <p>The course content is offered at a graduate level and assuming that the average enrolled student has a basic understand of algebra as well as PC operations such as Windows and MS Office applications. Prior knowledge and experience with project management software may be helpful, but not expected.</p> <p>The Bulletin description of this course is: “Contemporary methods used in project planning and scheduling; emphasis on critical path method (CPM) with computer application; solution of actual problems stressed.”</p> <p>PREREQUISITE: none.</p>
<p>COURSE OBJECTIVES:</p>	<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the principles of project planning and scheduling. 2. Realize issues important to project management, particularly with planning and scheduling and including familiarity with the Project Management Body of Knowledge (PMBOK) developed by PMI. 3. Practice effective review of case studies and apply techniques. 4. Have a familiarity with current periodicals and sources of information pertaining to project management. 5. Have a basic understanding of the capabilities and use of project management software.
<p>REQUIRED TEXT and SOFTWARE:</p>	<p>TEXT: In lieu of a typical text for the class, we will be using the Project Management Institute: <i>A Guide to the Project Management Body of Knowledge</i>, 6th edition. (ISBN13: 9781628251845). Supplemented with a considerable number of online resources. Note that the software is not handled by the university bookstore, but the text is.</p> <p>SOFTWARE: MS Project Professional 2016 is covered under an agreement with Dream spark:</p> <p>Use the link below, login with your university id/password and download the software. You will need a CD or DVD disk to download and save the msi (iso image file) program. The Product Key (password) is in the DreamSpark site, go to View Details in your Order History.</p> <p>I am using MS Project Professional 2016 for this class.</p> <p>https://citrix.memphis.edu/Citrix/UOMWeb/ Sign in with your usual U of Memphis login, then search for Project 2016</p> <p>We will also be using Spreadsheets (MS Excel) and word processing software (prefer MS Word compatibility)</p>

<p>OTHER REFERENCES:</p>	<p>Students are expected to access and gain a good working knowledge of the following sites:</p> <p>Optional material:</p> <p>Heldman, Kim, PMP Project Management Professional Exam Study Guide, fourth edition, Wiley Publishing, Indianapolis, IN, 2007. Paperback version ISBN: 978-0-470-15250-8 Deluxe (Hardback) version ISBN: 978-0-470-15251-5</p> <p>Recommended:</p> <p>Each student is expected to find, evaluate and share other related and meaningful academic quality journal articles and web sites with the class. A listing of topics & readings is included as a worksheet in the 7105-schedule workbook.</p>
<p>PARTICIPATION:</p>	<p>While there are no elements that require synchronous participation, all work has deadlines and student participation and contributions, timely and complete, graduate level work is expected. Synchronous advising is available and both email and phone access to the instructor is provided.</p>
<p>ASSIGNMENTS:</p>	<p>During this course, you will be given a number of assignments. Assignments are to be turned in when due. Due dates are provided for each assignment in the course schedule and on the course site. The Schedule may be updated for any changes during the semester. Late submittals are rarely accepted. However, anything taken late will have at least a 25-percentage point deduction per 24-hour period, or part thereof. It is wise to complete work early to allow for unexpected events. All assignments are published at the beginning of the semester and opened for at least 7 days, most for 10 days, and writing assignments even longer.</p> <p>Each student is to prepare one or two journal critiques as a part of this course. These are explained later in this course syllabus and informational files are also included in the “Getting Started” section of the course content area.</p> <p>The instructor reserves the right to refuse any sloppy, unorganized submissions - (homework, exams, reviews, etc.) Take pride in your work and show that you care. Strive for professionalism at all times.</p> <p><i>Unless otherwise instructed, all assignments are to be submitted to the drop box. DO NOT attach to email and unless absolutely necessary.</i></p>

<p>CRITIQUES</p>	<p>Critiques are very short opinion papers based on journal articles. The purposes for the critiques are:</p> <ol style="list-style-type: none"> 1. To familiarize the student with current issues and research in the field of project management. Multiple sources are required for this graduate level course. 2. To expose the student to the wealth of information, both professional and academic, this will likely prove useful in professional careers in most any field. 3. To provide a written assignment useful in determining the level of student understanding of information and applications of project management, including the universal application of the Project Management Body of Knowledge (PMBOK). 4. MUST be submitted in MS Word as the scoring template is added to the document. This does NOT work with Adobe pdf files. <p>More detail and specifications are provided as specific files including Critique Guidelines and the Scoring Rubric. These are both provided in the Course Content area in the “getting started” module and topic page: “Reference Information Files.” Critiques are NOT Book reports!!!</p>
<p>QUIZZES</p>	<p>Quizzes will cover most reading assignments and even project management projects for the class. These will most often be objective type questions and include material that is likely to be a major component of the ensuing exam. These make good study sheets, but are not the only materials used in any examination. All quizzes are timed with submission expected before time expires. Time allowed is either the duration set for the quiz, or the end of the availability time, whichever comes first. Since most are opened for a ten day period, there is no allowance for late submission or problems encountered in the final moments of availability.</p> <p>The purposes of these quizzes is to encourage students to keep up with the class, a method of reinforcing information that the instructor believes important to this class, and to provide study material for the examinations.</p> <p>All quizzes and exams are obviously designed to be open book. So make certain you have YOUR book handy, or related web-site open before starting any quiz or exam. Students that choose to open the quiz then the materials before reviewing the materials have historically done poorly in this course.</p>
<p>DISCUSSION BOARDS</p>	<p>The discussion board in the course site will have a statement posted for each course topic area. Students are to post at least one meaningful message for each. Meaningful messages are those that demonstrate an understanding or extension of the material. Student participation will be evaluated and logged at mid-term and again before the final exam. Posting is unlocked and locked at the same time as the related material. The sum of these scores will be used for an additional quiz grade. That means the best scores are those that engage and respond to other students with time for additional responses and not just a response to the original instructor’s statement. Discussions ARE graded counting the same as two quizzes.</p>

EXAMS	Examinations generally focus on materials from the quizzes and assignments, but are designed to evaluate your understanding of concepts. Exams are all “open-reference” but it is expected that each is the original work of the registered student, without assistance from others.
Testing Procedures	<p>The purpose of making second attempts for all Quizzes and Exams routine is enhancement of learning, and to encourage setting a schedule to perform the work early enough to allow for the second attempt, if desired. This policy is NOT intended to provide a preview. The average of valid attempts is used. Purposes and policies of the second attempt for quizzes and exams:</p> <ul style="list-style-type: none"> • To encourage preparation before opening the first attempt, the score used is the average of attempts. Determination of any scoring curve will include all legitimate attempts. • While the second attempt could increase your grade for the item, it can also lower your grade. The average of attempts is used. • Most quizzes and exams come from test banks, so the second attempt, while covering the same materials, will not likely be exactly the same as the first attempt. • There must be at least 12 hours between attempts. Since the courseware will not accommodate enforcement of a time delay between attempts, this will be manually administered. If the 12 hour minimum delay was not observed, the second attempt will be disregarded and the score from the initial attempt will be used in the official gradebook.
MAKE-UP:	<u>Quizzes will not be made up for any reason.</u> Also, most exams and homework have ample windows of opportunity thus make-up versions are rarely made or allowed. For major, catastrophic and extended term problems, make-ups will be taken during the Final Exam week. Note that make-up exams are not the same as the regular exams, and thus never include the curve allowed for those taking the exams in the originally scheduled time frame.
STUDENT WORK:	<p>Students are expected to turn in only original work, not copies of the work of others. In the case of the same work being turned in by two or more students, the grade will be entered as a minus value (-100%) and all students involved lose the privilege of drop grades for course grade calculations. Disciplinary action is very likely. The same grading policy applies to cheating and other academic misconduct that is related to graded materials. It is CRITICAL that students understand the difference between helping each other and making copies of assignments. READ the Student handbook, particularly pages 12 to 15</p> <p>http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF</p> <p>See particularly page 6 for definition of Academic Misconduct and page 5 for cheating and plagiarism. Also, see page 9 for disciplinary procedures.</p>

EVALUATION	The course grade will be based on the following:	
	22 Quizzes (covering text, web pages, discussions and assignments) Drop up to 15% of graded items.	20% of course grade
	Assignments & Critiques	25% of course grade
	Exams, there are three @ 10% each, plus the Advanced Topic Paper at 10%	40% of course grade
	Final Exam (comprehensive)	15% of course grade
	Bonus Items:	Used as additional points on exams or additional assignments with additional drop grades as assignments or quizzes.
	Food4Thought assignment (up to one letter grade added to midterm exam)	

GRADING SCALE:

Your final percentage will be placed on the following scale to determine the letter grade:

Lowest Grade	Highest grade	Letter Grade
Zero or less	59 (59.4944)	F
60 (actually 59.4945)	69 (69.4944)	D
70 (actually 69.4945)	79 (79.4944)	C
80 (actually 79.4945)	89 (89.4944)	B
90 (actually 89.4945)	100 or more	A

The values are given to four percentage points because at the end of the semester this is absolute. After curving and allowing drop grades for work during the semester, there is no further rounding or curve for the final exam or the final course grade

NOTE:	The instructor reserves the right to make changes in any of the above stated topics and information. Announcements will be made on the course homepage (“News”) if changes are made. If changes are substantial, notification will also be provided by email to all registered students.
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COURSE DESCRIPTION: TECH 7402	<p>This Master's Level course is offered through the Manufacturing Engineering Technology program and is also open to those admitted to the graduate school that may be working toward other majors.</p> <p>The course content is offered at a graduate level, and assumes that the average enrolled student has a basic understanding of algebra. Microsoft Office software is used extensively throughout the course and a basic familiarity is assumed. The course is offered only through asynchronous online delivery. The Bulletin description of this course:</p> <p>TECH 7402. Advanced Quality Control. (3). Methods for improved process and product design; cost of quality, measurement systems analysis, process capability, design of experiments and analysis, continuous improvement and review of quality standards. PREREQUISITE: METH 4462/6462 or permission of the instructor.</p>
INSTRUCTOR:	<p>Mr. Carl R. Williams : carl.williams@memphis.edu</p> <p>CONTACT: (Home) (Office)</p> <p>Voice: 662-895-9628 901-678-3296</p>
COURSE OBJECTIVES:	<ol style="list-style-type: none"> 1. To develop and advance the understanding of "Quality Control Concepts" for Manufacturing & Service industries and to review case studies of actual examples. 2. To gain a working knowledge of Quality Standards including ISO, . 3. To review specific tools, techniques, methods and processes. 4. To familiarize the student with related current periodicals and sources of information. <p>Students are also expected to accomplish work within time constraints, and at a graduate level.</p>
REQUIRED TEXTS:	<ol style="list-style-type: none"> 1) <i>The Toyota Way – 14 Management Principles from the World's Greatest Manufacturer</i>, Jeffery Liker, McGraw Hill, 2003, ISBN-13: 9780071392310, (List Price: \$27.95, as of November 2010) (NOTE: The Toyota Way is also used in the course TECH 7401, Lean Fundamentals) 2)
Optional TEXTS:	
PARTICIPATION:	<p>Student participation will include weekly student presentations frequent quizzes and site visits. Attendance is critical and missing more than two class meetings will result in the loss of a letter grade from the student average.</p>
ASSIGNMENTS AND HOMEWORK:	<p>During this course, students will be given a number of assignments. Assignments are to be turned in when due. Due dates are provided for each assignment in the course schedule and on the course site. The Schedule may be updated for any changes during the semester. Late submittals are rarely accepted. However, anything taken late will have at least a 25-percentage point deduction per 24-hour period, or part thereof. It is wise to complete work early to allow for unexpected events. All assignments are published at the beginning of the semester and opened for at least 7 days, most for over 10 days, and writing assignments even longer.</p> <p>Each student is to prepare journal article critiques as a part of this course. These are explained later in this course syllabus and informational files are also included in the "Getting Started" section of the course content area.</p> <p>The instructor reserves the right to refuse any sloppy, unorganized submissions - (homework, exams, reviews, etc.) Take pride in your work and show that you care. Strive for professionalism at all times.</p> <p><i>Unless otherwise instructed, all assignments are to be submitted to the drop box. DO NOT attach to email and unless absolutely necessary.</i></p>
DISCUSSION BOARDS	<p>The discussion board in the course site will have a seed statement posted for each course topic area. Students are to post at least one meaningful message for each, and the initial post MUST be at least four days prior to the closing of unit materials in order to</p>

	<p>encourage dialogue between students. Meaningful messages are those that demonstrate an understanding or extension of the material and are NOT intended to be something looked up or referenced. Student participation will be evaluated and logged for each module, with posting unlocked and locked at the same time as the related material. Discussions are scored as “Writing assignments”. One meaningful and timely post per chapter is expected and will earn a grade of “B-” (80 points). An average of two meaningful posts per chapter is required for a grade of “A” (90-100 points) Point values diminish as time passes and particularly last minute posts moments before availability ends. Batch type posting also has a reduced value and thus fewer points. Remember this is to be a “Discussion.” That means the best scores are those that engage and respond to other students with time for additional responses and not just a single response to the original instructor’s seed statement.</p>
Testing Procedures	<p>The purpose of making second attempts for all Quizzes and Exams routine is enhancement of learning, and to encourage setting a schedule to perform the work early enough to allow for the second attempt, if desired. This policy is NOT intended to provide a preview and also usually does not apply to the Final Exam which will have only one attempt allowed. The average of valid attempts is used.</p> <p>Purposes and policies of the second attempt for quizzes and exams:</p> <ul style="list-style-type: none"> • To encourage preparation before opening the first attempt, the score used is the average of attempts. Determination of any scoring curve will include all legitimate attempts. • While the second attempt could increase your grade for the item, it can also lower your grade. The average of attempts is used. • Most quizzes and exams come from test banks, so the second attempt, while covering the same materials, will not likely be exactly the same as the first attempt. • There must be at least 12 hours between attempts. Since the courseware will not accommodate enforcement of a time delay between attempts, this will be manually administered. If the 12 hour minimum delay was not observed, the second attempt will be disregarded and the score from the initial attempt will be used in the official grade book.
QUIZZES	<p>Quizzes will cover most reading assignments and even assignments for the class. These will most often be objective type questions and include material that is likely to be a major component of the ensuing exam. These make good study sheets, but are not the only materials used in any examination. All quizzes are timed with submission expected before time expires. Time allowed is either the duration set for the quiz, or the end of the availability time, whichever comes first. Since most are opened for a ten day period, there is no allowance for late submission.</p> <p>The purposes of these quizzes include encouragement for students to keep up with the class, a method of reinforcing information that the instructor believes important to this class, and to provide study material for the examinations.</p> <p>All quizzes and exams are obviously designed to be open book. So make certain you have YOUR books handy, or related web-site open before starting any quiz or exam. Students that choose to open the quiz then open the materials before reviewing the materials have historically done poorly in this course.</p>
EXAMS	<p>There are two exams, one mid-term and then a comprehensive final exam. Exams, like quizzes, are open book, open notes and may require access to Internet sites during the exam. It is, however, expected that quizzes and exams are the product of the registered student’s efforts alone. Students are not to seek advice from other students, advisors or other practicing professionals during these assessments.</p>
CRITIQUES	<p>Critiques are very short opinion papers based on journal articles. The purposes for the critiques are:</p> <ol style="list-style-type: none"> 1. To familiarize the student with current issues and research pertaining to Lean and other topic areas specific to the material for this course. Multiple sources are required for this graduate level course.

	<ol style="list-style-type: none"> 2. To expose the student to the wealth of information that is available, both professional and academic, this will likely prove useful in professional careers in most any field. 3. To provide a written assignment useful in determining the level of student understanding of information. <p>The score sheet used for grading these is supplied in the “Getting Started” section of Course Content, item I “Reference Information files” It provides insight into criteria and scoring value for each item.</p> <p>See the published “Journal Critique score sheet” for penalties that relate to deviations from the criteria. This file is also in the Course Content, Getting Started, “Reference Files” area of the course site.</p>
CASE STUDIES	<p>Case studies start off as individual submissions, but are then shared in groups of 2 to 4 students for refinement to a final group document:</p> <ol style="list-style-type: none"> 1. To familiarize the student with applications of Lean. Multiple sources are required for this graduate level course. 2. To encourage dialogue between students (nemiwashi) to advance learning and communications. 3. To provide a written assignment useful in determining the level of student understanding of information. <p>The score sheet used for grading is in the Course Content, Getting Started, “Reference Files” area of the course site.</p>

EVALUATION:

Items:	% of Grade
Assessments (Quizzes & assignments) approximately 15 (Drop about 10% of assessment item grades, does NOT include exams)	25%
Written Assignments (all are graded items including discussions) 10% total, 2% for each of two Critique(s), and two individual and two group Case Study presentations 5% for Discussion Board participation (approximately 15 topic areas)	15%
Regular Exams, three planned	30%
Final Exam, comprehensive	30%
TOTAL PERCENTAGE	100%

STUDENT WORK: It is **CRITICAL** that all students understand the importance of doing your own work! Work that is copied or identical to that of others will receive as a minimum a negative (-100%) grade that will be averaged with the other grades. Cheating copying or otherwise providing the work of others as yours automatically removes the privilege of drop grades. Copying of the work of others and cheating most often results in an “F” for the course regardless of average. There is no distinction between the originator and the one using a copy, BOTH are subject to disciplinary action and are considered “academic misconduct” or cheating.

So **DO NOT COPY OTHERS NOR LOAN YOUR WORK TO ANYONE!!!**

It is imperative that students know and understand the University of Memphis Student Handbook which is available online.

GRADING SCALE:	Your final percentage will be placed on the following scale to determine the letter grade:					
	COURSE GRADE				Quality Points	
	A	=	90%	to	100+	4.00
	B	=	80%	to	89.45%	3.00
	C	=	70%	to	79.45%	2.00
	D	=	60%	to	69.45%	1.00
	F	=	59.45%	OR LESS		0.00

Grade Updates:	Grade-to-Date reports will usually be provided near Midterm. These are only approximate as the final course grade could have additional drop grades and/or all drop grades occur in either the first or second half of the course.
CHANGES to the syllabus and/or schedule:	The instructor reserves the right to make changes in any of the criteria and stated information. Announcements will be made in the news section if changes are made, and most often with a follow-up email outside the courseware to the preferred email provide in the Student Information Sheet assignment.
Projects	<ul style="list-style-type: none"> • <u>Two Critiques</u> will be required which must be 10 to 15 minutes in length, using PowerPoint format with handouts for the class. • <u>Two Case Studies</u> will also be required. These are initially individual submissions on a common case study, then a second phase will require teams of 2 to 4 students to work jointly on refinement and consolidation of information. A specification sheet is provided in the Course Content area, Getting Started (Module 1) and in Reference Information Files topic area. • A <u>Team Peer-Evaluation Sheet</u> will be turned separately to the instructor to evaluate each persons contributions to the case study projects and his/her team participation. This will represent up to 10% of the item grade.

COURSE DESCRIPTION: TECH 7404	<p>This Master's Level course is offered through the Manufacturing Engineering Technology program and is also open to those admitted to the graduate school that may be working toward other majors.</p> <p>The course content is offered at a graduate level, and assumes that the average enrolled student has a basic understanding of algebra. Microsoft Office software is used extensively throughout the course and a basic familiarity is assumed. The course is offered only through asynchronous online delivery. The Bulletin description of this course:</p> <p>TECH 7404. World-Class Manufacturing. (3). World-class manufacturing concepts including Training Within Industry (TWI), Standard Work, 5s tools, Ergonomics, Human factors and Cellular Manufacturing. COREQUISITE: TECH 7401</p>
INSTRUCTOR:	<p>Mr. Carl R. Williams : carl.williams@memphis.edu</p> <p>CONTACT: (Home) (Cell)</p> <p>Voice: 662-895-9628 901-848-8723</p>
COURSE OBJECTIVES:	<ol style="list-style-type: none"> 5. To develop and advance the understanding of “World Class” for Manufacturing & Service industries and to review case studies of actual examples. 6. To expose the graduate student to The Toyota Production System (TPS), continuous improvement methods, and Training Within Industry (TWI) and other Lean topics and applications. 7. To review specific tools, techniques, methods and metrics in light of the higher priority of building a Lean culture. 8. To familiarize the student with current periodicals and sources of information. <p>Students are also expected to accomplish work within time constraints, and at a graduate level.</p>
REQUIRED TEXTS:	<ol style="list-style-type: none"> 3) <i>The Toyota Way – 14 Management Principles from the World's Greatest Manufacturer</i>, Jeffery Liker, McGraw Hill, 2003, ISBN-13: 9780071392310, (List Price: \$22.50, as of October 2015) 4) <i>Leading the Way to Competitive Excellence</i>, William A. Levinson (editor), ASQ Press, 1998, ISBN-13: 9780873893763 (Price used \$3.80, as of October 2015) 5) <i>Training Within Industry: the Foundation of Lean</i>, Donald A. Dinero, Productivity Press, 2005, ISBN-13: 9781563273193 (Price used: \$37.88, as of October 2015)
Optional TEXTs:	<p><i>The Lean Enterprise Memory Jogger: Create Value and Eliminate Waste Throughout Your Company</i></p> <p>Author: Richard L. Macinnes</p> <p>Format: Paperback (Spiral), 166 pages</p> <p>Publication Date: October 2002</p> <p>Publisher: Goal Q P C Inc</p> <p>ISBN-10: 1576810453</p> <p>ISBN-13: 9781576810453</p> <p>List Price: \$19.95</p>

PARTICIPATION:	While there are no elements that require synchronous participation, all work has deadlines and student participation and contributions, timely and complete, graduate level work is expected. Synchronous advising is available and both email and phone access to the instructor is provided.
ASSIGNMENTS AND HOMEWORK:	<p>During this course, students will be given a number of assignments. Assignments are to be turned in when due. Due dates are provided for each assignment in the course schedule and on the course site. The Schedule may be updated for any changes during the semester. Late submittals are rarely accepted. However, anything taken late will have at least a 25-percentage point deduction per 24-hour period, or part thereof. It is wise to complete work early to allow for unexpected events. All assignments are published at the beginning of the semester and opened for at least 7 days, most for over 10 days, and writing assignments even longer.</p> <p>Each student is to prepare journal article critiques and case studies as a part of this course. These are explained later in this course syllabus and informational files are also included in the “Getting Started” section of the course content area.</p> <p>The instructor reserves the right to refuse any sloppy, unorganized submissions - (homework, exams, reviews, etc.) Take pride in your work and show that you care. Strive for professionalism at all times. <i>Unless otherwise instructed, all assignments are to be submitted to the drop box. DO NOT attach to email and unless absolutely necessary.</i></p>
DISCUSSION BOARDS	The discussion board in the course site will have a basic statement posted for each course topic area. Students are to post at least one meaningful message for each, Batch type posting also has a reduced value and thus fewer points. Remember this is to be a “Discussion.” That means the best scores are those that engage and respond to other students with time for additional responses and not just a single response to the original instructor’s initial statement. It is also advised to go back and read and respond to the posts of others. All these elements are considered in scoring of Discussion participation. Grades for discussion participation are posted twice during the semester, once at mid-term and again for posts made in the latter half of the semester. These are graded and equivalent to quiz grades.
Testing Procedures	<p>The purpose of making second attempts for all Quizzes and Exams routine is enhancement of learning, and to encourage setting a schedule to perform the work early enough to allow for the second attempt, if desired. This policy is NOT intended to provide a preview and also usually does not apply to the Final Exam which will have only one attempt allowed. The average of valid attempts is used.</p> <p>Purposes and policies of the second attempt for quizzes and exams:</p> <ul style="list-style-type: none"> • To encourage preparation before opening the first attempt, the score used is the average of attempts. Determination of any scoring curve will include all legitimate attempts. • While the second attempt could increase your grade for the item, it can also lower your grade. The average of attempts is used.

