*COMPLETE ALL HIGHLIGHTED SECTIONS*

*Final forms must be CLEAN. Remove highlighted and italicized “directions” from this form before you submit.*

COMPANY

COURSE TITLE

Course Syllabus

1. **Primary Instructor(s):** *Complete info below for each instructor*

*Professional Title*

*Website, as applicable*

*E-mail/Phone (whatever you want students to have to contact you)*

*CV: provide a link or submit separately in the google form*

**Key Consultants/Contributors:** *delete section if not applicable*

|  |  |
| --- | --- |
| Course Reviewers | Names, titles |

1. **Financial Disclosures:** *Please indicate here if you have any vested interested in products offered for sale or mentioned during your course. If you do have a vested interest, it is REQUIRED that you mention this to your course participants.*
2. **Post Professional Learning Level:** *Beginner/Basic , Intermediate, Advanced*
3. **Statement of Non-Discrimination:** This course is made available to all *physical therapist and physical therapist assistant* licensees on a non-discriminatory basis.

*Update above statement as necessary; if accurate, remove highlights/italics and continue.*

1. **Verification of Attendance:** *How do you verify attendance & completion of your course? Examples – online registration form, paper sign in sheet*
2. **Statement of Relevance to PT Practice:** *1-2 sentences about how your course is relevant to PT practice.*
3. **Content Specialty Area (Place an X to the right of the ONE that MOST applies):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Acute Care/Inpatient |  | Home Health |  | Primary Care/Medical Screening |
|  | Adaptive Sports & Recreation |  | Imaging (not included US) |  | Prosthetics/Orthotics/Braces & Assistive Devices |
|  | Amputation |  | Lifestyle Medicine (including nutrition & wellness) |  | Psychology/Behavioral Health |
|  | Animal Therapy |  | Lymphedema |  | Skilled Nursing/Long Term Care |
|  | Aquatics |  | Manual Therapy |  | Sports |
|  | Billing/Coding/Compliance |  | Neurology |  | Tactical Athlete/Military |
|  | Business & Entrpeneurship |  | Occupational Health/Work Comp/Ergonomics/FCE |  | Telehealth |
|  | Cardiovascular & Pulmonary |  | Oncology |  | TMJ Disorders |
|  | Diagnostic Ultrasound/Clinical Electrophysiology |  | Pain Science/Chronic Pain |  | Vestibular/Concussion/Balance & Falls |
|  | Dry Needling |  | Pediatrics |  | Wheelchair & Mobility Devices |
|  | General Orthopedics |  | Performaing Arts/Dance |  | Women's Health/Pelvic Floor |
|  | Geriatrics |  | Pharmacology |  | Wound Management |
|  | Hand Therapy |  | Post-Operative Management |  |

1. **Differential Diagnosis content:** This course contains \_\_\_\_ hours of differential diagnosis content.

*Your best estimation of how much of this content includes education related to determining a differential diagnosis*

1. **Mode of Instruction (select all that apply):** *Please note, if you are going to be submitting a course where the online version has different objectives and/or is a different number of contact hours than the live version, you must CLEARLY state which objectives are for which portion. It must be made absolutely clear to the auditor. If you are not sure, submit 2 different syllabi.*

|  |  |
| --- | --- |
| **In-Person** |  |
| **Live Webinar** |  |
| **Online Self-Paced** |  |
| **Hybrid\*** |  |

*\*Hybrid = mixed in-person/self-paced OR mixed live webinar/self-paced. Please spell out the format in your course description/schedule as if you were explaining it to a prospective student.*

1. **Course Description:**

*A brief paragraph describing the course. The following details should be included:*

* *How many hours*
* *Target population*
* *Your topic*
* *General take-aways from the course*

*Here is a sample:*

*This is a virtual 10-hr course designed for direct access physical therapists to enhance their evaluative skills in screening, differential diagnosis, assessment and management of adults with musculoskeletal hip & pelvis region musculoskeletal disorders. In the pre-course session, participants will review pertinent anatomy and physiology, biomechanics, clinic presentation, exam and imaging. The live course will be largely focused on case review where students will be challenged to develop differential diagnoses and most appropriate initial management strategies, ie. refer or initiate PT.*

1. **Course Outline (if On-Demand)**

|  |  |  |  |
| --- | --- | --- | --- |
| Module # | Module Title | Learning Assessment | # contact hours |
| *1* | *Introduction to Course Writing* | *quiz* | *1* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Course Schedule (if LIVE)**  *Sample below, adjust accordingly*

*8 - 810: Introduction, Review of course objectives, agenda, assessment scheme*

*810-840: Differential Diagnosis Overview*

*840-920: Screening Procedures/Evidence Update*

*920-940: Case Review and Interactive Discussion*

*940-10: Final thoughts, q&a, review of post-course procedures*

1. **TOTAL Course Contact Hours Requested:** *Insert how many hours you’re requesting (this MUST match what you were price quoted for)*

