PHTH 581: Evidence and Theory in Manipulative Therapy

University of British Columbia

Department of Physical Therapy

Instructor: Carol Kennedy

Course Objective:

In this course, students will acquire the knowledge and skills necessary to review and interpret scientific evidence as it pertains to manipulative therapy, and will develop advanced clinical reasoning skills that are central to the practice of orthopaedic manual therapy that lead to the best patient outcomes.

Learning Outcomes:

On completion of this course the learner will be able to:

1. Identify, discuss, and demonstrate comprehension of recent scientific evidence pertaining to orthopaedic manipulative physical therapy. Discuss and demonstrate understanding of how this evidence can be incorporated into clinical practice.

2. Formulate and demonstrate a subjective examination using evidence based clinical reasoning.

3. Formulate and describe an objective examination related to the subjective findings of various complex musculoskeletal case scenarios, using the available evidence and relevant models of clinical reasoning.

4. Recognize and categorize patient presentations using established classification systems.

5. Identify dominant pain mechanisms and biopsychosocial issues using various patient scenarios.

6. Correctly interpret subjective and objective assessment findings in order to formulate a problem list that guides treatment. Emphasis is placed on linking the physical impairments to the patient's activity and participation restrictions and goals.

7. Identify indications and contraindications for orthopaedic manipulative physical therapy. Implement safe practice with consideration of the precautions and contraindications. Identify those conditions that are outside the scope of physical therapy, and the need for further evaluation or referral to other health-care professionals.

Course Format

This is an online course with a final in-class exam (coinciding with the final week of PHTH 580). Essential content and links to readings, audio PowerPoint lectures and other resources are located on the course website. Students will participate in structured online interactions with other learners and with the course instructor. Students living in different time zones will have the option of organizing their learning activities around work, family and personal demands. Instructors and learners also maintain regular contact by email. The discussions and assignments provide learners with opportunities to link and apply new knowledge in rehabilitation contexts, and to demonstrate their achievement of learning objectives.

Course Requirements

Learners need to be comfortable using a keyboard and be able to access the internet and send and receive emails with attachments.

Assessment, Evaluation and Grading

1) On-line discussions 35%

Small group discussions enable learners to develop their knowledge and to explore how the course concepts can be applied in clinical practise. Learners participate by completing the pre-reading and taking an active role in the discussions (i.e. participating regularly throughout each week, making substantive contributions to the dialogue and contributing to dialogue summaries). Contributions are expected to build on rather than duplicate previous comments and need to be supported using experience, references and/or logic.

2) Assignments

Two Case History Assignments 30% (total)

Assignment 1. Based on a given set of subjective findings, learners will analyze the subjective information and develop a focused objective examination of a musculoskeletal condition involving the spine or periphery.

Assignment 2. Learners will analyze the information and develop a treatment plan from initial treatment to discharge based on given subjective and objective examination findings.

Each assignment will follow a standardized format (Case History Booklet) provided by the instructor.

3) Examination 35%

Final Case History Exam (written exam delivered in class, coinciding with the final week of PHTH 580)

Learners will analyze the information and develop a focused objective examination based on given subjective findings of a musculoskeletal condition and a treatment plan from initial treatment to discharge. The examination will follow the format of a standardized case history booklet.

Required and Recommended Readings

- Grieve's Modern Musculoskeletal Physiotherapy, Fourth Edition. Edited by; Jull et al, Elsevier, Toronto 2015 ISBN#: 978-0-7020-5152-4
- Level 1- 3 Clinical Course Manuals for the Diploma of Advanced Orthopaedic Manual and Manipulative Physiotherapy Courses of the Orthopaedic Division of the Canadian Physiotherapy Association, 2011
- Level 4/5 Clinical Course Manual for the Diploma of Advanced Orthopaedic Manual and Manipulative Physiotherapy Courses of the Orthopaedic Division of the Canadian Physiotherapy Association, 2013
- Additional references as assigned by the instructor

Course schedule (tentative)

Scheduled topics to support content coinciding with PHTH 580

- Biopsychosocial Model – Therapeutic Alliance & communication
- Clinical Reasoning
- Pain biology and manual therapy
- Vascular and other risk considerations for cervical spine manipulation
- Effects / indications / contra-indications of spinal manipulation
- Differential diagnosis of hip pain
- Cervical spine case histories
- Lumbar spine classification systems
- WAD
- Tendinopathy – pathology and management
- T spine & shoulder case – regional interdependence
- SIJ case study
- Leadership

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0.