	<ul style="list-style-type: none"> • Most quizzes and exams come from test banks, so the second attempt, while covering the same materials, will not likely be exactly the same as the first attempt. • There must be at least 12 hours between quiz and exam attempts. Since the courseware will not accommodate enforcement of a time delay between attempts, this will be manually administered. If the 12 hour minimum delay was not observed, the second attempt will be disregarded and the score from the initial attempt will be used in the official grade book.
QUIZZES	<p>Quizzes will cover most reading assignments as well as some assignments for the class. These will most often be objective type questions and include material that is likely to be a major component of the ensuing exam. These make good study sheets, but are not the only materials used in any examination. All quizzes are timed with submission expected before time expires. Time allowed is either the duration set for the quiz, or the end of the availability time, whichever comes first. Since most are opened for a ten day period, there is no allowance for late submission.</p> <p>The purposes of these quizzes include encouragement for students to keep up with the class, a method of reinforcing information that the instructor believes important to this class, and to provide study material for the examinations.</p> <p>All quizzes and exams are obviously designed to be open book. So make certain you have YOUR books handy, or related web-site open before starting any quiz or exam. Students that choose to open the quiz then open the materials before reviewing the materials have historically done poorly in this course.</p>
EXAMS	<p>There are two exams, one mid-term and then a comprehensive final exam. Exams, like quizzes, are open book, open notes and may require access to Internet sites during the exam. It is, however, expected that quizzes and exams are the product of the registered student's efforts alone. Students are not to seek advice from other students, advisors or other practicing professionals during these assessments.</p>
CRITIQUES	<p>Critiques are very short opinion papers based on journal articles. THEY ARE NOT to be a type of "Book report!"</p> <p>The purposes for the critiques are:</p> <ol style="list-style-type: none"> 4. To familiarize the student with current issues and research pertaining to Lean and other topic areas specific to the material for this course. Multiple sources are required for this graduate level course. 5. To expose the student to the wealth of information that is available, both professional and academic, this will likely prove useful in professional careers in most any field. 6. To provide a written assignment useful in determining the level of student understanding of information. <p>Files MUST be submitted using MS Word! The score sheet is also a Word document and is inserted into your file for the graded The score</p>

	<p>sheet used for grading these is supplied in the “Getting Started” section of Course Content, item I “Reference Information files” It provides insight into criteria and scoring value for each item.</p> <p>See the published “Journal Critique score sheet” for penalties that relate to deviations from the criteria. This file is also in the Course Content, Getting Started, “Reference Files” area of the course site.</p>
CASE STUDIES	<p>Case studies start off as individual submissions, but are then shared in groups of 2 to 4 students for refinement to a final group document:</p> <ol style="list-style-type: none"> 4. To familiarize the student with applications of Lean. Multiple sources are required for this graduate level course. 5. To encourage dialogue between students (nemiwashi) to advance learning and communications. 6. To provide a written assignment useful in determining the level of student understanding of information. <p>The score sheet used for grading is in the Course Content, Getting Started, “Reference Files” area of the course site.</p>

EVALUATION:

Items:	% of Grade
Assessments (Quizzes, discussion board participation & assignments) approximately 15 (Drop about 10% of assessment item grades, does NOT include exams)	35%
Written Assignments (all are graded items including discussions) 10% total, 2% for each of two Critique(s), and three Case Study presentations 5% for Discussion Board participation (approximately 15 topic areas)	15%
Mid-term Exam	20%
Final Exam, comprehensive	30%
TOTAL PERCENTAGE	100%

STUDENT WORK:	<p>It is CRITICAL that all students understand the importance of doing your own work! Work that is copied or identical to that of others both in this class or sources outside that are not original will [REDACTED]</p> <p>[REDACTED] Cheating copying or otherwise providing the work of others as yours automatically removes the privilege of drop grades. Copying of the work of others and cheating most often results in an “F” for the course regardless of average. There is no distinction between the originator and the one using a copy, BOTH are subject to disciplinary action and are considered “academic misconduct” or cheating. So DO NOT COPY OTHERS <u>NOR LOAN</u> YOUR WORK TO ANYONE!!! It is imperative that students know and understand the University of Memphis Student Handbook which is available online.</p>
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GRADING SCALE:	Your final percentage will be placed on the following scale to determine the letter grade:												
	<table border="1"> <thead> <tr> <th>COURSE GRADE</th> <th>Quality Points</th> </tr> </thead> <tbody> <tr> <td>A = 90% to 100+</td> <td>4.00</td> </tr> <tr> <td>B = 80% to 89.45%</td> <td>3.00</td> </tr> <tr> <td>C = 70% to 79.45%</td> <td>2.00</td> </tr> <tr> <td>D = 60% to 69.45%</td> <td>1.00</td> </tr> <tr> <td>F = 59.45% OR LESS</td> <td>0.00</td> </tr> </tbody> </table>	COURSE GRADE	Quality Points	A = 90% to 100+	4.00	B = 80% to 89.45%	3.00	C = 70% to 79.45%	2.00	D = 60% to 69.45%	1.00	F = 59.45% OR LESS	0.00
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F = 59.45% OR LESS	0.00												
Grade Updates:	Grade-to-Date reports will usually be provided near Mid term. These are only approximate as the final course grade could have additional drop grades and/or all drop grades occur in either the first or second half of the course.												
CHANGES to the syllabus and/or schedule:	The instructor reserves the right to make changes in any of the criteria and stated information. Announcements will be made in the news section if changes are made, and most often with a follow-up email outside the courseware to the preferred email provide in the Student Information Sheet assignment.												
Projects	<ul style="list-style-type: none"> • <u>Two Critiques</u> will be required which must be 10 to 15 minutes in length, using PowerPoint format with handouts for the class. • <u>Two Case Studies</u> will also be required. These are initially individual submissions on a common case study, then a second phase will require teams of 2 to 4 students to work jointly on refinement and consolidation of information. A specification sheet is provided in the Course Content area, Getting Started (Module 1) and in Reference Information Files topic area. • A <u>Team Peer-Evaluation Sheet</u> will be turned separately to the instructor to evaluate each person's contributions to the case study projects and his/her team participation. This will represent up to 10% of the item grade. 												

<p>Course description: TECH 7414</p>	<p>This Master's Level course is offered through the Engineering Technology program and can be applied toward the MSET and/or graduate certificate.</p> <p>The course content is offered at a graduate level, and assumes that the average enrolled student has a basic understanding of algebra and business operations. Microsoft Office software is used extensively throughout the course and a basic familiarity is assumed. Bulletin description:</p> <p>TECH 7414 - Manuf Strat/Syst Design (3)). Manufacturing Strategy and Systems design, including concepts of Value Stream Mapping, Implementation of TLS (Theory of Constraints, Lean and Six Sigma); planning and sustaining change; overcoming resistance, and creating executive alignment for TLS Operations; development of holistic continual improvement strategies. Co requisite TECH 7401</p>
<p>INSTRUCTOR:</p>	<p>Carl R. Williams crwillia@memphis.edu or carl.williams@memphis.edu</p> <p>Home: 662-895-9628 Cell: 901-848-8723</p>
<p>Course Objectives:</p>	<p>9. To develop and advance the understanding of Lean Leadership, including keys for implementation and sustaining manufacturing & service systems.</p> <p>10. To expose the graduate student Continuous Improvement methods which deploy Theory of Constraints, Lean, Training-Within-Industry and Value Stream Mapping.</p>
<p>Required Texts:</p>	<p>1) "The Goal, A process of ongoing improvement" by Eliyahu M. Goldratt, second, revised edition, 1992. ISBN: 0-88427-061-0, ISBN13: 978-0-884270614</p> <p>2) "Toyota Talent, Developing your people the Toyota Way," by Jeffrey K. Liker & David P. Meier, McGraw-Hill, 2007. ISBN-13: 978-0-07-147745-1</p> <p>3) "Learning to See: Value Stream Mapping to Create Value and Eliminate Muda," by Mike Rother and John Shook (Foreword by Womack and Jones), Lean Enterprise Institute, June 2003, ISBN13: 9780966784305 (either v1.3 or 1.4 will be fine)</p>
<p>Assignments:</p>	<p>During this course you will be given a number of specific assignments. With more than a ten day period of availability late submittals will rarely, if ever, be accepted. Penalty, if accepted at all, will be at least 25% per day or part thereof.</p> <p>Students are expected to have read assigned chapters before participating in the Discussions and points are determined based upon timely and meaningful contribution. Students are also expected to not only make an original post, but also post back to others in the class. Discussion participation is used as a grade for each half of the semester. Spelling and grammar will be considered during scoring.</p>
<p>Presentations and critique:</p>	<p><u>Individual presentations:</u> 15 Minute PowerPoint presentation (12-15 slides with narration) Presentation must be properly cited using the APA Style. At least 5 sources must be cited, with no more than 3 from internet sources. Points are deducted for empty, unused, cited work.</p> <p><u>Group Presentations:</u> While these carry the same weight as the individual presentation, the portion graded is based upon refinement and improvement beyond the individual presentations. It is very important that the group not just submit the best earlier one.</p> <p><u>Critiques:</u> Critiques are short opinion papers. These are NOT to be like a high-school book report where the information is condensed; rather they are</p>

	intended to primarily exhibit critical thinking and opinion about the article, content, focus, and value.
Quizzes:	Quizzes are given on a weekly basis, except for weeks with the midterm and final exams. The purpose of these quizzes are: (1) To encourage students to keep up with class reading assignments, (2) A method of reinforcing information that the instructor believes important to this class, and (3) To provide study material (primarily terminology) for the examinations.
Examinations:	One mid-term examination and a comprehensive final will be given during the semester.
MAKE-UP & Second Attempts:	Exams, like most all materials, are open for more than 10 days. Student make-up exams are rarely allowed and if justified, the <u>student</u> is responsible for contacting the instructor and arranging for the make-up exam. Any curve or adjustment made to exams will not be applied to make up exams. <u>Quizzes will not be made up for any reason.</u> Again, late work is rarely accepted, and if so will have a 25% penalty assessed for each day or part thereof. Second attempts are allowed for quizzes, but there MUST be 12 hours between attempts otherwise the second attempt is disregarded and considered practice. Many quizzes and exams are test banks, so the second attempt, while covering the same materials, may not be exactly the same questions and in the same order as the first attempt. Also, while the second attempt could increase your grade for the item, it can also lower your grade. It is wise to prepare and do well on the first attempt, using the second attempt only when necessary. Valid attempts are averaged for the item score.

EVALUATION: The course grade will be roughly based on the following, but is subject to revision:

Items:	Number Scheduled	Scoring	% of Grade
Quizzes – most weeks	13 weekly quizzes	(Drop lowest 2 grades, then average remaining quizzes)	20%
Written Assignments, presentations, and professionalism	4 presentations One critique Discussions/ Professionalism	Presentations 10% each, critique = 5% Discussion participation and professionalism = 5%	50%
Midterm & Final Exams	2 exams	One Midterm & One Final exam	30%
Total Points Possible		(Uses a weighted avg)	100%

STUDENT WORK: It is **CRITICAL** that all students understand the importance of doing your own work! Work that is copied or identical to that of others will receive as a minimum a negative (-100%) grade that will be averaged with the other grades. Cheating copying or otherwise providing the work of others as yours automatically removes the privilege of drop grades. Copying of the work of others and cheating most often results in an “F” for the course regardless of average. There is no distinction between the originator and the one using a copy, **BOTH** are subject to disciplinary action and are considered “academic misconduct” or cheating. So **DO NOT COPY OTHERS NOR LOAN YOUR WORK TO ANYONE!!!**
It is imperative that students know and understand the University of Memphis Student Handbook which is available online.

Also, always submit your work through the course site, never attach work to an email.

GRADING SCALE:	Your final percentage will be based on the following scale to determine the letter grade:	
	COURSE GRADE	Quality Points
	A+ = 97% to 100+%	4.00
	A = 93% to 96.9%	4.00
	A- = 90% to 92.9%	3.84
	B+ = 87% to 89.9%	3.33
	B = 83% to 86.9%	3.00
	B- = 80% to 82.9%	2.67
	C+ = 77% to 79.9%	2.33
	C = 73% to 76.9%	2.00
	C- = 70% to 72.9%	1.67
	D+ = 67% to 69.9%	1.33
	D = 60% to 66.9%	1.00
	F = LESS Than 60%	0.00
Grade Updates:	Grade-to-Date reports are usually provided after the Midterm Exam. These are only approximate as the final course grade could have additional drop grades and the discussion / professionalism portion of the grade is only applied at the end of the term.	
Changes to the syllabus and/or schedule:	The instructor reserves the right to make changes in any of the criteria and stated information. Announcements will be posted in the NEWS pane that is available when you first enter the course in D2L.	

COURSE DESCRIPTION: TECH 7401	<p>This Master's Level course is offered through the Manufacturing Engineering Technology program and is also open to those admitted to the graduate school that may be working toward other majors.</p> <p>The course content is offered at a graduate level, and assumes that the average enrolled student has a basic understanding of algebra. Microsoft Office software is used extensively throughout the course and a basic familiarity is assumed.</p> <p style="text-align: center;">The Current Bulletin description of this course:</p> <p>“7401 Lean Fundamentals (3) Philosophy and practice of lean concepts and practices in production and distribution operations; advanced study of work measurement techniques, performance rating, standard data ergonomics, learning curves, time formula construction, and work sampling. PREREQUISITE: TECH 4/6460 or equivalent, or permission of instructor.</p>
INSTRUCTOR:	<p>Carl R. Williams carl.williams@memphis.edu or crwillia@memphis.edu</p> <p>Phones</p> <p>Home 662-895-9628 Cell: 901-848-8723</p> <p>Email within the course is NOT preferred, it often delays both response and creates problems.</p>
COURSE OBJECTIVES:	<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamentals of Lean, and the tactical elements of the Lean Body of Knowledge. 2. Understand the concepts of Lean and TPS and the importance of developing a culture for successful continuous improvement. 3. Effectively review case studies and techniques useful for Lean implementation. 4. Have a familiarity with current periodicals and sources of information. 5. Have a basic understanding of the tools & terminology of Lean. <p>Students are also expected to accomplish work within time constraints, and at a graduate level.</p>
REQUIRED TEXTS:	<ol style="list-style-type: none"> 1) Womack, James, and Dan Jones, Lean Thinking: Banish Waste and Create Wealth in your Corporation, Free Press, June 2003, ISBN: 9780743249270 2) Dennis, Pascal, Lean Production Simplified 2nd edition, 2007, ISBN: 9781563273568 or 3rd edition: ISBN-13: 978-1498708876 3) Imai, Masaaki, Gemba Kaizen, McGraw Hill, 1997, ISBN: 9780070314467 (Or 2nd edition, 2012, ISBN 978-0-07-179035-2) 4) Toyota Kata, McGraw Hill Education, 2010, ISBN: 9780071635233
PARTICIPATION:	<p>While there are no elements that require synchronous participation, all work has deadlines and student participation and contributions, timely and complete, graduate level work is expected. Synchronous advising is available and both email and phone access to the instructor is provided.</p>

<p>ASSIGNMENTS AND HOMEWORK:</p>	<p>During this course, you will be given a number of assignments. Assignments are to be turned in when due. Due dates are provided for each assignment in the course schedule and on the course site. The Schedule may be updated for any changes during the semester. Late submittals are rarely accepted. However, anything taken late will have at least a 25-percentage point deduction per 24-hour period, or part thereof. It is wise to complete work early to allow for unexpected events. All assignments are published at the beginning of the semester and opened for at least 7 days, most for 10 days, and writing assignments even longer.</p> <p><i>Unless otherwise instructed, all assignments are to be submitted to the drop box. DO NOT attach to email and unless absolutely necessary.</i></p>
<p>DISCUSSION BOARDS</p>	<p>The discussion board in the course site will have a statement posted for each course topic area. Students are to post at least one meaningful message for each. Meaningful messages are those that demonstrate an understanding or extension of the material. Student participation will be evaluated and logged for each module, with posting unlocked and locked at the same time as the related material. The sum of these scores will be used for an additional quiz grade. One meaningful post per chapter is expected and will earn a grade of “B-” (80 points). An average of two meaningful posts per chapter is required for a grade of “A” (90-100 points) Point values diminish as time passes and particularly last minute posts moments before availability ends. Batch type posting also has a reduced value and thus fewer points. Remember this is to be a “Discussion.” That means the best scores are those that engage and respond to other students with time for additional responses and not just a response to the original instructor’s statement.</p>
<p>Testing Procedures</p>	<p>The purpose of making second attempts for all Quizzes and Exams routine is enhancement of learning, and to encourage setting a schedule to perform the work early enough to allow for the second attempt, if desired. This policy is NOT intended to provide a preview and also usually does not apply to the Final Exam which will have only one attempt allowed. The average of valid attempts is used.</p> <p>Purposes and policies of the second attempt for quizzes and exams:</p> <ul style="list-style-type: none"> • To encourage preparation before opening the first attempt, the score used is the average of attempts. Determination of any scoring curve will include all legitimate attempts. • While the second attempt could increase your grade for the item, it can also lower your grade. The average of attempts is used. • Most quizzes and exams come from test banks, so the second attempt, while covering the same materials, will not likely be exactly the same as the first attempt. • There MUST be at least 12 hours between attempts. Since the courseware will not accommodate enforcement of a time delay between attempts, this will be manually administered. If the 12 hour minimum delay was not observed, the second attempt will be disregarded and the score from the initial attempt will be used in the official gradebook.

<p>QUIZZES</p>	<p>Quizzes will cover most reading assignments and even project management projects for the class. These will most often be objective type questions and include material that is likely to be a major component of the ensuing exam. These make good study sheets, but are not the only materials used in any examination. All quizzes are timed with submission expected before time expires. Time allowed is either the duration set for the quiz, or the end of the availability time, whichever comes first. Since most are opened for a ten day period, there is no allowance for late submission.</p> <p>The purposes of these quizzes is to encourage students to keep up with the class, a method of reinforcing information that the instructor believes important to this class, and to provide study material for the examinations.</p> <p>All quizzes and exams are obviously designed to be open book. So make certain you have YOUR book handy, or related web-site open before starting any quiz or exam. Students that choose to open the quiz then the materials before reviewing the materials have historically done poorly in this course.</p>
<p>EXAMS</p>	<p>There are two exams, one mid-term and then a comprehensive final exam. Exams, like quizzes, are open book, open notes and may require access to Internet sites during the exam. It is, however, expected that quizzes and exams are the product of the registered students efforts alone. Students are not to seek advice from other students, advisors or other practicing professionals during these assessments.</p>
<p>CRITIQUES</p>	<p>Critiques are very short opinion papers based on journal articles. The purposes for the critiques are:</p> <ol style="list-style-type: none"> 1. To familiarize the student with current issues and research pertaining to Lean and other topic areas specific to the material for this course. Multiple sources are required for this graduate level course. 2. To expose the student to the wealth of information, both professional and academic, this will likely prove useful in professional careers in most any field. 3. To provide a written assignment useful in determining the level of student understanding of information. <p>The score sheet used for grading these is supplied in the “Getting Started” section of Course Content, item I “Reference Information files” It provides insight into criteria and scoring value for each item.</p> <p>See the published “Journal Critique score sheet” for penalties that relate to deviations from the criteria. This file is in the Course Content, Getting Started, “Reference Files” area of the course site.</p>

EVALUATION:	The course grade will be roughly based on the following, but is subject to revision:	
	About 20 Quizzes and Assignments (covering texts, web pages, discussion participation and assignments) Drop up to about 15%	35% of course grade
	Written Assignments (5% total for the Critique(s), 10% for Advanced Topic Paper)	15% of course grade
	Midterm Exam:	20% of course grade
	Final Exam:	30% of course grade
STUDENT WORK:	It is CRITICAL that all students understand the importance of doing your own work! Work that is copied or identical to that of others will receive as a minimum a negative (-100%) grade that will be averaged with the other grades. Cheating copying or otherwise providing the work of others as yours automatically removes the privilege of drop grades. Copying of the work of others and cheating most often results in an “F” for the course regardless of average. There is no distinction between the originator and the one using a copy, BOTH are subject to disciplinary action and are considered “academic misconduct” or cheating. So DO NOT COPY OTHERS <u>NOR LOAN</u> YOUR WORK TO ANYONE!!! It is imperative that students know and understand the University of Memphis Student Handbook which is available online.	
GRADING SCALE:	COURSE GRADE	Quality Points
	A+ = 97% to 100+%	4.00
	A = 93% to 96.9%	4.00
	A- = 90% to 92.9%	3.84
	B+ = 87% to 89.9%	3.33
	B = 83% to 86.9%	3.00
	B- = 80% to 82.9%	2.67
	C+ = 77% to 79.9%	2.33
	C = 73% to 76.9%	2.00
	C- = 70% to 72.9%	1.67
	D+ = 67% to 69.9%	1.33
	D = 63% to 66.9%	1.00
	F = 60% OR LESS	0.00

CHANGES to the syllabus and/or schedule:	The instructor reserves the right to make changes in any of the criteria and stated information. Announcements will be made in the “News” section of the course site if changes are made. If significant changes or timely notice is warranted, email messages will also be sent to notify of such changes.
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THE UNIVERSITY OF
MEMPHIS[®]

Fogelman College
of Business & Economics

Course Syllabus
FIR 7155 M50 – Global Financial Management
Spring 2016
3 Credit Hours

(Last updated: 1/14/2016)

Instructors: Sabatino Silveri (nickname Dino), Ph.D.
Kelley Anderson, Graduate Instructor

E-mail: kndrsn13@memphis.edu and ssilveri@memphis.edu
Office: Scheduled meeting times through Wiggiio
Phone: Available upon request
URL: <http://www.memphis.edu/finance/faculty/ssilveri.php>

Office Hours: Virtual office hours can be scheduled through e-mail to meet via Skype, phone, or Wiggiio (within eLearn)

Course Overview:

This course will cover the fundamentals of financial management; time value of money, various ways of measuring the risk and return of financial assets, valuation of bonds and stock, cost of capital and capital budgeting.

Pre-Requisites/Co-Requisites:

There are no pre-requisites for this course. However, you should have a good grasp of basic mathematics in addition to applied writing skills. In general, it is assumed that all students who are registering for Fogelman College classes have successfully completed any pre-requisites or are enrolled currently in any co-requisites associated with this course.

Required Texts (and Related Materials):

Essentials of Corporate Finance, 8th edition (7e & 6e also acceptable)

Authors:

Stephen A. Ross, MIT
Randolph W. Westerfield, USC
Bradford D. Jordan, UK

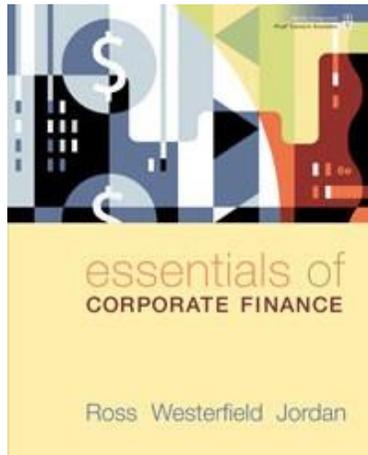
Publisher: McGraw-Hill Irwin



<http://www.coursesmart.com/essentials-of-corporate-finance-8th-edition/ross-stephen-westerfield-randolph-jordan/dp/0077511263>

The 8th edition has more current examples and information. However, test questions and quizzes can be answered with the general concepts that are well rooted in the older editions too. Used books are fine. No access code is needed.

Older Editions (6th and 7th edition images)



Recommended Texts (and Related Materials): The Wall Street Journal (discount forms available from professors).

Location of Course Materials:

<https://elearn.memphis.edu>

Course Objectives:

The purpose of this course is to familiarize you with the fundamentals of finance applicable to corporate management. Upon successful completion of this course, you should:

- (1) Have an improved understanding of financial statement analysis and financial markets and institutions;
- (2) Be able to compute the present value and future value of any type of cash flow stream;
- (3) Have an improved understanding of risk measurement and how risk impacts the expected rate of return;
- (4) Understand basic considerations and methods involved in the valuation of stocks and bonds; and
- (5) Understand how to estimate and use a company's cost of capital.

Fogelman College: Learning Outcomes for Your Degree

[MBA http://www.fcbeassessment.net/LearningOutcomes/MBADegreeLearningOutcomes.pdf](http://www.fcbeassessment.net/LearningOutcomes/MBADegreeLearningOutcomes.pdf)

Course Methodology:

This is an online course and much of the learning will be self-managed and self-paced. This has the benefit of accommodating each student's unique schedule and learning style. Everything will be done online and asynchronously (meaning the class will not meet at specific times).

Professor's Expectations:

1. Your success in this class is important to us. We are here to assist you and enhance your learning experience.

2. Students are expected to stay current in the course. This includes regularly visiting the course website, participating in discussions on the course website and completing assigned work by the due date.
3. The utmost of ethical conduct is expected from everyone. Academic dishonesty and cheating will result in the appropriate academic and university penalties which may include dismissal from the University for Disciplinary Reasons.
4. Caution: The course instructor does not have access or control over administrative issues. Please contact the program director for any administrative questions.

Student's Expectations:

In my role as your instructor there are certain things you can expect from me such as a well-organized and engaging learning experience, a timely response to e-mails and timely grading of assigned work.

Grading and Evaluation Criteria:

Over the semester, you will have a variety of opportunities to earn points towards your final (overall) letter grade in the course. This section of the syllabus describes the assessed work you will be doing and how the overall (final) letter grades will be assigned.

Final Course Grades:

The letter grade equivalent for the total points that you score in the course are as follows (I may curve grades if needed):

Range	Grade	Range	Grade	Range	Grade	Range	Grade
97%-100%	A+	84%-87%	B+	70%-74%	C+	56%-59%	D+
92%-96%	A	80%-83%	B	65%-69%	C	50%-55%	D
88%-91%	A-	75%-79%	B-	60%-64%	C-	Below 50%	F

Graded Activities:

<i>Module Multiple Choice Quizzes (8 total: 5 @ 10%, 3 @ 5%)</i>	65%
<i>Discussion Forum Participation</i>	15%
<i>Financial Ratio Analysis Assignment</i>	10%
<i>WACC Assignment</i>	10%

Course Topics and Schedule of Activities*:

Module 1	Introduction (Ch 1)
Module 2	Structure and Analysis of Financial Statements (Ch 2 & 3)
Module 3	Time Value of Money, Discounted Cash Flow (Ch 4 & 5)
Module 4	Valuing Stocks & Bonds (Ch 6 & 7)
Module 5	Capital Budgeting (Ch 8 & 9)
Module 6	Risk and Return (Ch 10 & 11)
Module 7	Cost of Capital (Ch 12)
Module 8	Working Capital Management (Ch 17)
Module 9	International Finance (Ch 18)

***See detailed schedule of activities in eLearn**

Final Exam Schedule:

There is no final exam but there are eight quizzes during the semester that are worth 65% of your final grade. The remainder of your grade is comprised of two projects (10% each) and discussion forum participation (15%).

Conduct of the Course:

1. Please review the schedule carefully: Although the course provides you with the flexibility to read the materials and listen to lectures at your leisure, you must do so before the deadlines for each module.

2. Materials available on the course website: For each chapter we cover in the course, there are PowerPoint slides on the course website that you can print or review online. In addition, there are narrated PowerPoint slides or Screencast videos created by the instructional team that you can play directly in streaming format. Please adjust the view or zoom of your internet browser so that the entire presentation is visible on the screen. You can also download the file to play on your computer with VLC software or upload it to an iPad. iPad is optional and not required for the course. VLC software can be downloaded for free at the following

address: <http://www.videolan.org/vlc/>. A google search also offers solutions for playing MP4 files in windows player etc. For example, see http://www.afterdawn.com/guides/archive/how_to_play_mp4_files.cfm. Finally, there are audio only podcasts in MP3 format that can be played on an MP3 player, an iPOD or with a variety of players on your computer.

Choose the mode (or modes) of delivery that best works for you. The materials we place on the course website are meant to accompany your reading of the assigned chapters.

3. Discussion Forum and Team Learning: Each unit/module has a discussion forum link. This is where you can post your questions about the materials in the given unit. As a general rule, discussion boards must be used for learning the materials and **not** for the purposes of cheating on quiz or assignment questions. It is acceptable to ask questions or provide insights about the materials at a broad level. You are strongly encouraged to participate by replying to other posts. Original replies and new posts with meaningful insights that add to class learning on the relevant topics will count towards participation points. Moreover, by becoming the first person to answer a question correctly on the discussion forums you indirectly benefit as follows:

- i.* Improve your own understanding of the concepts
- ii.* Create goodwill among your peers
- iii.* Create a positive impression with the professor

If you have any questions, please post them on the course discussion boards to get participation credit. You will also get the quickest responses to your questions by posting them there. So, to the extent possible, use the discussion forums instead of e-mails as your mode of communication and let's help each other learn the material throughout the course. Repetitive messages are not counted. Also please use the subject line to clarify what's inside so people can avoid opening messages that are simply "Thank you", or "Agreed", etc. Please limit direct e-mails to issues containing personal information. Use the discussion boards extensively for most purposes.

4. Module links: Whenever applicable, each unit/module will have a link to an assignment, quiz and/or a discussion forum.

5. Quizzes: Each quiz is available for several days on the course website. Note that we are using the elearn.memphis.edu quizzes and not the ones on the textbook website. Please submit the quizzes before the respective deadlines. Quiz questions are randomly selected from a pool, making each quiz unique for each student. Quizzes are to be completed individually. You can consult the

textbook during the quiz. However, you must read the materials beforehand to avoid running out of time allocated for the quiz. Each quiz has 20 questions to be answered in a total of 120 minutes. You are allowed a maximum of two attempts per quiz with only the highest quiz score counting (i.e., there is no penalty for retaking a quiz).

Please ensure that you take the Chapter 1 practice quiz (it is not for credit) to familiarize yourself with the quiz format and submission process. Any glitches should be resolved at this stage.

6. Assignments: See course website for detailed project/assignment guidelines.

Course Policies

E-MAIL:

All students are required to maintain and access their University of Memphis (@memphis.edu) e-mail account. You will receive all official course correspondence at this e-mail account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your e-mail, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

Since this is an online class taught asynchronously, there are no scheduled meeting times. Thus, formal attendance will not be taken. However, you are expected to stay active and engaged throughout the academic term and keep up with the schedule of activities. Your full engagement in the class begins on the first day of the semester and should be maintained until the last assignment is submitted. For students receiving federal student loans, any lack of engagement in the course may be treated as non-attendance and potentially impact access to student loans in the future.

Adding/Dropping:

If you have questions about adding or dropping classes, please refer to this page on the [Registrar’s website](#).

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ [Office of Student Conduct website](#). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the [Fogelman College’s Website on Academic Integrity](#).

Participation:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the [Fogelman College’s Netiquette website](#).

Late Assignments:

Late assignments will not be accepted, except under extraneous circumstances and as arranged in advance between instructor and student.

Extra Credit:

There is no extra credit offered in this course.

Reporting Illness or Absence:

Due dates and deadlines have been established for each graded quiz/assignment. In this course, deadlines are taken seriously. Please do not wait until the last day to submit assignments or to take quizzes. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if it is an extreme emergency and the instructor has been contacted prior to the due date.

Inclement Weather:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement

Weather Hotline at 678-0888 as well as [TigerText](#), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Click [Here](#) for information on TigerText.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, the instructor will immediately notify students of such changes by e-mail and by posting the nature of the change(s) to the course website.

Student Services:

Please access the [FCBE Student Services](#) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

COURSE DESCRIPTION:	<p>This Master's Level course is offered through the Manufacturing Engineering Technology program. The course content is offered at a graduate level, and assumes that the average enrolled student has a basic understanding of algebra. Microsoft Office software (specifically Excel) will be used extensively throughout the course and a basic familiarity is assumed. MiniTab or other statistical package may be used occasionally, but prior experience with these is not expected. This offering is an online version of the class. As such, we will not be meeting at standard times, but instead will be doing things asynchronously.</p> <p>The Bulletin description of this course: "Application of statistical concepts to production processes and data gathering in industry including frequency, distribution, location and dispersion, probability dispersions, confidence limits, significance tests and industrial sampling."</p>
INSTRUCTOR:	<p>Dr. Kevin Berisso: kberisso@memphis.edu CONTACT: Office: ET 226a Voice: 901-678-4300 Cell: 740-707-5882</p>
COURSE OBJECTIVES:	<ol style="list-style-type: none"> 1. To develop and advance the understanding of Statistical Concepts as applicable to industry and engineering technology. 2. To expose the graduate student to data collection. 3. To develop skills with data analysis and presentation. 4. To familiarize the student with current periodicals and sources of information.
REQUIRED TEXT:	<p>Diez, D.M., Barr, C.D. & Cetinkaya-Rundel, M. (2015). OpenIntro Statistics, 3rd Ed. Downloaded from https://www.openintro.org/stat/textbook.php?stat_book=os.</p>
ATTENDANCE and Participation:	<p>As an online class, there are no classes to be missed. I will be offering weekly "live" sessions if you want to log in and ask questions. I will be doing this during my "office hours" which are still to be determined. Please note I will be eating my dinner during this time, but wanted to give you a predicable time at which you can call or login for help.</p>
ASSIGNMENTS AND HOMEWORK:	<p>During this course you will be given a number of specific assignments. Assignments are to be turned in when due, normally to be submitted to the assignments within the elearn.memphis.edu (D2L) course site</p> <p>Late submittals are rarely accepted. However anything taken late will have at least a 50-percentage point deduction per 24-hour period, or part thereof. It is wise to complete work early to allow for unexpected events. All assignments are published at the beginning of the semester and most are opened for ten days.</p> <p>The instructor reserves the right to refuse any sloppy, unorganized files - (homework, exams, reviews, etc.). Spelling and grammar will be scored, and neatness and organization are also evaluated. Assignments that do not show a progression of work, including formulas used (if applicable) will have points deducted. Take pride in your work and show that you care.</p>

	<p>Strive for professionalism at all times.</p> <p><i>Unless otherwise instructed, all assignments are to be emailed to the instructor and NOT submitted to the dropbox unless otherwise instructed.</i></p>
File Naming Convention	<p>Homework MUST be turned in using the following file naming format “kberisso HwkCh04a.xls” (your UUID, Universal User ID NOT your U number, is to be followed with a descriptor of the assignment that is easily deciphered without having to open the file to see what is contained.)</p> <p>You are also to only send assignments to my email (kberisso@memphis.edu).</p>
QUIZZES	<p>Quizzes may be given at anytime. The purpose of these quizzes are:</p> <ol style="list-style-type: none"> (1) To encourage students to keep up with class reading assignments and hopefully come to class prepared. (2) A method of reinforcing information that the instructor believes important for this class, and (3) To provide a portion of the study material for the examinations.
COMPLETION CLAUSE	<p>In addition to the statement above concerning late work, after 48 hours (two days) you will STILL have to complete the homework, but for zero credit. A failure to submit any of the homework assignments by the end of the semester will result in an automatic failure of the class.</p> <p>The reasoning for this is that much of what is covered during the semester is a continuation of previously discussed topics and in addition to helping you to understand the topic, the homeworks will tend to build upon previous work. This means that if you didn't do it before, you will still have to do it in order to do some of the later activities.</p>
EXAMINATIONS	<p>Two regular examinations, a midterm and a comprehensive final will be given during the semester. Exams are primarily from quiz and assignments materials, but are NOT restricted to this material. Examinations and quizzes are a sampling process so not all quiz and assignment items are on the examinations. Quiz questions are primarily over terminology, and these items are often revised for exams to examine understanding of concepts.</p>
MAKE-UP:	<p><u>Quizzes will not be made up for any reason.</u></p> <p>Most exams and homework have ample windows of opportunity thus make-up versions are rarely made or allowed. For major, catastrophic problems, make-ups will be taken during the Final Exam week. Note that make-up exams are not the same as the regular exams, and thus never include the curve allowed for those taking the exams in the originally scheduled time frame. Any curve or adjustment made to exams for the class will not be applied to make up exams</p>

The course grade will be roughly based on the following, but is subject to revision:

EVALUATION:

Items:	Number Scheduled	% of Grade
Quizzes (normally 10 to 20 items on each quiz, number of quizzes is subject to change) Discussion board participation is graded based on work up to midday the day before the related exam. Each of these is included as a quiz grade and can be likewise dropped.	12 quizzes	15%
Homework, approximately 10 sets assigned,	12	20%
Exams (Midterm and final)	2	40%
Projec	1	25%
TOTAL POINTS POSSIBLE		100%

STUDENT WORK:

It is **CRITICAL** that all students understand the importance of doing your own work! Work that is copied or identical to that of others will receive as a minimum a negative (-100%) grade that will be averaged with the other grades. Copying of the work of others and cheating most often results in an automatic "F" for the course regardless of average. There is no distinction between the originator and the one using a copy, BOTH are subject to disciplinary action and are considered "academic misconduct" or cheating. So

DO NOT COPY OTHERS NOR LOAN YOUR WORK TO ANYONE!!!

It is imperative that students know and understand the University of Memphis Student Handbook which is available online at:

<http://www.memphis.edu/stuhand2/stuhand982.pdf/> see particularly page 12.

GRADING SCALE:

Your final percentage will be placed on the following scale to determine the letter grade:

COURSE GRADE	Quality Points
A+ = 97% to 100+%	4.00
A = 93% to 96.9%	4.00
A- = 90% to 92.9%	3.84
B+ = 87% to 89.9%	3.33
B = 83% to 86.9%	3.00
B- = 80% to 82.9%	2.67
C+ = 77% to 79.9%	2.33
C = 73% to 76.9%	2.00
C- = 70% to 72.9%	1.67
D+ = 67% to 69.9%	1.33
D = 63% to 66.9%	1.00
F = 60% OR LESS	0.00

Grade Updates:	Grades will be posted on the web site. It is very important that you realize that the grade book on the course site does NOT provide accurate overall grades as it does not have provision for drop grades and it does not allow decimal scores. For posting, your grades have to be converted to relative point values while the official grade book uses weighted averages. More accurate but still only <u>approximate</u> . Grade-to-Date reports will be provided from time to time. These are only approximate as the final course grade could have additional drop grades and the professionalism portion of the grade is only applied at the end of the term.
Inclement Weather and other class cancellation	Since this is an online class, inclement weather should not be a factor. As such, even if we have a day or two where school is closed, due dates will not be moved. If we have a period of time where a majority of the Memphis area is without power (which would make connecting and doing your work a neat challenge – at least from home) provisions will be made.
CHANGES to the syllabus and/or schedule:	The instructor reserves the right to make changes in any of the criteria and stated information. Announcements will be made in class if changes are made. Most changes will also have an announcement posted on the course site. Students are responsible for this information whether they are present or not.

Appendix C: Faculty CV

VITA
FRANCES HAUGE FABIAN

Fogelman College of Business and Economics
The University of Memphis
Memphis, TN
ffabian@memphis.edu

3738 Davies Manor Dr
Bartlett, TN 38133
901-347-3574

EDUCATION

Ph.D. **University of Texas at Austin**, Strategic Management, December, 1997
M.P.P. **Harvard University**, Government-Business Relations, 1985
A.B. **Smith College**, cum laude, Government, Northampton, MA, 1983

WORK EXPERIENCE

United States Congress, General Accounting Office (now: Government Accountability Office, GAO). 1985-1991. Served in the Dallas, Los Angeles, and San Francisco regional offices. Audited multiple agencies for Congress. Top secret and Q (nuclear) clearance.

RESEARCH INTERESTS: *Strategic decision-making and the philosophy of science issues of knowledge (ontology and epistemology), in particular industry environments. Has included applications for technology and information systems, and specifically, implications of complexity theory to ontology and knowledge. More recently, applied to entrepreneurship, and co-authoring with PhD students on tangents of the above aligned with their interests and goals.*

ACADEMIC EXPERIENCE

Associate Professor, Strategic Management and Entrepreneurship, The University of Memphis *Sept 2014-present*
Assistant Professor, Strategic Management and Entrepreneurship, The University of Memphis *Aug 2008-2013*
Fogelman College of Business and Economics
Assistant Professor, Strategic Management and Global Business, University of North Carolina, Charlotte (Also, Monterrey, Mexico; Taiwan, Hong Kong)
Belk College of Business *Aug 2004-June 2008*
Assistant Professor, Strategic Management, Tulane University (Also: Carmen, Mexico)
A.B. Freeman School of Business *July 1997 to June 2004.*
Instructor, The University of Texas at Austin
College of Business *1994, 1996*

JOURNAL POSITIONS

Editorial Board (2011-present), Journal of Organizational Behavior
Editorial Board (2008-2017) Academy of Management Review
Editorial Board (2014-2016), Tennessee Board of Regents' Critical Conversations
Editorial Board (2003-2007), Journal of Management

GRANTS

Collaboration with MINES, France 2017. Emergence, conditions and management of Purpose-driven Companies Purpose-driven organizations. Awarded by ANR, Agence Nationale, Recherche, France. Support for Workshop participation.

PUBLICATIONS (RECENT & IT/ENGINEERING RELATED)

- Ndofor, H., Fabian, F, and Michel, J. Forthcoming. Chaos in Industry Environments. IEEE Transactions in Engineering Management.
- Trusty, J., Allen, D.A., and Fabian, F. Forthcoming. Hunting while Working: An Expanded Model of Employed Job Search. Human Resource Management Review.
- Ajjan, H. Fabian, F. Tomczyk, D. and Hattab, H. 2015. Social media use to support entrepreneurship in the face of disruption. Journal of Developmental Entrepreneurship.20 (3):
- Aissaoui, R. and Fabian, F. 2015. The French Paradox: Implications for variations in global convergence. Journal of International Management. 21 (1): 31-48.
- Clampit, J., Kedia, B. Fabian, F. and Gaffney, N. 2015. Offshoring satisfaction: The role of partnership credibility/cultural complementarity. Journal of World Business,50:79-93.
- Steinbauer, R., Rhew, N., Kinnamon, E. and Fabian, F. 2014. The Conflicting Drivers of Entrepreneurial Ethics, Journal of Ethics & Entrepreneurship 4 (1) 57-72.
- Wakolbinger, T., Fabian, F., Kettinger, W.J. 2013. IT-enabled Interorganizational Information Sharing Under Co-opetition in Disasters: A Game-Theoretic Framework. Communications of the Association for Information Systems, 33(1):5-14.
- Wiggins, R.S. and Fabian, F. May 2013. Hypercompetition in the 21st Century: A Look Back and a Look Forward. In T. Wilkinson, V. R. Kannan (Eds). Strategic Management in the 21st Century. Santa Barbara, CA: Praeger.
- Miller, K., Fabian, F.H., and Lin, S-J. 2009. Strategies for Online Communities, Strategic Management Journal, **30 (3)**: 305-322.
- Fabian, F.H. and Dhillon, G. 2007. Losing Managerial Discretion: The Unexplored Risk of Collaborative Information Sharing. Journal of Information Science and Technology, **4 (1)**: 50-62.
- Fabian, F.H. and Ndofor. H. 2007. The Context of Entrepreneurial Processes: One Size Doesn't Fit All. In T. Lumpkin, and J. Katz (Eds.). Advances in Entrepreneurship, Volume 10:249-280. Firm Emergence and Growth, Elsevier/JAI.
- Dhillon, G. and Fabian, F.H. 2005. A Fractal Perspective on Competencies Necessary for Managing Information Systems. International Journal of Technology Management, **31 (1/2)**: 129-139.
- Fabian, F.H., 2000. Keeping the Tension: Pressures to Keep the Controversy in the Management Discipline. Academy of Management Review, **24 (2)**: 350-371.

REFEREED CONFERENCE PRESENTATIONS (RECENT/RELATED)

- Leonel Jr., R. and Fabian, F. 2018. Managing Tokenized Organizations: Understanding Blockchain Technologies beyond the Cryptocurrency Phenomenon. Academy of Management specialized conference:Big Data and Managing in a Digital Economy. April 2018, Surrey, United Kingdom.
- Leonel Jr., R. and Fabian, F. 2017. Institutional Logics and Engagement in Disintermediation Projects: The Blockchain Adoption. Strategic Management Society, Houston, TX.

- Kang, T., Fabian, F. and Reddy, R. 2017. Revisiting the Evaluation of Equity Investments in Foreign Firms: Strategic Motivations and Investment Dynamics. Southern Management Association, St. Petersburg, FL.
- Reddy, R. and Fabian, F. EMFs 2017. Equity Ownership in Their Advanced Market Acquisitions: A Country of Origin Perspective, Academy of Management, Atlanta, GA.
- Black, J. , Mischel, L. , Rhew, N. and Fabian, F. 2017. I-Generation: Millennial Students on Steroids? Organization Behavior Teaching Conference, Providence, Rhode Island.
- Reddy, R. and Fabian, F. 2017. Examining the Effect of Home Country On Outward FDI of Emerging Markets to Advanced Markets, Academy of International Business, Dubai. UAE.
- Aissaoui, R. and Fabian, F. 2016. Going Global: A longitudinal assessment at the individual and national levels. Awarded Best Conference Paper. AIB US Southeast, Tampa, FL.
- Aissaoui, R. and Fabian, F. 2016. The Global Convergence Controversy: A longitudinal multilevel assessment of cultural change. Southern Management Association, Charlotte, NC. Awarded Best paper in track.
- Reddy, R., Fabian, F. and Kedia, B. 2016. Home is where the premium is: A country of origin perspective on EMF acquisition bids. Academy of Management, Anaheim, CA.
- Trusty, J. and Fabian, F. 2016. The New Breed of Business-NGO partnerships:Market Focus vs. CSR Focus. Academy of International Business, New Orleans, LA.
- Fabian, F. and Rezaee, Z. 2015. An Examination of Benefit Corporations and Their Performance. Presented at Strategic Management Society, Denver CO.
- Rhew, N., Fabian, F., Wiggins, R. 2014. A review and test of the emerging markets concept. Southwest Academy of Management, Dallas, TX March.
- Aissaoui, R., Fabian, F. and Wiggins, R. 2013. Regulation and Deregulation in Restricted Markets: Implications for Strategy Implementation. Southern Management Association, New Orleans.
- Fabian, F., Cardinal, L., and Miller, C. 2011. Where Have All the Managers Gone? The Demise of Studying Managers in Strategic Management, Strategic Management Society, Miami, FL.
- Fabian, F.H. and ogilvie, d. Using Technology to Enhance Creative Actions in Decision Making. 2002, Hawaiian International Conference for Systems Sciences, Waikoloa, HI.

Ongoing Service

Served as Chair for 5 Doctoral students, and Committee member for 12 additional students.since 2010.

Faculty Senate representative

Currently elected Associate Program Chair, Strategic Managment Society, Strategy Process.

Interests:

Beekeeping, Vegetable Gardening, volunteered with school/high school extra-curricular activities (Community Theater, Civil Air Patrol, piano, gymnastics).

Graduate Faculty Status Application

APPLICANTS FOR GRADUATE OR ASSOCIATE GRADUATE STATUS:

I. Append a list of your participation in graduate education in the last SIX YEARS, such as teaching graduate courses, chairing or serving on graduate student committees, advising or other graduate functions that fulfill departmental or college criteria for membership.

II. Include curriculum vitae and supporting narrative if applying for new graduate faculty membership. If applying for renewal, you may list or describe in an appendix (instead of including your cv) those selected research publications and/or scholarly/creative activities in the last SIX YEARS that qualify you for renewal. Give complete citations or descriptions of the activity. Citations must include the following information: 1) Complete listing of authors in proper sequence; 2) title of publication; 3) year published; and 4) inclusive pages.

APPLICANTS FOR ADJUNCT, AFFILIATE, AND RESEARCH CO-MENTOR STATUS:

Please attach a copy of your curriculum vitae and a statement describing the specific purpose for which membership is requested. If purposes include activities other than teaching, also complete paragraph I above. **Please provide your business address.**

Today's Date	<input type="text" value="05 Aug 2016"/>	Application Status	<input type="text" value="Renewal"/>
Name	<input type="text" value="Jasmin NUHIC"/>		
Department	<input type="text" value="Engineering Technology"/>		
Current Mailing Address	<input type="text" value="6393 Cambramill Drive, Arlington, TN 38002"/>		
Initial U of M Employment Date	<input type="text"/>	Academic Rank	<input type="text"/>
Highest Degree Earned	<input type="text" value="Master's"/>	Year	<input type="text" value="2009"/>
Granting Institution	<input type="text" value="Christian Brothers University"/>		

GRADUATE FACULTY MEMBERSHIP STATUS

Current Status	<input type="text" value="Adjunct"/>	Requested Status	<input type="text" value="Adjunct"/>
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SIGNATURES:

Submitted By: J. Nuhne Date: 8-8-16

Indicate Type of Status Recommended						
	Full	Associate	Adjunct	Adjunct Teaching Only	Affiliate	Adjunct Research Co-Mentor
Recommended By						
<i>Carl Williams</i> Department Committee / Date ⁰⁸⁻⁰⁸⁻¹⁶				X		
<i>Scott Southern</i> Department Chair / Date ^{8/8/16}				X		
<i>Wam D. Hoag</i> College Council / Date ^{8/11/16}				X		
<i>Wam D. Hoag</i> for RJS College Dean / Date ^{8/11/16}				X		

University Council: _____ Date: _____

JASMIN NUHIC

Email: Jasmin.NUHIC@ymail.com | **Phone:** +1.949.463.8956 | **Address:** 6393 Cambramill Drive, Arlington, TN 38002

SUMMARY

Professional with proven record of leading teams that deliver results with full scope, below budget and ahead of schedule through process optimization, business growth and talent development. With over 15 years of experience in FDA regulated industry with vast experience in manufacturing operations, engineering and quality management systems, as well as program management. Positive and verifiable track record in continuous improvement and cost saving initiatives through use of lean sigma and six sigma methodologies. *Passionate lecturer and public speaker at local chapter, international conference and higher education. Part time professor and mentor.*

WORK EXPERIENCE

Senior Manager, AMTC and PMO

Sep 2015 - Present **Medtronic, Plc (Restorative Therapies Group)** Memphis, TN
Responsible for Advanced Manufacturing Technology Center and Operations Program Management, with 7 direct reports and annual operating plan (budget)

Senior Manager, Engineering

Aug 2014 – Sep 2015 **Medtronic, Plc (Coronary and Structural Heart)** Santa Ana, CA
Responsible for process, manufacturing and industrial engineering covering 3 business entities ("Heart Valve Technologies", "CoreValve" and "3f Therapeutics") as well as Program Management, with 14 direct reports and annual operating plan (budget) of \$1.3M

Senior Manager, Engineering

Jul 2012 – Aug 2014 **Medtronic, Inc (Endo-Vascular)** Frauenfeld, CH
Responsible for all site-level engineering (process, manufacturing, industrial), equipment maintenance and calibration as well as environmental health and safety program, with 13 direct reports and annual operating plan (budget) of \$2.8M

Senior Engineer (Engineering Program Manager, Expatriate)

Oct 2007 – Jun 2012 **Medtronic, Inc (Spinal, Biologics and BKP)** Memphis, TN (USA) / Neuchatel, CH
Responsible for all aspects of planning and execution of engineering programs, which included 4 sustaining, 1 growth and 1 HDE project, with over \$1.8M total budget and over 20 indirect reports across multiple geographies and functions

Supplier Quality Engineer

Sep 2006 – Oct 2007 **Wright Medical Technology** Arlington, TN (USA)
Responsible for overseeing quality and production performance of over 40 implant and surgical instruments suppliers, while at the same time using Lean Six Sigma improvement methodologies to drive cost (\$450K savings) and lead time (over 20%) down while at the same time improving compliance to business, ISO and FDA regulations

Quality Engineer

Oct 2004 – Sep 2006 **Medtronic, Inc (Surgical Instrumentation)** Bartlett, TN (USA)
Responsible for aligning the supplier processing with Medtronic inspections ("Bread Truck"), as well as conducting supplier quality audits world-wide, while at the same time assisted in implementation of ISO 13485 standard. In addition, designed, developed and implemented number of quality systems databases (i.e. CAPA – Corrective And Preventive Actions) in order to improve compliance and production

Quality Associate

Aug 1999 – Oct 2004 **Stealth Medical Technology (Orchid Med Solutions)** Collierville, TN (USA)
Responsible for Six Sigma Green Belt project involving a customer, two suppliers and direct competitor - resulting in realized cost savings of \$390K. In addition, responsible for receiving, in-process and final inspections, programming of Coordinate Measuring Machine (CMM) and maintaining ISO certified Quality Management System. Implemented and conducted destructive (tensile) and non-destructive (penetrant) inspections tests to eliminate redundancy, lower the lead time and decrease the sample size while maintaining customer confidence

EDUCATION

- 2015 – 2015 Medtronic Leading With Impact Program
- 2012 – 2013 Medtronic Endovascular Leadership Development program
- 2006 – 2009 Masters of Arts in Executive Leadership, Christian Brothers University
- 2004 – 2006 Masters in Business Administration, the University of Memphis
- 2001 – 2004 Bachelor in Science and Mathematics, the University of Memphis
- 1995 – 1999 Technical High School Diploma

CERTIFICATES

- Certified Six Sigma Green Belt (CSSGB)
- Certified Quality Engineer (ASQ CQE)
- Certified Quality Lead Auditor (IRCA Certification)
- Certified in Ethical Leadership

RECOGNITIONS

- Received "The Infinity Award"
- Nominated and Selected for "Top 40 Under 40 Medtech Innovators" by MD+DI (<http://www.mddionline.com/article/40-under-40>)
- Recognized for "Execution" by the Vice President of Operations, Medtronic Inc.
- Nominated for "Star of Excellence", Medtronic Quality of Excellence award for the "Tiger Team" (Quality) initiative
- Recognized by the Sr. Vice President of Medtronic for successfully hosting an FDA inspection in 2008-2009
- 2010 Featured Engineer for Tri-State area representing 19 different professional organizations

EXTRA CURRICULUM ACTIVITIES AND MEMBERSHIPS

- *Adjunct Professor at the University of Memphis, DeVry University and Keller Graduate School of Management*
- Senior Member of Society of Manufacturing Engineers (SME)
- Senior Member of American Society for Quality (ASQ)
- Member of Engineering Technology Advisory Committee at the University of Memphis Eng and Tech Department
- Member of the Bosnian-Herzegovinian American Academy of Arts and Sciences (BHAAAS)
- *Guest Speaker (conferences – i.e. MEDTEC Europe, ASQ Chapter Meetings, Swiss Business School)*

INTEREST: Travel, Reading, Aviation, Outdoors and Mentoring

Reference Available Upon Request

Graduate Faculty Status Application

APPLICANTS FOR GRADUATE OR ASSOCIATE GRADUATE STATUS:

I. Append a list of your participation in graduate education in the last SIX YEARS, such as teaching graduate courses, chairing or serving on graduate student committees, advising or other graduate functions that fulfill departmental or college criteria for membership.

II. Include curriculum vitae and supporting narrative if applying for new graduate faculty membership. If applying for renewal, you may list or describe in an appendix (instead of including your cv) those selected research publications and/or scholarly/creative activities in the last SIX YEARS that qualify you for renewal. Give complete citations or descriptions of the activity. Citations must include the following information: 1) Complete listing of authors in proper sequence; 2) title of publication; 3) year published; and 4) inclusive pages.

APPLICANTS FOR ADJUNCT, AFFILIATE, AND RESEARCH CO-MENTOR STATUS:

Please attach a copy of your curriculum vitae and a statement describing the specific purpose for which membership is requested. If purposes include activities other than teaching, also complete paragraph I above. **Please provide your business address.**

Today's Date	<input type="text" value="08/10/2016"/>	Application Status	<input type="text" value="Renewal"/>
Name	<input type="text" value="Rajesh Balasubramanian"/>		
Department	<input type="text" value="Engineering Technology"/>		
Current Mailing Address	<input type="text" value="1353 Harbor Park Dr, Memphis TN 38103"/>		
Initial U of M Employment Date	<input type="text" value="SPRING 2013"/>	Academic Rank	<input type="text" value="Instructor"/>
Highest Degree Earned	<input type="text" value="Masters in Engineering Tech"/>	Year	<input type="text" value="2006"/>
Granting Institution	<input type="text" value="University of Memphis"/>		

GRADUATE FACULTY MEMBERSHIP STATUS

Current Status

Requested Status

SIGNATURES:

Submitted By: _____

B. Rayer

Date: _____

8/10/2016

Indicate Type of Status Recommended						
	Full	Associate	Adjunct	Adjunct Teaching Only	Affiliate	Adjunct Research Co-Mentor
Recommended By						
<i>Carl Wellers</i> Department Committee / Date <i>08-10-16</i>				X		
<i>Scott Sullivan</i> Department Chair / Date <i>8/10/16</i>				X		
<i>Walter D. Haggard</i> College Council / Date <i>8/11/16</i>				X		
<i>Walter D. Haggard</i> for RJS College Dean / Date <i>8/11/16</i>				X		

University Council: _____

Date: _____

RAJESH BALASUBRAMANIAN

Residence Address

1353 Harbor Park Dr, Memphis, TN 38103

Mobile: 901-336 7426

rajeshbpune@yahoo.com

OBJECTIVE

To obtain a leadership position in Continuous Improvement in the areas of Global Sourcing, Manufacturing and Supply Chain Management

STRENGTHS

- Good knowledge of Global Sourcing and Compliance
- Good knowledge Manufacturing
- Good knowledge of Product Management
- Good knowledge on Systems thinking and Process Engineering

EXPERIENCE

Sept'11 – Till date

Continuous Improvement Manager

AutoZone, Memphis

Process improvements -System and Process

April'07 – Sept '11

Process Improvement/Industrial Engineer

Jabil Global, Memphis

Process improvements -System and Process

- Design of Plant Layout using Lean philosophies

April '06 – Mar'07

Process Improvement/Manufacturing Engineer

Grace Medical, Memphis

Process improvements -System and Process Level

- Implementation and Maintenance of Drum-Buffer Rope
- Vendor Audits

Jan '02 –Mar '05

Procurement Engineer

Hewlett-Packard, Global Procurement Services: Bangalore, India

Permanent employee September 2004 – March 2005

Tooling Consultant

Deputed from United Consultancy Services, Bangalore, India

Vendor Development

- New Product Process Design and Implementation
- Conducting Quality Audits

May '99 – Mar '01

Associate Member-Tool Room

Tata Auto Plastic Systems, Pune, India

Tool maintenance of Automobile Injection molds

- Implementation of Quick Mold Change
- Vendor Audit for Mold Making

Mar '98 – Dec '98

Tool and Die Maker

Acel Precision Plastics, Hill View, Singapore

- Mold making for Audio, Automobile and Consumer products

Sep '94 – Feb '98

Technical Officer-Tool Room

BPL Automation, Bangalore, India

Manufacturing of Injection Molds for Consumer Electronics Products

- Planning for Mold Manufacturing as a Group Leader

Aug '93 – Aug '94

Trainee Tool and Die Maker

EDUCATION

May 2011

Master of Sciences in Engineering Management
Christian Brothers University: Memphis, TN

August 2006

Master of Sciences, Manufacturing Engineering Technology
Cumulative GPA 4.0
The University of Memphis: Memphis, TN
Relevant courses
Motion and Time Studies, Advanced Statistics, World Class Manufacturing, Statistical Quality Control, World Class Manufacturing Processes, Management, Supervision, Project Management.
Senior Project: World Class manufacturing in the Medical Industry

August 2002

Bachelor of Sciences, Engineering Technology
Cumulative GPA: 3.65
Birla Institute of Technology and Science: Pilani, Rajasthan, India
Relevant courses
Advanced Mathematics, Instrumentation, Production Technology, Project Management, Operations Research and Management
Senior Research Paper: Rapid Prototyping and Tooling

August 1994

Diploma in Tool and Die Making
Nettur Technical Training Foundation, Bangalore, India
Relevant courses:
Press Tool Technology, Molding Technology, Tool Design, Jigs Fixtures and Gauges, Design and Management

MEMBERSHIP AND CERTIFICATION

Currently an Adjunct professor teaching Lean and Project Management

Certified Lean Bronze Certified , SME

Certified Six Sigma Black Belt from the University of Texas

Presently a member of Society of Manufacturing Engineers
Certified as Manufacturing Technologist: January 2006
Passed Lean Bronze Certification test

Completed Preliminary, Intermediate and Advanced certification programs in AutoCAD Release 14 from CADD Centre, Bangalore, an Autodesk Inc

Completed Basic and Advanced Pro/Engineer Certification Program, Release 2000i from Videocon International Limited, Bangalore, PTC certified training center

Completed Mini 4X4 round table conference on Theory of Constraints in combination with Lean and Six Sigma

Certified Six Sigma Green Belt from Jabil

Passed 3 module exams towards CPIM from APICS

Completed Microsoft Access and PowerPoint training from Microsoft certified Institute – New Horizons, Memphis

RAJESH BALASUBRAMANIAN

Purpose for Graduate Faculty Application

The application is made for the purpose of teaching courses in the Applied Lean Leadership Certificate and MS program in Engineering Technology as a subject matter expert in the field.

To bring in the relevant work experiences related to the field of Continuous Improvement, Business development, Quality into the class room and online courses and help enrich the knowledge of the students to relate their academic knowledge along with the application of the knowledge.

To promote discussions relevant the academics, and relate to the current developments in the current industries and professions.

Help focus the class on being resourceful in seeking solutions, embrace feedbacks as a means of resource and use case studies as examples.

SABATINO (DINO) SILVERI

Assistant Professor of Finance
FCB 442
University of Memphis

Office Phone: (901) 678-3893
Email: ssilveri@memphis.edu

EDUCATION

- Ph.D.** Business Administration (Finance), W. P. Carey School of Business, Arizona State University, 2009
- M.S.** Applied Economics (Finance), Simon Graduate School of Business, University of Rochester, 2005
- M.Comm.** Finance, University of Melbourne (Australia), 2001

POSITIONS HELD

- Assistant Professor of Finance, Fogelman College of Business and Economics, University of Memphis, 2015-present
- Assistant Professor of Finance, School of Management, Binghamton University – SUNY, 2009-2015

RESEARCH INTERESTS

Empirical Corporate Finance and Capital Markets, Financial Institutions, Mergers and Acquisitions, IPOs, Corporate Governance

JOURNAL PUBLICATIONS

“Do Women CEOs Face Greater Threat of Shareholder Activism Compared to Male CEOs? A Role Congruity Perspective” with Vishal Gupta, Seonghee Han, Sandra Mortal and Daniel Turban

- *Journal of Applied Psychology*, October 2017, DOI: 10.1037/apl0000269

“The Impact of Market Structure on Ex-Dividend Day Stock Price Behavior” with Sandra Mortal and Shishir Paudel

- *Financial Management*, Volume 46, Issue 4, Winter 2017
- Semi-Finalist, Best Paper Award 2014 FMA Annual Meeting

“When Crisis Knocks, Call a Powerful CEO (or Not): Investigating the Contingent Link Between CEO Power and Firm Performance During Industry Turmoil” with Vishal Gupta, Vikram Nanda and Seonghee Han

- *Group & Organization Management*, October 2016, DOI: 10.1177/1059601116671603

“CEO Power and Firm Performance Under Pressure” with Vikram Nanda and Seonghee Han

- *Financial Management*, Volume 45, Issue 2, Summer 2016
- Semi-Finalist, Best Paper Award 2013 FMA Annual Meeting
- Semi-Finalist, Best Paper Award 2013 FMA Asian Conference

“Executive Overconfidence and Compensation Structure” with Ling L. Lisic, Mark Humphery-Jenner and Vikram Nanda

- *Journal of Financial Economics, Volume 119, Issue 3, March 2016*

“Accounting Fraud, Auditing and the Role of Government Sanctions in China” co-authored with Ling L. Lisic, Yanheng Song and Kun Wang

- *Journal of Business Research, Volume 68, Issue 6, June 2015*

“Taking Stock or Cashing In? Shareholder Style Preferences, Premiums and the Method of Payment” co-authored with Timothy R. Burch and Vikram Nanda

- *Journal of Empirical Finance, Volume 19, Issue 4, September 2012*

“Do Institutions Prefer High Value Acquirers? An Analysis of Trading in Stock-Financed Acquisitions” co-authored with Timothy R. Burch and Vikram Nanda

- *Journal of Financial Research, Volume 35, Issue 2, Summer 2012*

Selected Working Papers

“You’re Fired!: Gender Disparities in CEO Dismissal” with Vishal Gupta, Sandra Mortal, Minxing Sun and Daniel Turban

- *Revise and Resubmit at Journal of Management*

“Lest You Leave: CEO Mobility, Compensation Contracts and Firm Performance” with Yun Liu Bunyamin Onal and Vikram Nanda

“Better the Devil You Know: Inter-firm Connections and Alliances” with Yun Liu, Tomas Mantecon and Wei Sun

“Pledging Allegiance to the Firm: Share Pledges and Firm Performance” with Jianning Huang and Christine Jiang

“Why do Firms make Reports Less Readable?” with Mark Humphery-Jenner, Yun Liu, Vikram Nanda and Minxing Sun

TEACHING EXPERIENCE

Teaching Awards: Outstanding Teacher, FIR Department, Spring 2017, Fogelman College of Business and Economics, University of Memphis

Teacher of the Year (2011)

School of Management, Binghamton University – SUNY

Fogelman College of Business and Economics, University of Memphis

Lecturer Global Financial Management (Graduate, multiple sections), Spring 2016, Fall 2016, Spring 2017
 Financial Management (Undergraduate), Fall 2015 Personal
 Financial Management (Undergraduate), Fall 2015

School of Management, Binghamton University – SUNY

Lecturer Corporate Finance (Undergraduate, multiple sections), Spring 2015, Fall 2014, Fall 2013
 Financial Management (Undergraduate), Spring 2013
 Financial Institutions (UG, 2 sections), Spring 2013 & Fall 2012
 Investments (Undergraduate, 2 sections), Spring 2012, Fall 2011, Spring 2011, Fall 2010, Spring 2010 & Fall 2009

W.P. Carey School of Business, Arizona State University

Instructor Fundamentals of Finance (Undergraduate, 92 Students), 2008
 Teaching Evaluation: 7 [Scale: 7=best, 1=worst]

Simon Graduate School of Business, University of Rochester

Instructor Statistics Review (MBA, 10 Students), 2005
 Teaching Evaluation: 4.8 [Scale: 5=best, 1=worst]
Lab Instructor Applied Statistics and Data Analysis (MBA, 35 Students), 2004
 Teaching Evaluation: 4.6 [Scale: 5=best, 1=worst]
 ○ **Received a Financial Bonus for Excellence in Teaching**

SELECTED ACADEMIC PRESENTATIONS

- Financial Intermediation Research Society Conference, Prague, Czech Republic
- Financial Management Association Annual Meeting, 2009-2017
- China International Conference in Finance, Shanghai, China, July 2013
- Midwest Finance Association Annual Meeting, Chicago, IL, 2014, 2017

Seminar Presentations:

Arizona State University, Binghamton University, Drexel University, the University of California-Riverside, the University of San Diego and the University of Rochester

PROFESSIONAL SERVICE

Ad-hoc referee for the *Journal of Accounting and Economics*, the *Journal of Banking and Finance* and *The Financial Review*

PANKAJ K. JAIN

B.Com. (Statistics), MBA (IIM), LL.B. (Law), CFA, Ph.D. (Indiana University)

<https://umdrive.memphis.edu/pjain/www/>

Fogelman College of Business
425 Central Avenue, Memphis TN 38152

Phone: 901-4938923
Email: Pankaj.Jain@memphis.edu

Nationality: United States Citizen

Research Expertise: International Finance, Big Data Analytics, Algorithmic Trading, Electronic Trading, Regulation of Automated Markets, Short Selling, High Frequency Trading, Circuit Breakers

PROFESSIONAL EXPERIENCE SUMMARY

- **University of Memphis 2002 - present**
 - George Johnson Professor of Finance 2014 – present
 - Financial Infrastructure Stability and Cybersecurity (FISC) Center Director 2017-2019
 - Cook Analytic Trading Lab Director, CFP Board Program Director, Interim Chair 2014-17
 - 2008 to 2012: Associate Professor of Finance (awarded Suzanne Palmer Professorship and Morgan Keegan Professorship)
 - 2006 to 2008: CIBER & International MBA Program Academic Director
 - **Teaching:** Ph.D. seminars, MBA core, EMBA, Undergraduate CFA/CFP, Online
 - Coach for winning student team in CFA Institute Global Investment Research Challenge – Midsouth winners/ National participants featuring lunch meeting with Mr. Warren Buffett.
- US Treasury Office of Financial Research, Washington DC 2017-2019: Research Principal: Intergovernment Personnel Agreement (IPA) Grant
- US Commodity Futures Trading Commission: Ad-hoc Voluntary Consultant 2015-2016
- US Securities and Exchange Commission, Washington DC 2012-2014, PI: Intergovernment Personnel Agreement (IPA) Grant:
- Volunteering as Board of Director of Eastern Finance Association 2017-2020
- Associate Editor: [*The Financial Review*](#), Journal of Eastern Finance Association 2011-present
- Eminent Area Editor for Finance: [*Decision Sciences Journal*](#), 2015-2016
- Federal Government Projects and Approvals: Securities & Exchange Commission (SEC) and Commodity Futures Trading Commission (CFTC), CFP Board, Washington DC.
- President of the Board of Directors, CFA Society of Memphis, 2007- 2009
- Board of Directors, Dance Works Inc, 2006-2008
- Associate Instructor of Finance, Indiana University 2000-2002
- Executive Training: Google Inc (Google Finance); Pinnacle Airlines; MMBC Consortium
- Voluntary unpaid research data consulting: NYSE, Nasdaq, NSE, SEC, CFTC
- Prior Investment Banking Experience, Manager at SBI Capital Markets Ltd

JOURNAL PUBLICATIONS AND CONFERENCE PRESENTATION SUMMARY

- *Journal of Finance (JF)*: International Institutional Trading Price Impact
- *Journal of Finance (JF)* (Solo authored): Electronic Trading
- *Journal of Financial Economics (JFE)*: Regulatory Reach vs. Regulatory Arbitrage
- *Journal of Financial and Quantitative Analysis (JFQA)*: Intermarket Sweep Orders
- *Contemporary Accounting Research (CAR)*: The Sarbanes-Oxley Act (SOX)

- *Journal of Financial Markets*: Risks of High Speed Trading; Institutional Trading Constraints
both articles appeared as lead articles
- *Journal of Management Accounting Research*: ESG Sustainability and Short-selling
- *Financial Management*: Exchange Listings
- *Journal of Empirical Finance*: NYSE Order Flow
- *Journal of Banking and Finance*: Investor Protection and Cash Holdings
- *Journal of Trading*: Credit Rating Changes and Institutional Trading
- *Engineering Economist*: Taxes and Investment Flows
- Covered in *New York Times* and *The Chicago Tribune*: Non-linear Corruption effects
- American Finance Association (AFA) Meetings: Electronic Trading
- National Bureau of Economic Research (NBER) Meetings: i) Market Design; ii) Order Flow; iii) Institutional Trading Frictions
- Western Finance Association (WFA) Meetings (i) Market Design; (ii) Order Flow; (iii) Speed of Market Access and Quote Intensity
- New York Stock Exchange
- US Securities and Exchange Commission: (i) Regulatory Reach; (ii) Japanese Arrowhead Low Latency Trading; (iii) Speed of Market Access and Quote Intensity; (iv) SIP Outage; (v) Circuit Breakers (vi) [SEC market structure website](#)
- Commodity Futures Trading Commission
- Financial Management Association (FMA) Meetings
- American Accounting Association (AAA) (i) SOX (ii) Investor Protection & Cash
- Risk Management Association (RMA) / UNC Forum on Securities Lending, New York
- BlackRock pre-WFA conference
- Western Economic Association International (WEAI) Meetings
- Mid-Atlantic Research Conference in Finance (MARC): Short Selling (Lead paper)
- R.I.S.E. - Redefining Investment Strategy Education Forum, Dayton, Ohio
- The Capital Markets Cooperative Research Centre in Sydney, Australia
- Financial Intermediation Research Society (FIRS), Canada
- The National Stock Exchange of India,
- IGIDR annual conference (organized by Reserve Bank of India and SEBI)
- Marketing Strategy Meets Wall Street, Singapore
- Swiss Society for Financial Market Research (SGF), Switzerland

- University Seminars: Baruch College (CUNY); Florida International; Georgia Tech; Georgia; HEC Montreal; Indian Institute of Management (IIM) Bangalore, IIM Lucknow; Indiana; Lehigh; Memphis; Miami; Mississippi (Ole Miss); Penn State; Queens; Rice; Rochester Institute of Technology; South Carolina; SUNY, Binghamton; Texas A&M; Texas at El Paso; Texas at San Antonio; Toledo; Vanderbilt; Villanova.

HONORS, GRANTS, AND AWARDS SUMMARY

- Professorships (i) George Johnson Professorship; (ii) Suzanne D. Palmer Professorship; (iii) Morgan Keegan Professorship
- Special Engagement Government Expert (i) Securities and Exchange Commission (SEC), (ii) Commodity Futures Trade Commission; (iii) IPA Fellow at SEC
- Grants: (i) Intergovernment Personnel Act Appointment with Securities and Exchange Commission (SEC), (ii) PricewaterhouseCoopers Global Competency Centre Research Excellence Award, (iii) CFA Society speakers collaboration, (iv) National Stock Exchange

of India (NSE) Research Initiative Award, (v) Morgan Stanley Equity Market Microstructure Research Grant

- External Best Paper Awards: (i) New Zealand Superannuation Fund, (ii) Twice Semifinalist for Financial Management Association (FMA), (iii) Conference on Excellence in Research and Education at IIM Indore, (iv) Twice at Eastern Finance Association, (v) Southern Finance Association, (v) Journal of Financial Studies
- FCBE Awards: (i) George Johnson Preeminent Publication Award (ii) Teaching and Research Mentoring Award (Twice) (iii) Dean's Service Award (iv) Wang Center Competitive Summer Research Grant (iv) FCBE Best Paper Award (v) Vice Provost's Competitive Faculty Research Grant

TEACHING EXPERIENCE

1. Executive Training Programs: (a) *Pinnacle Airlines* (b) *Google Inc – Finance Team*
2. Core MBA section 75+ students each semester: Global Financial Management (Corporate Finance). FIR 7155 **Onsite and Online**
3. Doctoral Seminars
 - (a) Securities Market Microstructure, Ph.D. Seminar
 - (b) Advanced Financial Management, Ph.D. Seminar in Corporate Finance
 - (c) Financial BIG Datasets and Econometric Programming in Fortran and SAS
4. Core Undergraduate course 60+ students in class: Introductory Financial Management (Corporate Finance) FIR 3410 currently at University of Memphis and previously at Indiana University
5. Financial Analysis and Certifications - combined graduate / undergraduate investment course focused on CFA, CFP and other certifications. 2008-Present
6. Stock Portfolio Management - combined graduate / undergraduate real money management of \$1 million TVA portfolio, 2008-Present. Covers Security Analysis and Investments.
7. International Finance, Senior Undergraduates, Univ. of Memphis
8. Management of Financial Institutions
9. Market Microstructure, Senior Undergraduates, Indiana University 2002
10. International Finance, Senior Undergraduates, Indiana University 2000-2002
11. Doctoral Mentoring: Served on or assisted all committees after 2002 with excellent placements [Dissertation Committee Member and Placements](#)

Excellent student evaluations above course, department, and college averages

Received special training in teaching excellence at Indiana Univ. and Univ. of South Carolina's Faculty Development in International Business sponsored by US Department of Education CIBER.

EDUCATION

Indiana Univ., Bloomington	Ph.D. in Finance	2002
Indiana Univ., Bloomington	Master in Business (Finance)	2000
University of Mumbai	L.L.B. (Law)	1998
Indian Institute of Management	IIM PG Diploma in Management	1995
University of Rajasthan	B.Com. (Honors) Accountancy and Business Statistics	1993
Chartered Financial Analyst CFA Institute / AIMR		2007

- Global Initiative of Academic Network (GIAN) instructor, Ministry of Human Resource and Development, Government of India, 2016.
- Certificate of appreciation, paper review coordinator, transportation economics (ABE20), Transportation Research Board, 2016.
- Outstanding Faculty Research Award, Herff College of Engineering, University of Memphis, 2016.
- Biologistics Fellow, FedEx Institute of Technology, 2015.
- Excellence in Civil Engineering Education (ExCEED) Fellow, American Society of Civil Engineers, 2015.
- Received a scholarship to attend the NSF sponsored 2014 Pan-American Advanced Studies Institute on Sustainable Urban Freight Systems (PASI-SUFS) in Bogota Columbia, June 2014.
- Massachusetts Institute of Technology (MIT) challenge question award on discrete choice modeling, June 2014.
- Received Scholarship to attend American Railway Engineering and Maintenance-of-Way Association Conference, June 2014.

SPONSORED RESEARCH PROJECTS (SELECTED)

P.I / Co-P.I

Career total funding: \$4,902,000; Mishra share: \$2,297,000

1. Modeling Adoption of Autonomous Vehicle Technologies by Freight Organizations, Freight Mobility Research Institute (FMRI), United States Department of Transportation, \$179,523, Mishra, S. (\$75,000), Golias, M., and Kaiser, E.
2. Transit Asset Management for Memphis Area Transit Authority. Memphis Area Transit Authority, \$125,000, Mishra, S., (\$62,500) and Golias, M
3. Game theory applications for seaport cooperation, competition, and co-opetition, Freight Mobility Research Institute (FMRI), United States Department of Transportation, \$145,487, Golias, M, and Mishra, S. (\$72,743).
4. *Smart City Innovation Hub: Phase I-Development of a Readiness Index*, Research Investment Fund, University of Memphis, Division of Research and Sponsored Research Programs, \$100,000, Mishra, S. (\$32,000), Santo, C., Jacobs, E, and Wang, L.
5. *Modeling Adoption of Technological Innovations and Infrastructure Impacts in a Smart City*, FedEx Institute of Technology and City of Memphis, Mishra, S. (\$30,000). 2017-2018
6. *Identifying Cost-Effective, High-Return, and Quickly Implementable Improvements to Address Freight Congestion and Mobility Constraints in Tennessee*, Tennessee Department of Transportation, \$150,000. Mishra, S., (\$75,000) and Golias, M., 2016-2017.
7. *I-40 in Tennessee: A corridor of national significance in moving freight and linking multistate communities*, FHWA SHRP2 Implementation Assistance Program: Round 7 PlanWorks, \$100,000. Mishra, S., (\$50,000) and Golias, M., 2016-2017.
8. *Work Zone Impact and Strategy Estimation (WISE) Software*, FHWA SHRP2 Implementation Assistance Program: Round 6, \$200,000. Golias, M., and Mishra, S., (\$100,000), 2016-2018.
9. *Integrating Freight Considerations in Highway Capacity Planning Process*, FHWA SHRP2 Implementation Assistance Program: Round 5 Planning Process Bundle, \$350,000. Mishra, S., (\$175,000) and Golias, M., 2015-2017.

PUBLICATIONS, PROCEEDINGS, AND PRESENTATIONS (SELECTED)

Peer Reviewed Journals (Accepted/Published) (Google Scholar H-Index: 12, i10-Index: 18)

1.	Osman, M.*, Paleti, R., and Mishra, S. Analysis of passenger-car crash injury severity in different work zone configurations. <i>Accident Analysis and Prevention</i> , 111, 161-172.
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2.	Mishra, S., Tang, L., Ghader, S., Mahapatra, S., and Zhang, L. Estimation and valuation of travel time reliability for transportation planning applications. <i>Case Studies in Transport Policy</i> , In Press (Corrected Proof), doi: https://doi.org/10.1016/j.cstp.2017.11.005 .
3.	Kumar, A., and Mishra, S. A Simplified Framework for Sequencing of Transportation Projects Considering User Costs and Benefits. <i>Transportmetrica-A: Transport Science</i> , doi: https://doi.org/10.1080/23249935.2017.1387827 .
4.	Ding, C., Mishra, S. , Lu, G., Yang, J., and Liu, C. (2017). Influences of neighborhood and individual level factors on commuting distance: a multilevel mixture hazard modeling approach. <i>Transportation Research Part-D</i> , 51, 314-325.
6.	Haque, K., Mishra, S. , Paleti, R., Golias, M., and Sarker, A. (2017). Truck Parking Utilization using GPS Data. <i>Journal of Transportation Engineering Part-A: Systems</i> , 143 (9), 04017045.
7.	Sarker, A., Paleti, R., Mishra, S. , Golias, M.M., and Freeze, B. (2017). Prediction of secondary crash frequency on highway networks. <i>Accident Analysis and Prevention</i> , 98, 108-117.
8.	Osman, M., Paleti, R., Mishra, S. , and Golias, M.M. (2016). Analysis of Injury Severity of Large Truck Crashes in Work Zones. <i>Accident Analysis and Prevention</i> , 97, 261-273.
9.	Ding, C., Wang, Y., Tang, T., Mishra, S. , and Liu, C. (2016). Joint analysis of the spatial impacts of built environment on car ownership and travel mode choice. <i>Transportation Research Part D: Transport and Environment</i> , doi:10.1016/j.trd.2016.08.004.
10.	Sarker A., Naimi A., Mishra S. , Golias M.M. (2015). Secondary Crash Identification in Large Scale Highway Networks. <i>Transportation Research Part C-Emerging Technologies</i> , 60, pp. 142-160.
11.	Mishra, S. , Khasnabis, S., and Swain, S. (2015). Incorporating Uncertainty and Risk in Transportation Investment Decision Making. <i>Journal of Transportation Planning and Technology</i> , 38(7), pp. 738-760.

COURSES TAUGHT

University of Memphis

1. Traffic Engineering
 - Fall 2015, Fall 2016
2. Probabilistic Methods for Engineers
 - Spring 2015, Spring 2016, Spring 2017, Spring 2018
3. Transportation Econometrics
 - Fall 2014, Fall 2018 (scheduled)
4. Freight Travel Demand Modeling
 - Fall 2014, Fall 2016
5. Transportation Economics and Decision Making
 - Fall 2013
6. Traffic Flow Theory
 - Spring 2013, Spring 2014

HONORS AND AWARDS FOR SUPERVISED STUDENTS

- Dwight David Eisenhower Transportation Fellow- Samuel Jordan, 2018.
- Trucking Industry Defense Association (TIDA) Student of the Year Award: Samuel Jordan, 2017
- Best poster award, National Council of Undergraduate Research, Sukanya Dasgupta, 2017.
- Council of University Transportation Centers (CUTC) Student of the Year Award: Afrid Sarker, 2017
- Intermodal Freight Transportation Institute, Student Spotlight: Mohamed Osman, 2017
- Trucking Industry Defense Association (TIDA) Student of the Year Award: Afrid Sarker, 2016
- TNMUG Scholarship for Caliper Training, Khademul Haque, 2016
- Herff Fellow: Afrid Sarker, 2015; Samuel Jordan 2016.

CURRICULUM VITAE

(Chronological)

NAME: Ernest L. Nichols, Jr. DEPARTMENT: Marketing and SCM RANK: Associate Professor

DEGREES

DEGREE	DISCIPLINE	INSTITUTION	YEAR
BA	Economics	University of Maine at Orono	1980
MBA	Materials and Logistics Management	Michigan State University	1985
Ph.D.	Business Administration	Michigan State University	1993

EXPERIENCE

RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ ORGANIZATION	PERIOD
Management Consultant		Dialog Systems, Inc. Self-employed E. L. Nichols & Associates, LLC	1985-1987 1987-1998 1998-Present
Graduate Research Assistant	Management Department	Michigan State University	1987-1991
Seminar Faculty and Operations Associate	Purchasing and Supply Chain Management Executive Seminar	Michigan State University	1987-2006
Assistant Professor of Operations Management	Management Information Systems and Decision Sciences Department	The University of Memphis	1992-96
Associate Director	FedEx Center for Cycle Time Research	The University of Memphis	1995-96
Associate Professor of Operations Management	Decision Sciences Area	The University of Memphis	1996-2001
Director	FedEx Center for Supply Chain Management	The University of Memphis	1996-2016
Associate Professor of Supply Chain Management	Marketing and Supply Chain Management Department	The University of Memphis	2001-Present

HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Scholarship Recipient	Purchasing Management Association of Detroit	1988
Sigma Iota Epsilon	Honorary and Professional Management Fraternity	1990
Beta Gamma Sigma	Business Honor Fraternity	1992
Fogelman College New Faculty Research Grant	The University of Memphis	1992-93
Pinnacle Award	Fogelman College of Business and Economics, The University of Memphis	1998
Highly Commended Award	<i>Journal of Business and Industrial Marketing</i>	2000
Suzanne Downs Palmer Research Professorship	Fogelman College of Business and Economics, The University of Memphis	2002-03
TBR Academic Excellence Award (for FedEx Center for SCM)	Tennessee Board of Regents	2003
Founding Fellow	FedEx Institute of Technology	2003

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Suzanne Downs Palmer Service Professorship	Fogelman College of Business and Economics, The University of Memphis	2005-06
Marketing and SCM Department Best Paper Award	Outstanding Teacher Award Society of Information Management (SIM) conference.	2014 2014
Marketing and SCM Department	Outstanding Teacher Award	2014, 2016

TEACHING EXPERIENCE

SUBJECT (indicate Undergraduate (U), Graduate (G), Other)	INSTITUTION
Operations Management (U, G)	The University of Memphis
Introduction to Supply Chain Management (U)	The University of Memphis
Introduction to Intermodal Freight Transportation Systems (G)	The University of Memphis / Vanderbilt University
Logistics Management (U)	The University of Memphis
Materials Management (U, G)	The University of Memphis
SCM and Electronic Commerce (G)	The University of Memphis
Seminar in Supply Chain Management (G)	The University of Memphis
Supply Management (U)	The University of Memphis

RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITIES

PUBLICATIONS (authors, title, reference) Include material in press and accepted for publication.

Books (authored, edited)

Handfield, Robert B. and Ernest L. Nichols, Jr., Introduction to Supply Chain Management, Prentice Hall, Inc., Upper Saddle River, New Jersey (1998). Foreign language versions have been published by Prentice Hall-Japan, Tokyo (1999), Prentice Hall-Taiwan, (2001), and Prentice Hall-Korea, (2002).

Handfield, Robert B. and Ernest L. Nichols, Jr., Supply Chain Redesign: Transforming Supply Chains Into Integrated Value Systems, Prentice Hall, Inc., Upper Saddle River, New Jersey (2002).

Chapters in Books (authored, edited)

Lee, T. E., R. Otondo, B-O. Kim, P. Prasarnphanich, and E. L. Nichols, Jr., "Data Mining for Business Process Reengineering," in Gerald G. Grant (ed.), ERP & Data Warehousing in Organizations: Issues and Challenges. IRMA, Hershey, PA (2003).

Refereed journal publications

Monczka, Robert M., Ernest L. Nichols, Jr. and Thomas J. Callahan, "The Value of Supplier Information For Purchasing Decision Making," International Journal of Purchasing and Materials Management, Vol. 28, No. 2, Spring 1992, 20-30.

Retzlaff-Roberts, Donna, Ernest L. Nichols, Jr., and James C. Wetherbe, "Complete, Pareto, and No Inventory: Strategies for Retail Inventory," Cycle Time Research, Vol. 1, No. 1, 1995, 41-61.

Hult, G. Tomas M., Mark N. Frolick, and Ernest L. Nichols, Jr., "Organizational Learning and Cycle Time Issues in the Procurement Process," Cycle Time Research, Vol. 1, No. 1, 1995, 25-39.

Nichols, Ernest L., Jr., Mark N. Frolick, and James C. Wetherbe, "Cycle Time Reduction: An Interorganizational Supply Chain Perspective," Cycle Time Research, Vol. 1, No. 1, 1995, 63-84.

Nichols, Ernest L., Jr., and John C. Taylor, "Sourcing Implications Of The North American Free Trade Agreement," International Journal Of Purchasing And Materials Management, Vol. 31, No. 2, Spring 1995, 25-34.

Monczka, Robert M., Thomas J. Callahan, and Ernest L. Nichols, Jr. "Predictors of Relationships Among Buying and Supplying Firms," International Journal of Physical Distribution and Logistics Management, Vol. 25, No. 10, 1995, 45-59.

Nichols, Ernest L., Jr., Donna Retzlaff-Roberts, and Mark N. Frolick, "Reducing Order Fulfillment Cycle Time in an International Supply Chain," Cycle Time Research, Vol. 2, No. 1, 1996, 13-28.

Nichols, Ernest L., Jr., "Computer Supplies Overnight: Distribution Operations at Daisytek International, Inc.," Cycle Time Research, Vol. 2, No. 1, 1996, 53-58. Hult, G. Tomas M. and Ernest L. Nichols, Jr., "The Organizational Buyer Behavior Learning Organization," Industrial Marketing Management, Vol. 25, No. 3, 1996, 197-207.

Refereed journal publications (continued)

- Retzlaff-Roberts, Donna and Ernest L. Nichols, Jr., "Using Computer Simulation To Reduce Supply Chain Cycle Time," Cycle Time Research, Vol. 3, No. 1, 1997, 69-78.
- Nichols, Ernest L., Jr., Judith L. Jarrell and Mark N. Frolick, "Improving Supply Chain Performance for Replacement Parts Distribution," Cycle Time Research, Vol. 4, No. 1, 1998, 43-51.
- Hult, G. Tomas M. and Ernest L. Nichols, Jr., "A Study of Team Orientation in Global Purchasing," Journal of Business and Industrial Marketing, Vol. 14, No. 3, 1999, 194-210.
- Hult, G. Tomas M., Ernest L. Nichols, Jr., Larry C. Giunipero, and Robert F. Hurley "Examining Global Organizational Learning in the Multiple Supply Chains of Users, Buyers, and Suppliers: A Low Versus High Learning Study," Journal of International Marketing, Vol. 8, No. 3, 2000, 64-83.
- Hult, G. Tomas M., Robert F. Hurley, Larry C. Giunipero, and Ernest L. Nichols, Jr., "Organizational Learning in Global Purchasing: A Model and Test of Internal Users and Corporate Buyers," Decision Sciences, Vol. 31, No. 2, 2000, 293-325.
- Hult, G. Tomas M., David J. Ketchum, Jr., and Ernest L. Nichols, Jr., "Development Of A Subjective Measure Of Cycle Time Performance In Organizational Processes," Cycle Time Research, Vol. 6, No. 1, 2000.
- Bush, Alan, J., Denise Smart, and Ernest L. Nichols, Jr., "Pursuing the Concept of Marketing Productivity: A Call to Action," Journal of Business Research, 55, 2002, 343-347.
- Hult, G. Tomas M., David J. Ketchum, Jr. and Ernest L. Nichols, Jr. "An Examination of Cultural Competitiveness and Order Fulfillment Cycle Time Within Supply Chains," Academy of Management Journal, Vol. 45, No. 3, 2002, 577-586.
- Hult, G. Tomas M., David J. Ketchum, Jr., and Ernest L. Nichols, Jr., "The Effects of Learning Climate on Knowledge Development and Cycle Time in Supply Chains," Journal of Operations Management, Vol. 21, Issue 5, 2003, 541-556.
- Handfield, Robert B. and Ernest L. Nichols, Jr., "Key Issues in Global Supply Base Management," Industrial Marketing Management, 33, 2004, 29-35.
- Hennington, Amy; Janz, Brian; Amis, John; and Nichols, Ernest (2009) "Information Systems and Healthcare XXXII: Understanding the Multidimensionality of Information Systems Use: A Study of Nurses' Use of a Mandated Electronic Medical Record System," *Communications of the Association for Information Systems*: Vol. 25, Article 25.
- Allen, D., M. Amini, B. Janz, E. Nichols and Racer, M. "The Human Supply Chain: Mapping and Modeling the Flow of Human Capital for Navy "Seabees," Volume 2013 (2013), Article ID 175961, *Journal of Supply Chain and Customer Relationship Management*.
- Janz, B., Meek, T., Nichols, Jr., E. L., and Ogelsby, J., "How Buckman's Value Stream Initiative Re-Visioned IT for Value," *MIS Quarterly Executive*, 15(3) September 2016, 215-229.

Mihalis M. Golias

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 University of Memphis
 104B Engineering Science Bldg., 3815 Central Avenue
 Memphis, TN, 38152, USA
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 Email: mgkolias@memphis.edu



Short Bio: Mihalis M. Golias, Ph.D. is an Associate Professor with the Department of Civil Engineering at the University of Memphis. He holds a Ph.D. and M.Sc. in Transportation from Rutgers University and a B.S.C.E. from Aristotle University of Thessaloniki. He is the Chair of the Standing Committee on Ports and Channels of the Transportation Research Board National Academies of Science, and the Associate Director of the University Transportation Center Freight Mobility Research Institute. His teaching and research covers the areas of maritime and freight transportation; physical network vulnerability; capital/operational resource allocation for network improvements; and multi-level multi-criteria decision making.

EDUCATION

- 2007 **Doctor of Philosophy (Ph.D.) in Civil Engineering**, Department of Civil and Environmental Engineering, Rutgers University, Piscataway, NJ, USA. **Dissertation title:** *The discrete and continuous berth allocation problem: models and algorithms.* (**Major Professor:** Boilé M., Ph.D.)
- 2004 **Master of Science (M.Sc.) in Civil Engineering**, Department of Civil and Environmental Engineering, Rutgers University, Piscataway, NJ, USA. **Thesis title:** *Data mining and Bayesian inference in truck demand modeling.* (**Major Professor:** Boilé M., Ph.D.)
- 2004 **Graduate Certificate in Transportation Studies**, Joint Program, Department of Civil and Environmental Engineering and School of Planning and Public Policy, Rutgers University, New Brunswick, NJ, USA.
- 2001 **B.S.C.E. in Civil and Environmental Engineering**, Department of Civil and Environmental Engineering, Aristotle University, Thessaloniki, Hellas. **Thesis title:** *Internet and multimedia based case study of port design and construction port of Mykonos.* (**Major Professor:** Angelides D., Ph.D.)

AFFILIATIONS

- 2016-to date **Associate Director**, Freight Mobility Research Institute, Florida Atlantic University
- 2015-to date **Chair**, Standing Committee on Ports and Channels, Transportation Research Board, National Academies of Science
- 2015-to date **Scientific Advisor**, Industrial Sciences Group (ISG), Sydney, Australia
- 2009-to date **Affiliate Faculty**, Center for Advanced Infrastructure and Transportation, Rutgers University

EMPLOYMENT HISTORY

- 2014-to date **Associate Professor**, Department of Civil Engineering, University of Memphis
- 2009-14 **Assistant Professor**, Department of Civil Engineering, University of Memphis
- 2007-08 **Research Associate**, Freight and Maritime Program, Center for Advanced Infrastructure & Transportation, Rutgers University
- 2006-08 **Laboratory Administrator**, Freight and Maritime Program, Center for Advanced Infrastructure & Transportation, Rutgers University, Piscataway, NJ, USA
- 2002-07 **Graduate Research Assistant**, Department of Civil and Environmental Engineering, Rutgers University, Piscataway, NJ, USA

SELETED FUNDED RESEARCH (last five years)
Principal

- 2017-18 Game theory applications for seaport cooperation, competition, and co-opetition. USDOT/FMRI

- 2017 Benchmarking freight lanes and identifying dedicated corridor opportunities. Ryder.
 2017 Improving resilience of freight networks in West Tennessee. T-DOT
 2015-16 Simulating the INDY FedEx Hub: Phase I & II. Federal Express
 2016 Tennessee SmartPark Pilot. T-DOT.
 2014-16 Discovering the vulnerable physical routes in a network. Central Intelligence Agency/Intelligence Community
 2013-14 A guidebook for best practices on integrated land use and travel demand modeling. T-DOT

Co-Principal

- 2017-18 Modeling Adoption of Autonomous Vehicle Technologies by Freight Organization. USDOT/FMRI
 2017-18 Smart City Innovation Hub: Phase I-Development of a Readiness Index. Research Investment Fund, University of Memphis, Division of Research and Sponsored Research Programs
 2016-17 Identifying Cost-Effective, High-Return, and Quickly Implementable Improvements to Address Freight Congestion and Mobility Constraints in Tennessee. TDOT
 2016 Assessment of Biologistics Research and Practices: Proposing a Cutting-Edge Research Agenda, FedEx Institute of Technology
 2016-17 SHRP2 Implementation Assistance Program: Integrating Freight Considerations into the Highway Capacity Planning Process (C15). FHWA
 2014-15 Re-shoring and its impact on transportation infrastructure & US economy. CFIRE/US DOT
 2014-15 Addressing MAP-21 freight objectives using GPS data. CFIRE
 2014-15 Feasibility of public investment in short-line railroads. T-DOT
 2014 Performance based guidebook for freight transportation planning. T-DOT
 2012-14 Realigning multimodal freight networks in response to international capacity expansion. CFIRE

Research Associate/Assistant

- 2012-15 Development of a simulation platform to improve productivity and estimate the environmental and economic effects of the operations at marine container terminals. Greek Ministry of Education. (*Invited Research Expert*)

SELECTED PUBLICATIONS (last five years)

(Student co-authors are marked with an asterisk*)

1. Dulebenets M., Golias M.M., Mishra S. (2018) A collaborative agreement for berth scheduling under excessive demand. *Journal Engineering Applications of Artificial Intelligence*. 69:76-92.
2. Dadashi* A., Dulebenets M. Golias M.M. Sheikholeslami A. (2017) A continuous berth scheduling model at multiple marine container terminals with tidal considerations. *Maritime Business Review*. Vol. 2, Issue 2, 142-157.
3. Haque* K., Mishra S., Paleti R., Golias M.M., Sarker* A., Pujats* K. (2017) Truck parking utilization analysis using truck GPS data. *ASCE Journal of Transportation Engineering, Part A: Systems* (In print)
4. Mishra S., Amit K., Golias M.M., Welch T., Taghizad H., Haque* K. (2016) Transportation investment decision making for medium to large transportation networks. *Transportation in Developing Economies*. 2:18, doi:10.1007/s40890-016-0023-8
5. Mishra S., Golias M.M., Sharma S., Boyles S. (2015) Optimal funding allocation strategies for safety improvements on urban intersections. *Transportation Research Part A*. 75:113-133.
6. Dulebenets* M., Golias, M.M., & Mishra, S., 2015. The Green Vessel Schedule Design Problem: Consideration of Emissions Constraints. *Energy Systems*, Springer, pp. 1-23. DOI: 10.1007/s12667-015-0183-3.
7. Dulebenets* M., Golias M.M., Mishra S., Heaslet C. (2015) Evaluation of the floaterm concept at marine container terminals via simulation. *Simulation Modeling Practice and Theory*. 54:19-35.
8. Flaskou* M., Dulebenets* M., Golias M.M., Mishra S., Rock B. (2015) Analysis of Freight Corridors Using Truck GPS Data. *Transportation Research Record*, 2478:113-122.
9. Golias M.M., Portal* I., Konur D., Kaisar E., Kolomvos G. (2014) Robust vessel scheduling at marine container terminals. *Computers and Operations Research*, 41:412-422.

10. Konur D., Golias M.M. (2013) Analysis of different approaches to cross-dock truck scheduling with truck arrival time uncertainty. *Computers & Industrial Engineering*, 65(4), 663-672.
11. Chen* G., Govindan K., Golias M.M. (2013) Reducing truck emissions at container terminals in a low carbon economy: Proposal of a queueing-based bi-objective model for optimizing truck arrival pattern. *Transportation Research Part E: Logistics and Transportation Review*, 55:3-22.
12. Konur D., Golias M.M., Darks B. (2013) A mathematical modeling approach to resource allocation for railroad-highway crossing safety upgrades. *Accident Analysis and Prevention*, 51:192-1.
13. Golias M.M., Saharidis G.K.D, Ivey S., Haralambides H.E. (2013) Advances in truck scheduling at a cross-dock facility. *International Journal of Information Systems and Supply Chain Management*. 6(3).
14. Konur D., Golias M.M. (2013) Cost-stable truck scheduling at a cross-dock facility with unknown truck arrivals: A meta-heuristic approach. *Transportation Research Part E: Logistics and Transportation Review*, 49(1).
15. Karafa* J., Golias M.M., Ivey S., Saharidis G.K.D., Leonardos N. (2013) The berth allocation problem with stochastic vessel handling times. *International Journal of Advanced Manufacturing Technology*. 2012, DOI: 10.1007/s00170-012-4186-0.

Conference Proceedings/Presentations

1. Pujats* K., Golias M.M., Mishra S., Marine Container Terminal Cooperation: A Nash Bargaining Approach. 97th Annual Meeting of the TRB. Washington, DC, 2018.
2. Jordan S., Talebian A., Mishra S., Golias M.M., A multi-resolution index for intermodal freight connectivity. 97th Annual Meeting of the TRB. Washington, DC, 2018. (Extended abstract only)
3. Konur D., Golias M.M. (2017) Loading Time Flexibility in Cross-docking. *Systems Procedia Technology*, 114: 491-498.
4. Zis. T, Golias M.M., Psaraftis H. Berth scheduling to reduce in-port emissions with cold ironing provision. *INFORMS 2017*. (Abstract only)
5. Kumar A., Haque* K., Mishra S., Golias M.M., Welch T. A Multi-Criteria Based Approach to Identify Critical Links in a Transportation Network. 96th Annual Meeting of the TRB. Washington, DC, 2017.
6. Higgs B., Golias M.M., Mishra S. Multi-level multi-objective vulnerability assessment of transportation networks. 96th Annual Meeting of the TRB. Washington, DC, 2017.
7. Dulebenets M., Pujats* K., Deligiannis* N., Golias M.M., Mishra S. Development of tools for processing truck GPS data and analysis of freight transportation facilities. 96th Annual Meeting of the TRB. Washington, DC, 2017.
8. Haque* K., Mishra S., Paleti R., Golias M.M., Sarker* A., Pujats* K. Truck Parking Utilization Analysis Using Truck GPS data. Annual Meeting of the TRB, Washington, DC, 2016
9. Deligiannis* N., Sarker* A., Pujats* K. Golias M.M., Mishra S. Road Network Reliability – A Critical Literature Review. Annual Meeting of the TRB, Washington, DC, 2016.
10. Higgs B., Naimi* A., Golias M.M., Mishra S. An innovative approach to solve the network design problem concerning intelligent vulnerabilities. Annual Meeting of the TRB, Washington, DC, 2016.
11. Dulebenets M., Pujats* K., Golias M.M., Mishra S. Robust Liner Shipping Scheduling: A Game Theoretic Approach. Annual Meeting of the TRB, Washington, DC, 2016
12. Dulebenets M., Pujats* K., Golias M.M., Mishra S., Megaships in Marine Transportation: A Critical Literature Review and Extensions. Annual Meeting of the TRB, Washington, DC, 2016
13. Abdelnaby A., F. Raji, A. Yohannes*, A. Naimi, S. Mishra, M.M. Golias. Impacts of the 1811-1812 earthquakes on existing transportation networks in Memphis area. Tenth U.S. National Conference on Earthquake Engineering: Frontiers of Earthquake Engineering, AK, 2014
14. Johnson* Z., Psarros I., Golias M.M., Mishra S. Developing Freight Performance Measures Using GPS Truck Data. Annual Meeting of the TRB, Washington, DC, 2014.
15. Kolomvos G., Saharidis G.K.D, Golias M.M. Improvements in Exact Solution Method for Traveling Salesman Problem. Annual Meeting of the TRB, Washington, DC, 2014.
16. Sarder M., Mohammadian A., Golias M.M., Anderson M.D., Stewart R.D. Realigning Multimodal Freight Networks in Response to Panama Canal Expansion. Annual Meeting of the TRB, Washington, DC, 2014.

JEFFREY R. BLACK

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University of Memphis
Memphis, TN 38152

memphis.edu/finance/faculty/jrblack
jrblack@memphis.edu
(970) 739-1716

ACADEMIC EMPLOYMENT

2017 – Present	Assistant Professor – University of Memphis, Memphis, TN
2012 – 2017	Instructor and Graduate Assistant – University of Oklahoma, Norman, OK
2011 – 2012	Graduate Research Assistant – Colorado State University, Fort Collins, CO

EDUCATION

PhD	Finance, Price College of Business, University of Oklahoma, 2017
MS	Financial Risk Management, Colorado State University, 2012
BS	Finance, Minor in Applied Statistics, Colorado State University, 2010 – <i>cum laude</i>

PUBLICATIONS

“The pricing of different dimensions of liquidity: Evidence from government guaranteed bonds,”
(with D. Stock, and P.K. Yadav) 2016. *Journal of Banking & Finance* 71, 119-132.

- Abstracted and summarized by S. Fujiyama in *CFA Digest*, March 2017 (Volume 47, No. 3)
- Presentations: University of Oklahoma, 2014 FEBS Conference* , 2014 EFMA*
- Awards: Michael F. Price College of Business *Summer Research Grant* (2014), Michael F. Price College of Business *Doctoral Student Summer Research Fellowship* (2013)

“Return Dynamics and Trading Strategy in Alternative Trading Systems,” (with H. Miao and S. Ramchander) 2012. *Journal of Trading* 7, 52-65.

- Presentations: Colorado State University, 2012 FMA Annual Meeting

WORKING PAPERS

“The Impact of Make-Take Fees on Market Efficiency”

- Presentations: 2018 SWFA Conference, University of Massachusetts – Lowell, University of Memphis, Missouri State University, University of Oklahoma

“Director Networks and Firm Value” (with T. Bakke, H. Mahmudi, and S. Linn)

- Presentations: 2018 MMM Conference, Pontificia Universidad Catolica de Chile*, University of Oklahoma*

“Benefits of Government Bank Debt Guarantees: Evidence from the Bank Guarantee Program”
(with S.A. Hoelscher and D. Stock)

- Presentations: 2016 FMA Annual Meeting, 2016 FMA Pacific Conference*, FDIC*, 2015 World Finance Conference*, 2013 Southwest Finance Symposium*, University of Oklahoma*, University of Naples-Parthenope*, University of Maastricht*, Banca d'Italia*, University of Leeds*, 2015 IADI Basel*, FDIC*, Federal Reserve Bank of Dallas*
- Awards: Semi-finalist for *Best Paper Award* at 2016 FMA Asia-Pacific Meetings, Semi-finalist for *Best Paper Award* in Investments at 2013 FMA Annual Meeting, Michael F. Price College of Business *Doctoral Student Summer Research Fellowship* (2012)

WORKS IN PROGRESS

“Informed trading, information asymmetry, and pricing of information risk: Empirical evidence from the NYSE” (with F. Bardong, S.M. Bartram, and P.K. Yadav)

“Time Clustering” (with P.K. Jain and W. Sun)

TEACHING EXPERIENCE

University of Memphis: Investments (Undergraduate): Fall 2017 (4.45)

Global Financial Management (Online MBA): Fall 2017 (4.39), Spring 2018

Investments (PhD) Spring 2018

University of Oklahoma: *Provost's Certificate of Distinction in Teaching*, 2017

Investments (Undergraduate): Fall 2013 (4.36), Spring 2014 (4.47),

Summer 2014 (4.37 & 4.91), Fall 2014 (N/A), Fall 2015 (4.60),

Fall 2016 (4.38), Spring 2017

Financial Risk Management (Undergraduate): Fall 2016 (4.24), Spring 2017

Teaching Assistant: Fixed Income (MBA), 2012 – 2013 (2 sections)

Derivatives (Undergraduate), Spring & Fall 2015 (2 sections)

Derivatives (MBA), Spring 2013 - Spring 2017 (5 sections)

Derivatives (Online EMBA) Fall 2014 - Spring 2017 (6 sections)

SERVICE

Ad Hoc Referee: *The Financial Review*

Departmental: *Outstanding Service and Citizenship Award* 2015

Faculty Search Committee 2017-18

MSBA in Finance Oral Comprehensive Exam Committee Member

Co-founder and coordinator of the OU Finance PhD Student Seminar Series 2014-17

Bloomberg Introductory Seminar: 2012-2017 (10 sessions)

Mid-semester teaching replacement in Fall 2014

College: Fogelman Continuous Improvement Committee 2017-18

AACSB Assurance of Learning Assessment for MBA Degree Fall 2017

Discussant: 2018 SWFA Conference

2013 FMA Annual Meeting

PROFESSIONAL INTERESTS

Research: Investments, Market Microstructure, Network Analysis, Fixed Income

Teaching: Investments, Derivatives, Risk Management, Financial Planning, Fixed Income

RECOGNITION AND AWARDS

Provost's Certificate of Distinction in Teaching, University of Oklahoma, 2017
Ben Barnett Memorial PhD Scholarship, Michael F. Price College of Business, 2016-17
Graduate Student Senate Travel Grant, University of Oklahoma, 2016
Semi-Finalist for Best Paper, FMA Asia-Pacific Meetings, 2016
Cleo Murney Trust Scholarship, Michael F. Price College of Business, Spring 2015, Summer 2015
Outstanding Service and Citizenship Award, Michael F. Price College of Business PhD Program, 2015
PhD Student Travel Grant, American Finance Association (2015)
Summer Research Grant, Michael F. Price College of Business, 2014
Semi-Finalist for Best Paper in Corporate Finance, FMA Annual Meeting, 2013
Doctoral Student Summer Research Fellowship, Michael F. Price College of Business, 2013
Graduate Foundation Fellowship, University of Oklahoma, 2012
College of Business Dean's List, Colorado State University, 2010
Alliance Award, Colorado State University, 2007-2010
Distinguished Scholar Award, Colorado State University, 2007
Roland R. Schneider Memorial Scholarship, 2007
Scott McComb Memorial Scholarship, 2007
First Year Award, Colorado State University, College of Business, 2007

PROFESSIONAL EXPERIENCE

Oct. 2012 – Present: *CEO & Investment Advisor*, **Black Capital LLC** (Cortez, CO)
 Fall 2013: Research Assistant for Expert Witness on Corporate Governance for *RE: Google Inc. Class C Shareholder Litigation*
 Dec. 2007 – Aug. 2011: *Project Designer and Estimator*, **US Oil & Gas** (Cortez, CO)
 Aug. 2008 – Dec. 2010: *Men's Golf Media Relations Assistant*, **CSU Athletic Dept.** (Fort Collins, CO)

SKILLS, MEMBERSHIP, and PERSONAL

Finance Skills: Registered Investment Advisor and RIA Representative, Series 65 License, Passed CFA Level 1 exam, Bloomberg Core, Equity, Fixed Income, ForEx, and Commodities Certifications

Statistical Tools: R, SAS, STATA, EViews, Matlab

Programming Languages: R, SAS, VBA, MATLAB, STATA, HTML

Memberships: AFA, EFA, FMA, CFA

Languages: English (native), Spanish (intermediate)

Nationality: USA

CURRICULUM VITA

Name: JAMES M. LUKAWITZ Area: ACCOUNTANCY Rank: ASSOCIATE PROFESSOR

Office Address: Undergraduate Programs
Fogelman College of Business & Economics
The University of Memphis
Memphis, TN 38152
(901) 678-3030
(901) 678-0447 (fax)

e-mail Address: jlukawtz@memphis.edu

DEGREES

			DEGREE
DISCIPLINE	INSTITUTION		
			YEAR
B.S.	Accounting	The Florida State University	1983
Ph.D.	Accounting	The Florida State University	1989

EXPERIENCE

RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION	YEAR
Assistant Professor	Accounting	University of Memphis	1989-95
Associate Professor	Accounting	University of Memphis	1995-present
Faculty Director	Undergraduate Programs	University of Memphis	1997-2001

HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Certificate of Merit	National Association of Accountants	1991
Teaching Excellence Fellowship	Fogelman College of Business and Economics	2003
Gold medal Recognition	Becker CPA review	2015

TEACHING EXPERIENCE

SUBJECT	INSTITUTION	YEAR
Accounting Principles I	The Florida State University	1987-88
Accounting Principles II	The Florida State University	1987-88
Computer Applications in Accounting	The Florida State University	1987-88
Accounting Principles I	University of Memphis	1989-present
Accounting Principles II	University of Memphis	1989-present
Accounting Principles II Honors	University of Memphis	1989-present
Intermediate Accounting I	University of Memphis	1989-present
Intermediate Accounting II	University of Memphis	1989-present
Advanced Accounting	University of Memphis	1989-present
Financial Statement Analysis	University of Memphis	1989-present
Financial Accounting	University of Memphis	1989-present
Managerial Accounting	University of Memphis	1989-present
Advanced Accounting	University of Memphis	2011-present
Global Accounting Policy	University of Memphis	1989-present
Economic Theory of Accounting	University of Memphis	1989-present
Research Methods in Accounting	University of Memphis	1989-present
_Introduction to the University	University of Memphis	2008
_Cost Accounting	University of Memphis	2010
International Accounting	University of Memphis	2010
Financial Accounting-Becker CPA	University of Memphis	2010-present
Accounting Issues in a Service Economy	University of Memphis	2010-present
Financial Statement Analysis	University of Memphis	2014-present

STUDENT ADVISING/MENTORING

Students involved in scholarly (research, creative) activities directly supervised (committees chaired)

Graduates (number): Undergraduate_____, Masters_____, Doctoral 16, **Postdoctoral** _____

Current **Name** **Year of graduation (anticipated)**

Undergraduate

Masters

Doctoral:

Postdoctoral

Number of current Committee memberships (other than those chaired): Masters_____, Doctoral

RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITIES:

PUBLICATIONS

Books (authored, edited)

Refereed journal publications (include book chapters)

- Hopwood, William and James M. Lukawitz, "Spreadsheet Program for Box-Jenkins Model," *The Journal of Business Forecasting*, Spring 1988, pp. 18-20.
- Lukawitz, James M., Rene P. Manes and Thomas F. Schaefer, "An Assessment of the Liability Classification of Noncurrent Deferred Taxes," *Advances in Accounting*, Vol. 8, 1990, pp. 79-95.
- Bathke, Allen, John Hassell and James M. Lukawitz, "Relative Accuracy of Quarterly Earnings Forecast Announcements," *Advances in Accounting*, Vol. 9, 1991, pp. 19-33.
- Sweeney, Robert and James M. Lukawitz, "Bartering: An Ancient Concept Revived," *Management Accounting*, November 1991, pp. 43-46. Winner of Certificate of Merit, National Association of Accountants.
- Sweeney, Robert and James M. Lukawitz, "Bartering: From Cracker Jacks to Computer Systems, Companies Rediscover an Ancient Trade Practice," *Business Credit*, July-August 1992, pp. 33-35.
- Bailey, C., Julia Karcher, and James M. Lukawitz, "The Effects of Schema, Difficulty and Type of Material Upon the Retention of Accounting Knowledge," *The Accounting Educators Journal*, Vol. 5, Spring 1993, pp. 21-41.
- Lukawitz, James M. and Paul Steinbart, "Investor Reaction to Disclosure of Employee Fraud," *Journal of Managerial Issues*, Vol. 7 Fall 1995, pp. 155-169.
- Schisler, Dan L., and James M. Lukawitz, "The Impact of the Omnibus Budget Reconciliation Act of 1987 on Shareholders of Publicly Traded Partnerships," *Advances in Taxation*, Vol. 7, 1995, pp. 141-159.
- Etter, Edwin R. Lynn Rees and James M. Lukawitz, "The Usefulness to Individual and Institutional Investors of Annual Earnings Announcements and SEC Filings by Non-U.S. Companies," *Journal of International Accounting, Auditing & Taxation*, Vol. 8, No. 1, 1999, pp. 109-131.
- Rezaee, Zabi, Allen Hunt and James M. Lukawitz, "Capital Market Reactons to Auditor's Reputation: Evidence from Andersen's Former Clients", *Journal of Forensic Accounting, Vol V (December 2004), pages 337-350.*
- Lukawitz, James M. "An Examination of the Factors for Success in the Managerial Accounting Principles Accounting Class: Do the AACSB Standards Help or Hurt", Journal of Business and Behavioral Science, Vol. 19 #1 pages 103-112.*

Refereed conference publications

- Bailey, C., Julia Karcher, and James M. Lukawitz, "The Effects of Schema, Difficulty and Type of Material Upon the Retention of Accounting Knowledge," *Proceedings*, 1990 American Accounting Association Annual Meeting.
- Etter, Edwin, Lynn Rees and James M. Lukawitz, "The Usefulness to Individual and Institutional Investors of Annual Earnings Announcements and SEC Filings by Non-U.S. Companies," *Proceedings*, 1997 American Accounting Association Annual Meeting.
- Lukawitz, James M. and Zabi Rezaee, "Mandatory Internal Control Reporting," *Proceedings*, 2006 International Academy of Business and Public Administration Disciplines.
- Lukawitz, James M. "An Investigation of Group Learning in the First Accounting Class," *Proceedings*, 2006 American Association of Business and Behavioral Sciences.

Lukawitz, James M. "An Examination of The Factors for Success in the Managerial Principles Accounting Class: Do the AACSB Standards Help or Hurt?" 2007 American Association of Business and Behavioral Sciences.

Z. Rezaee and J. Lukawitz, "Business Sustainability and Accountability Reporting", presented to Global Finance Conference April 2011.

Book Reviews

OTHER:

Worked on Electronic Grading of Homework for "Financial Accounting: A Bridge to Decision Making 5th Edition" by Ingram, Albright and Baldwin, Thompson-Southwestern Publishers.

Worked on Electronic Grading of Homework for "Managerial Accounting: A Focus on Decision Making 3rd Edition" by Jackson and Sawyer, Thompson-Southwestern Publishers.

Worked on Electronic Grading of Homework and the Test Bank for "Financial Accounting: The Impact on Decision Makers 5th Edition by Porter and Norton, Thompson-Southwestern Publishers.

PRESENTATIONS (authors, title, reference)

INVITED PRESENTATIONS

Conferences

Bailey, C., Julia Karcher, and James M. Lukawitz, "The Effects of Schema, Difficulty and Type of Material Upon the Retention of Accounting Knowledge, 1990 American Accounting Association Annual Meeting, Toronto, Canada, August 1990.

Etter, Edwin, Lynn Rees and James M. Lukawitz, "The Usefulness to Individual and Institutional Investors of Annual Earnings Announcements and SEC Filings by Non-U.S. Companies," 1997 American Accounting Association Annual Meeting, Dallas, Texas, August 1997.

Lukawitz, James M. and Zabi Rezaee, "Mandatory Internal Control Reporting," *Proceedings*, 2006 International Academy of Business and Public Administration Disciplines.

Lukawitz, James M. "An Investigation of Group Learning in the First Accounting Class," *Proceedings*, 2006 American Association of Business and Behavioral Sciences.

Lukawitz, James M. "An Examination of The Factors for Success In the Managerial Principles Accounting Class: Doe the AACSB Standards Help or Hurt?" " *Proceedings*, 2007 American Association of Business and Behavioral Sciences.

Lukawitz, James M. George Minnier, and Zabi Rezaee, "Internal Control Reporting" *Proceedings*, 2008 American Association of Business and Behavioral Sciences.

Other (universities/industry)

OTHER PRESENTATIONS (mark refereed publications with asterisk*)

Lukawitz, James M. "International Accounting at the Undergraduate Level at Southeastern Schools," 1999 Mississippi Society of Certified Public Accountants, Jackson MS.

CREATIVE ACTIVITIES

SUPPORT

EXTERNAL (Funded or Pending List funded support first)	AGENCY/SOURCE	AMOUNT	PERIOD
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INTERNAL	AGENCY/SOURCE	AMOUNT	PERIOD
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OUTREACH

PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Consulting	Dr. Pete McMickle Dr. Ken Lambert	5/2014-5/2015	FEDEX

3 projects: Develop strategy for implementing expanded internship program for the firm
Examine the impact of the proposed FASB standard on Leases to the Company
Examine the implications of moving some of Company's data 'to the cloud'

SERVICE

UNIVERSITY	COMMITTEE/ACTIVITY(if Chair, add [C])	PERIOD
------------	---------------------------------------	--------

Department

U of M	Compustat Data Base Custodian	1989-1992
U of M	Scholarship Committee	1990-1996
U of M	Arthur Andersen Chair Search	1991-1993
U of M	Chairman Search Committee	1991
U of M	Textbook Review Committee	1991-1992
U of M	Steering Committee	1991-present
U of M	Quality Teaching/Research	1991-present
U of M	Textbook Review Committee	1993-1996
U of M	Beta Alpha Psi	1993-1999
U of M	Scholarship Committee [C]	1993-present
U of M	Faculty Recruitment	1993
U of M	Accounting Principles Coordinator	1994-1997
U of M	Beta Alpha Psi Faculty Advisor	1994-2000
U of M	Undergraduate Liaison	1996-97
U of M	Tenure/Promotion	1996-1997
U of M	Thompson-Hill Search Committee	1996-1997
U of M	SIFE	1997-1999
U of M	AACSB Chapter 3	1999-2000
U of M	Adjunct Mentoring Committee	1999-2000
U of M	National Association of Black Accountants (NABA) Faculty Advisor	2000-2003

U of M	Chair Undergraduate Curriculum Committee	2004-2013
U of M	Ph.D. Committee	2010-present
U of M	Master's Committee	2008-present

College/School

U of M	MBA Streamline Committee	1991-1992
U of M	Research Council	1992-1993
U of M	Honors Committee	1993-1994
U of M	IMBA Faculty	1993-present
U of M	Student Environment Task Force	1993-1994
U of M	Undergraduate Review	1996-present
U of M	Research Council	1997-present
U of M	Undergraduate Curriculum	1997-present
U of M	Articulation Workshop	1997-present
U of M	Parents' Day	1997-present
U of M	Advisor to Music Business	1999-2000
U of M	AACSB Chapter 3	1999-2000
U of M	Paralegal Advisory Board	1999-2000
U of M	Social Discipline Committee	1999-present
U of M	Provost's Gen Ed. Committee	2003-present
U of M	Undergraduate Curriculum Committee	2003-2005
U of M	Chair Undergraduate Curriculum Committee	2005-present
U of M	Undergraduate Task Force	2008-present
U of M	Honors Committee	2008-present
U of M	Know Good/Do Good	2011-present

University

U of M	Peer/Mentor Program	1990-1991
U of M	Continuing Education – CPA Review Course	1993-1994
U of M	Freshman Reading Program	2005-present
U of M	Faculty Senate	2008-2013
U of M	Chair, Academic Policy Committee Faculty Senate	2009-2013
_U of M	Undergraduate Curriculum Committee	2007-present
U of M	General Education Task Force	2006-2008

OTHER**Society/Organization/Journal****COMMITTEE/EDITORIAL BOARD/OFFICE** (if Chair, add [C]) **PERIOD****Membership**

Beta Alpha Psi
 Beta Gamma Sigma
 Tennessee Society of Accounting Educators

CONSULTING**ORGANIZATION/COMPANY****PERIOD**

FEDEX creating a handbook for the internships utilized by the company 2014 to present
FEDEX examining the impact of the FASB exposure draft on leases on the annual report **FEDEX**
 2014 to present
FEDEX examining the impact of 'going to the cloud' for the data storage at **FEDEX** 2014 to
 present

Memphis Kids Inc. (a not for profit established to encourage public singing among Mid South
 Youth) 2001 to 2013 [Treasurer 2002 to 2003

St. Peter Home For Children, Volunteer Coordinator for Annual Picnic, 1998-2007

Home School Debate Judge: I annually judge debates for the Memphis Area Home School
 Students.
 Think Show Judge: I annual "Think Show Projects" for Memphis City Schools.

RANDOLPH G. TURNER

Collierville, TN

rturner49@hotmail.com

(901) 355-6989

SUMMARY AND HIGHLIGHTS

Senior business executive with sales and operational background who consistently delivers exceptional outcomes that benefit stakeholders. Effective in gaining the trust of individuals, achieving consensus, and maintaining long-term, mutually-beneficial relationships. Excel in implementing efficiencies that improve organizational goals and monetize results. Forge and direct high-performing teams / organizations.

Leader Growth	Consensus Building & Teaming	Execution & Results	Customer Focused
Discernment & Influence	Forward Thinking – Visioning	Crisis Management	Project Management
Profitability Improvement	Developed Sales Teams	Change Leadership	Business Savvy
Performance Optimization	Aggressive Goal Setting	Multi-site Operations	Budgeting & Finance

CAREER HISTORY AND KEY ACCOMPLISHMENTS

SELF-EMPLOYED**2015-Present****Consultant to the Small & Midsize Corporate Market**

Utilizing my vast business experience, I assist business owners or business managers in achieving their organization's goals by providing practical solutions to their operational and financial issues.

MEMPHIS COMMUNICATIONS CORPORATION Memphis, TN**1992 - 2015**

Nation's Largest Total Communications Dealer representing leading manufacturers in the industry.

Vice President & General Manager

Leads the Materials Management, Human Resources, Customer Service, and Finance areas of the business.

- Developed the processes and controls that allowed the company to achieve higher gross margins while growing revenues twelve-fold over the last 20 years.
- Provided keen attention to product pricing strategies and expense analysis that allowed employer to achieve the highest gross margins in the industry.
- Designed and managed employee benefits programs for the company's 100 employees. In 2004 installed one of the first high deductible/Health Savings Accounts plans in the US. Program achieved a 35% reduction in the cost of the plans per employee.
- Directed the acquisition and assimilation of a competitor that led employer to become the largest dealer of the second largest postage equipment manufacturer in the world.
- Pioneered best practices and benchmarking to galvanize industry-leading quality / continuous improvement program.
- Responsible for the implementation of SAP Business One ERP system with a projected ROI of over 30%.

GEM, INC.**Byhalia, MS****1991-1992**

Private Label Health & Beauty Aids and Food Manufacturer. Manufactured products for leading retailers like Target, Wal-Mart, and Kroger.

Director of Sales & Marketing

Helped expand the reach into the marketplace both in terms of customers and new product offering.

- Worked with Finance and Research & Development to design new products and to develop pricing strategies for the new product lines. Broadened product offering by over 50% while improving gross margins by 25%.
- Developed new relationships with some of the largest retailers in the US resulting in a 20% increase in customer base.

RANDOLPH G. TURNER – CAREER HISTORY AND KEY ACCOMPLISHMENTS (CONTINUED)

PAGE 2

DELTA LABORATORIES, INC.**Memphis, TN****1988-1991**

Private equity backed company – Private Label Health & Beauty Aids Manufacturer.

President

Led a start up business from zero to \$5,000,000 in sales in less than three years. Employed over 150 employees.

- Assembled a national sales team that called on the largest retailers in the US.
- Acquired and renovated a manufacturing facility into a state of the art, FDA approved operation.
- Established pricing strategies with careful review and understanding of manufacturing and distribution costs.
- Designed and administered employee benefit plans.
- Worked with IT to identify the infrastructure needed to meet the needs of the organization.

SCHERING-PLOUGH CORPORATION**Memphis, TN****1972-1988**

World leader in the manufacture and sale of pharmaceutical products, proprietary drugs, health & beauty aids, and cosmetics.

Director of Private Label Administration

- Led the company's effort to expand into the manufacture and sale of private label proprietary drugs and health & beauty aids products.
- Assessed the business opportunities in the market and worked with Research & Development and Manufacturing to develop in the individual product offerings.
- Responsible for the pricing strategies based on detailed cost analysis.

Director of Sales Administration

- Was the liaison between the national sales force and the product managers in the marketing area. Worked with the product managers to develop pricing decisions and product promotions in the distribution channel.
- Coordinated the launch of new products with every level of the sales force.

Assistant Controller – Planning & Financial Analysis

- Working with all levels of the organization coordinated the annual operating plan and capital expenditure budget.
- Led team responsible for the preparation of all product profit and loss analysis.

Assistant Controller – Cost & Inventory Accounting

- Led team responsible for the accumulation and analysis of all manufacturing and distribution costs on a product by product basis.
- Developed cycle counting program that helped organization improve inventory accuracy to 99%+.

Manager of Cost & Inventory Accounting**Senior Financial Analyst****Supervisor of General Accounting****Supervisor of Accounts Receivable Control****MEYER BROTHERS DRUG COMPANY****Memphis, TN****1972-1974**

Leading distributor in the pharmaceutical and health & beauty aids retail markets .

Accounting & Credit Manager

- Responsible for all accounting and credit functions.

EDUCATION, TRAINING, AND CERTIFICATIONS

Masters of Business Administration, Finance
Bachelor of Business Administration, General Business

Memphis State University, Memphis, TN
Louisiana State University in New Orleans, LA.

Institution: The University of Memphis
Curriculum: Department of Engineering Technology

Date: January, 2016

1. Name Kevin Berisso

2. Education:

Ph.D. Technology Management, Indiana State University, May 2003. Manufacturing systems specialization.

M.S. Industrial Technology, Indiana State University, May, 1996. Emphasis on computer integrated manufacturing and bar coding.

B.S. Industrial Technology, Ohio University, May 1994. Emphasis on computer systems.

3. Academic Experience:

Assistant Professor, University of Memphis, Engineering Technology, 2013 – present

Associate Professor, Ohio University, Engineering Technology and Management, 2011-2013

Assistant Professor, Ohio University, Engineering Technology and Management, 2005-2011

Assistant Professor, University of Central Missouri, Engineering Technology, 2003-2005

Instructor, Indiana State University, Manufacturing and Construction Technology 2001-2002

Doctoral Fellow, Indiana State University, Manufacturing and Construction Technology 2000-2001, 2002-2003.

4. Non-Academic Experience

BAIT Consulting. President. 2006-Present. Responsible for the development of bar code and RFID solutions for the various customers.

Delphi Automotive/Rapid Design Service, Inc. Manufacturing Engineer. 1998-2000. Responsibilities included creating mechanical and electrical build prints, management of the build process, and the installation and validation of the machines.

Applied Tactical Systems. Project Engineer. 1996-1998. Responsibilities included project management, programming, end-user training, system design and project implementation.

5. Certifications or professional registrations: None

6. Current membership in professional organizations:

Association of Technology, Management and Applied Engineering
 Epsilon Pi Tau (member-at-large)

7. Honors and awards:

Inducted into the AIDC 100, a not-for-profit, self-sustaining, non-political, international organization of automatic identification and data capture (AIDC) professionals and others who have significantly contributed to the growth and advancement of the industry, 2013.

Ted Williams Award (presented annually by AIM Global to a professor or student in recognition of innovative and exceptional contributions that can further the growth of the industry through their work as a teacher, researcher and entrepreneur), 2012.

Marvin E. and Ann D. White Department Research Award (Ohio University), 2012, 20011, 2009, 2007.

Eagle Scout, Boy Scouts of America, 1989

8. Service activities:

College of Engineering Strategic Planning Marketing/Reputation Team, October 2013-present.

College of Engineering University Council for Graduate Studies representative, 2014-present.

College of Engineering Memphis Joint Engineering Council representative, 2014-present.

AIM Technical Symbology Committee (international), 2007-present. Chair in 2014.

AIM Internet of Things Committee (international), 2009-present. Chair in 2015.

GS1 Global Office Bar codes and Identification Technical Group (international), 2009-present.

9. Most important publications and presentations from the past five years

Berisso, K. (2013). "Determining QR Code Sizes for Mobile Scanning." International Journal of Automated Identification Technology. Vol. 5(1).

Ollison, T. & Berisso, K. (2010). "Coordinate Measuring Machine Variations for Selected Probe Head Configurations." Journal of Industrial Technology. January 2010, vol. 26-1.

Berisso, K. & Ollison, T. (2010). "Three-Dimensional Printing Build Variables That Impact Cylindricity." Journal of Industrial Technology, January 2010, vol. 26-1.

Peer-reviewed presentations:

Berisso, K. (2014). "Managing Expectations with Industry; A University Indirect Rate Survey". 2014 ATMAE Conference. Scope: national conference.

Berisso, K. & Chandra, V. (2014). "What's The Frequency, Kenneth? Integrating RFID Theory with Microcontroller-Based Lab Projects". 2014 ATMAE Conference. Scope: national conference.

Berisso, K. (2013). "Teaching Hands-on Online: A Proposed Solution for RFID Classes". 2013 ATMAE Conference. Scope: national conference.

Berisso, K. (2012). "Mobile AIDC: Rethinking Bar Codes". 2012 ATMAE Conference. Scope: national conference.

Clyburn, W. & Berisso, K. (2012). "Introducing RFID into the Curriculum of an Engineering Technology Program". 2012 ATMAE Conference. Scope: national conference.

Berisso, K. (2010). "Technical Issues for RFID Adoption." Industry Studies 2nd Annual Conference. Scope: national conference.

10. Recent professional development activities:

2015 Self-taught Rockwell Automation FactoryTalk Transaction Manager

2014 Nao robot training.

2014 Self-taught Java programming

2013 Self-taught Fanuc Vision Systems

2013 Sony Robotics training.

2012 Keyence Vision Systems training.

Institution: The University of Memphis
Curriculum: Department of Engineering Technology

Date: January, 2016

1. Name Carl R. Williams

2. Education:

MS Industrial Systems Engineering, University of Memphis, Aug 2004

MBA Marketing, Memphis State University, May 1983

BS Industrial Engineering, Mississippi State University, May 1976

BS Business, Production Operations Management, Mississippi State University, May 1976

3. Academic Experience:

University of Memphis, Associate Professor, Coordinator for Graduate Studies, 2004-present, full-time

University of Memphis, Assistant Professor, 1998-2004, full-time

Colorado Technical University, Instructor in project management, 2001-2003, part-time

University of Memphis, Adjunct Professor, 1983-1998, part-time.

4. Non-Academic Experience

Cotton & Edwards Automation, Memphis, TN, Director of Engineering, 1997-1998 full-time

PSI Process Systems, Inc., Memphis, TN, Project Manager, 1995-1997 full-time

Private Practice, Olive Branch, MS, Consultant, 1994-1995 full-time

Productive Systems, Inc., Memphis, TN, President & Owner, 1986-1994, full-time

Engineered Handling Systems, Inc., Memphis, TN Vice President & Chief Engineer, 1981-1986, full-time

Dover Elevator Systems, Horn Lake, MS, Asst. Manager of Manufacturing Engineering, 1977-1981, full-time

Cheseborough-Ponds, Huntsville, AL, Industrial Engineer, 1976-1977, full-time.

5. Certifications or professional registrations:

PE. Mississippi, Original engineering license in 1981, previously licensed in 22 states.

Certified Manufacturing Engineer (CMfgE), Society of Manufacturing Engineers, 1983, recertified 86, 89, 92, 95, 98, 2001, 04, 07, and Life certified 2010.

Certified Integrator of Enterprise Resource Planning (CIERP) 2001

Certified Engineering Manager (CEM) Society of Manufacturing Engineers, 2003, recertified 2007

6. Current membership in professional organizations:

Society of Manufacturing Engineers, 1980 - present

Institute for Supply Management, 2007 - present

7. Honors and awards:

Joseph A Siegel Award for Service to SME, 2010
 SME Region 8 Award of Merit, 1998
 SME International Award of Merit, 1987
 SME Region V Award of Merit, 1987
 SME “President’s Award” for service, to Region, 1986, to Zone, 1987, to Chapter, 1988
 Featured in nine different “Who’s Who” publications, 1988-1995
 FEATURED ENGINEER, Memphis Joint Engineers’ Council, 1983

8. Service activities:

Mid-South Joint Engineer’s Council, representative for SME Memphis and The University of Memphis, all office positions held, continuous involvement since 1984, and coordinator for judges for Middle and High School Student Competition, 2000-2015.

SME International, Constitution and Bylaws Committee, 2015

SME International Accreditation Committee, 2003 - 2015

University of Memphis, Graduate Study Abroad Committee, 2010-present

SME Education Foundation, Scholarship reviewer, 2012-2014.

SME International Director/Member Council Nominating Committee, 2009-10.

TAC/ABET, commissioner, 2004-2009. Chaired visits and interim report reviews since 2004, program evaluator since 1987. Participated in reviewing 29 institutions to-date.

Service on the Olive Branch, MS, Board of Adjustment, Vice Chair 2013 - present

9. Most important publications and presentations from the past five years

Coordinator for two-day professional conferences in Applied Lean Leadership, at the University of Memphis venues, 2006 and 2014. Planning committee advisor for January 2016 conference.

Lean Principles for Manufacturers, Olive Branch Industrial Park Association, January 2014

Carl Williams, Dean Phillips and Ralton Emory, “Manufacturing: Deployment of all STEM Skills,” presented to the State of Tennessee Summer Institute for Career and Technical Educators. July 2013

10. Recent professional development activities:

Gage R&R webinar series, SME Senior and Student Chapter hosting, April 2015

Minitab workshop, Mississippi State CAVS facility, Canton, MS, March 2015

Lean Leadership Conference, Long Beach, CA, July 2014, by LEI and Lean Frontiers.

Regular attendance with local chapter meetings of SME, APICS, ASQ, and ISM

Appendix D: Assessment Form

Assessment Rubric for Comprehensive Exams

Student's Name: _____

University Banner ID: U_____

Major: _____

Degree: MS _____ PhD _____

Area of Concentration, if applicable: _____

Date: _____

Criteria	I	II	III
	Completeness and Breadth	Accuracy and Depth	Logic and Organization
Advanced (3)	Responses reveal an ability to apply a comprehensive knowledge of mathematics, science, and engineering/technology.	Responses demonstrate depth of knowledge and the ability to analyze and solve broadly-defined engineering/technical problems.	Responses are logical and easy to follow.
Intermediate (2)	Responses reveal a satisfactory breadth in applying knowledge of mathematics, science, and engineering/technology.	Responses demonstrate depth of knowledge related to the problem but have deficiencies in analyzing or solving the problem.	Responses contain all of the elements but take effort to follow.
Beginner (1)	Responses are brief and/or reveal a narrow knowledge of mathematics, science, and/or engineering/technology.	Responses are inaccurate and/or superficial.	Responses are poorly organized and difficult to follow.

Committee Approvals: (Please print name)	Signatures	Criteria			
		I	II	III	Overall
Chair (Examining Committee)	Chair (Examining Committee)				
Committee Member	Committee Member				
Committee Member	Committee Member				
Committee Member	Committee Member				
Committee Member	Committee Member				
Committee Member	Committee Member				
Committee Member	Committee Member				
Criteria Averages					

Please complete this assessment form for each graduate student in your program upon completion of their Comprehensive Exam. Return this completed Assessment Rubric and the Comprehensive Exam Results form to your Graduate Coordinator or designee. Your graduate coordinator will collect this SACS data for MS candidates. The Graduate Coordinator will forward the rubric to the Associate Dean of Research and Graduate Studies for your PhD candidates. The Comprehensive Exam Results form will not be sent to the Graduate School until this rubric is completed.

Appendix E: Financial Projections Form

Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
University of Memphis
Master of Science in Engineering Management

Seven-year projections are required for doctoral programs.

Five-year projections are required for baccalaureate and Master's degree programs

Three-year projections are required for associate degrees and undergraduate certificates.

Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty							
Salary	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Faculty	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ -	\$ -
Support Staff							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating							
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ -	\$ -
TOTAL EXPENDITURES (A + B)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ -	\$ -

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	-	\$	-	\$	-	\$	-	\$	-
Number of Graduate Assistants		-		-		-		-		-

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	58,320	87,480	116,640	145,800	145,800	-	-
Institutional Reallocations ²	(52,320)	(81,480)	(110,640)	(139,800)	(139,800)	-	-
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 6,000	\$ -	\$ -				

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Year 1. Totals represent total students times estimated tuition per student. Fees generated by the program, ie Engineering Course Fee, Online course fee

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

(5) Please provide information regarding other sources of the funding.

6. Tenure and Promotion

For Approval

Presented by Karen Weddle-West

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
For Approval

Date: June 6, 2018

Committee: Academics, Research, & Student Success Committee

Presentation Title: Approval of Tenure and Promotion Recommendations

Presented by: Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

Background:

Tenure is the principle that entitles a faculty member continuation of his or her annual appointment until relinquishment or forfeiture of tenure, or until termination of tenure for adequate cause. A healthy tradition of academic freedom and awarding tenure and promotion are uniquely fundamental to the academy and essential to the proper functioning of a University. Faculty members eligible for tenure must serve a probationary period and must demonstrate continuing value to the institution.

Tenure and promotion are granted only by positive action by the Board of Trustees to faculty members in a particular department, school or college of the University of Memphis. The following summary of the tenure and promotion approval process describes the careful processes that lead to the request for Board action to grant tenure and promotion. Following the summary is the list of faculty members recommended for tenure and promotion.

Committee Recommendation:

The Academics, Research, & Student Success Committee recommends approve and grant tenure and promotion to the faculty members recommended by the Provost in the particular department, school or college of the University as indicated in the meeting materials.

Summary of Review/Approval Process for Tenure and Promotion

The tenure and promotion process begins at the departmental or other academic unit level with review of the candidate's application by the program or departmental tenure and promotion committee. This committee forwards its recommendation to the department chair or other appropriate head of an academic unit, who then reviews the application and forwards both the committee's and his/her recommendation to the college. The application is then reviewed at the college level by the college tenure and promotion committee, which submits its recommendation to the dean. The dean reviews the candidate's dossier and makes a recommendation. The dean then submits all four recommendations to the provost.

Note: Throughout this section, the terms "academic unit" and "head of academic unit" should be substituted for "department" or "department chair," respectively, whenever applicable.

Levels of Approval

Academic Program Committee

Some academic programs are subsumed under departments. In those units, the first level of approval is conducted by the academic program tenure and promotion committee. This committee forwards its recommendation to the department chair.

Department Committee

Candidates for tenure and/or promotion submit their applications and supporting papers to their department chair who transmits the documents directly to the department's tenure and promotion committee. The departmental committee carefully reviews the candidate's dossier and submits its recommendations to the department chair. If the decision of the departmental committee is not unanimous, the committee may also submit to the department chair a minority report with the rationale for dissenting opinions.

Department Chair

The department Chair evaluates the candidate's dossier, makes further recommendations, and in cases involving promotion only, meets with the candidate to transmit the recommendations. The department Chair sends his/her recommendation and the recommendations of the departmental committee to the dean. In promotional situations, the chair is free to discuss his/her recommendations. Application for promotion may be withdrawn at this point.

College Committee

The Dean sends the dossier and the departmental and chair recommendations directly to the college's tenure and promotion committee. After completing its evaluation, the committee submits its recommendation to the dean. If the decision of the college committee is not unanimous, the committee may also submit to the dean a minority report with the rationale for dissenting opinions.

Dean

The Dean evaluates the candidate's file, makes further recommendations and sends all recommendations to the provost. In cases involving promotion only, the Dean meets with the candidate to transmit recommendations which the college committee and the dean have made, along with reasons for those recommendations. At this point the candidate has one last opportunity to withdraw the application for promotion.

Provost

The Provost reviews the file, makes a decision, and notifies the candidate of the recommendation that he or she will make to the president regarding the candidate's tenure and promotion by the stated deadline.

If a candidate decides to appeal a negative decision for tenure and promotion, he/she must make application to the university's tenure and promotion appeals committee by the stated deadline.

President

The provost submits the recommendations for tenure and promotion to the president for review.

Board of Trustees

The president reviews the recommendations, consults the provost if needed, and submits the recommendations to The Board of Trustees for final approval.

Appeals of Negative Tenure or Promotion Decision

Each year, a pool of 18 faculty members is formed to hear tenure and promotion appeals. The appeals committee reviews all information related to the candidate's appeal and submits its recommendation to the president.

Appeals Committee Recommendations

By simple majority vote, the Appeals Committee will advise (with supporting rationale) the President in one of three ways: (1) that one or more of the grounds were found to be valid by the weight of the evidence, and the committee believes that this adversely affected the ultimate recommendation; 2) that one or more of the grounds were found to have occurred by the weight of the evidence, but the committee believes that this did not adversely affect the ultimate recommendation; or 3) that no grounds were found to exist. If the decision of the Appeals Committee is not unanimous, the committee may also submit to the president a minority report with the rationale for dissenting opinions.

President

After receiving recommendations from the provost and the university appeals committee, the President makes final recommendations to the Board of Trustees and notifies the candidate of this recommendation.

Board of Trustees

After considering the president's recommendations, the Board of Trustees will take final action on the appellant's application and report their decision to the President, who will officially notify the candidate of the tenure and promotion decision.

University of Memphis
2018 Tenure and Promotion Recommendations

	Faculty Name	Current Rank	Proposed Rank	Tenure Only	Promotion Only	Tenure & Promotion
College of Arts and Sciences						
Anthropology	Keri Brondo	Associate	Full		x	
Biology	Amy Abell	Assistant	Associate			x
Center for Earthquake Research and Information	Eunseo Choi	Assistant	Associate			x
Earth Sciences	Dorian Burnette	Assistant	Associate			x
English	Lyn Wright Fogle	Assistant	Associate			x
English	Ron Fuentes	Assistant	Associate			x
History	Andrew Daily	Assistant	Associate			x
Math	Dale Bowman	Assistant	Associate			x
Math	Hongqiu Chen	Associate	Full		x	
Math	Ben McCarty	Assistant	Associate			x
Philosophy	Luvell Anderson	Assistant	Associate			x
Political Science	Dursun Peksen	Associate	Full		x	
Psychology	Kathryn Howell	Assistant	Associate			x
Psychology	Meghan McDevitt-Murphy	Associate	Full		x	
Foreign Language	Diana Ruggiero	Assistant	Associate			x
Foreign Language	Inmaculada Gomez Soler	Assistant	Associate			x
Foreign Language	Fatima Nogueira	Associate	Full		x	
College of Communication and Fine Arts						
Communication	Joy Goldsmith	Associate	Full		x	
Music	Robyn Jones	Assistant	Associate			x
Music	Albert Nguyen	Assistant	Associate			x
Fogelman College of Business and Economics						
Accounting	Joseph Zhang	Assistant	Associate			x
Economics	Joonhuyng Lee	Assistant	Associate			x
Marketing & Supply Change Management	Orin Cooper	Assistant	Associate			x
College of Education						
Counseling, Educational Psychology and Research	Alison Happel-Parkins	Assistant	Associate			x
Leadership	Charisse Gulosino	Assistant	Associate			x
Instruction and Curriculum Leadership	Shelly Counsell	Assistant	Associate			x
Instruction and Curriculum Leadership	William Hunter	Assistant	Associate			x
Instruction and Curriculum Leadership	Amanda Rockinson-Szapkiw	Associate	Full			x
Instruction and Curriculum Leadership	Celia Anderson	Associate	Full		x	
Instruction and Curriculum Leadership	Jeffrey Byford	Associate	Full		x	
Instruction and Curriculum Leadership	Laura Casey	Associate	Full		x	
Instruction and Curriculum Leadership	Helen Perkins	Associate	Full		x	

University of Memphis
2018 Tenure and Promotion Recommendations

	Faculty Name	Current Rank	Proposed Rank	Tenure Only	Promotion Only	Tenure & Promotion
Cecil C. Humphreys School of Law						
Law	Daniel Kiel	Associate	Full		x	
Lowenberg College of Nursing						
Nursing	Annapoorna Mary	Assistant	Associate			x
Nursing	Kathy Butler	Clinical Assoc	Full		x	
Nursing	Joy Hoffman	Clinical Assoc	Full		x	
Nursing	Jason Sasser	Clinical Asst	Clinical Associate		x	
Herff College of Engineering						
Civil	Adel Abdelnaby	Assistant	Associate			x
Civil	Claudio Meier	Associate	Associate	x		
Civil	Sabyasachee Mishra	Assistant	Associate			x
Mechanical	Jeffrey Marchetta	Associate	Full		x	
School of Health Studies						
Exercise, Sport and Movement Sciences						
	Max Paquette	Assistant	Associate			x
Physical Education Teacher Education						
	Todd Layne	Assistant	Associate			x
Healthcare Leadership						
	William Travis	Clinical Asst	Clinical Associate		x	
School of Communication Sciences and Disorders						
Audiology	Gavin Bidelman	Assistant	Associate			x
Audiology	Lisa Lucks-Mendel	Associate	Full		x	
Kemmons Wilson School of Hospitality and Resort Management						
Sport and Leisure Management	Michael Hutchinson	Associate	Associate	x		
Sport and Leisure Management	Tim Ryan	Associate	Full		x	
Sport and Leisure Management	Brennan Berg	Assistant	Associate			x
School of Public Health						
Environmental Health	Pratik Banerjee	Assistant	Associate			x
University Libraries						
	Rachel Scott	Assistant	Associate			x

7. Additional Committee Business

8. Adjournment