*Here are samples of calculations for various components of a course:*

* *Lecture, Seminar, Video, Lab: 60 mins = 1 contact hour*
* *Reading:  Use This Calculator: https://cte.rice.edu/workload. Report Estimated Reading Rate*
* *Writing: Use This Calculator: https://cte.rice.edu/workload. Report Estimated Writing Rate*
* *Case Review:  Variable (use your best discretion on how long it would take a student to work through)*
* *Quizzes/Assessments: 1 minute per standard multiple choice, true/false question*

1. **Required Materials/Resources:** *(omit if unrelated)*

* *Will you provide access to a course handout, videos, other materials?*

1. **Course Objectives:**

*Breakdown your Objectives List By Module/Chapter/Section, if applicable.*

*Utilize Bloom’s Taxonomy format to create the BEST objectives. Most of our courses will fall under the “Remember, & Understand” levels. Remember that your entire course and the order of your slides should start with clearly stated objectives. Watch this video for more info and tell me if you need more direction:* [*https://youtu.be/OOy3m02uEaE*](https://youtu.be/OOy3m02uEaE)

*Use this wheel for adjective ideas.* [Blooms Taxonomy Adjectives Wheel](file:///Users/katieobright/Teaching%20Skills/Blooms%20Taxonomy.pdf)

*Examples: At the conclusion of this course, the student will:*

* + - 1. *Recall the anatomical features of the hip joint*
      2. *Understand the characteristics of femoroacetabular impingement syndrome*
      3. *Explain the psychometric properties of the FADIR test as it relates to FAIS*
      4. *Demonstrate the FADIR test*

1. **Competency Demonstration:** At the conclusion of the course, students must demonstrate a minimum of \_\_% proficiency in the following course assessments to achieve a passing grade. The assessments will demonstrate that the student has met the objectives listed in Section IX:

*Competency must be demonstrated in some way. The assessments MUST directly relate to the course objectives. Most courses just require a quiz. You can also include things like a virtual introduction on flipgrid (student has to record themselves ahead of the course). Participation can also be considered as part of the assessment. Psychomotor skills can be captured in video uploads. It is entirely up to you how you wish to assess competency. Each portion of the assessment just must add up to 100%*

*A sample table is provided below. Please adjust yours accordingly.*

|  |  |  |
| --- | --- | --- |
| Assessment | Description | Points |
| *Written Quiz* | *Online, paper, multiple choice, how many questions, how many do they have to answer correctly, etc.* | 40 |
| *Practical Exam* | *How is it done? Paint a picture for the auditor. Provide a grading rubric* | 40 |
| *Participation* |  | 20 |
|  |  |  |
| Possible Points | ---------------------------------------------------------- | 100 |

*If you have a quiz/exam, include all questions here with the correct answers.*

1. **Course Evaluation**

*Each course must include a course evaluation. We have a FREE course eval .doc template on the website that you can utilize/modify at your discretion. Once you have a complete course eval, include it here.*

1. **Teaching Sample**

*Include one of the following. Enter a link here or provide access in the space noted in the google form.*

* 1. ***Slides:*** *Include 10+ slides of your presentation. Slides should include references. References must be accurately reported on.*
  2. ***Video Clip:*** *Include a 5 min video clip of your teaching – the easiest way to share this is to provide a sharable google drive link or send a youtube/vimeo link.*
  3. ***Provide Us with Access to Your Online Learning Platform***

1. **Complete Reference List:**

*Reference should be in AMA/APA format or a format where we can easily tell where you got your information from. They should be accurately referenced within the course slides/materials, etc. Breakdown your Reference Lists by Module/Chapter/Section, if applicable.*

In order to ensure your success with a 1st-time approval, please review the auditor checklist below. **Delete this section before your final submission.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Prompt** | **Yes** | **No** | **Unclear** | **N/A** |
| 1 | Is the syllabus organized and complete, without substantial error? |  |  |  |  |
| 2 | Is there an appropriate course title which matches the course description? |  |  |  |  |
| 3 | Were copies of ALL course instructors CVs included? |  |  |  |  |
| 4 | Does each instructor hold sufficient qualifications to be teaching the subject matter? |  |  |  |  |
| 5 | Does anything in the financial disclosure create a significant conflict of interest for course participants? |  |  |  |  |
| 6 | Are the learning objectives clear, appropriate, measurable & written in a manner consistent with Bloom’s Taxonomy? |  |  |  |  |
| 7 | Is the number of course objectives consistent with the length of the course? (we recommend 1 objective for every 2 contact hours, but this is not a hard and fast rule) |  |  |  |  |
| 8 | Are the objectives consistent with the course description? |  |  |  |  |
| 9 | Does the method of delivery (online/in-person/hybrid) appropriately match the learning objectives? |  |  |  |  |
| 10 | For live courses (in-person or synchronous webinars), is there a course schedule? |  |  |  |  |
| 11 | For live courses (in-person or synchronous webinars), does the course schedule (time allotted to certain topics) adequately reflect the weight of those topics in the objectives? |  |  |  |  |
| 12 | **Does the competency assessment adequately assess the objectives?** For example, if there is a quiz, do the quiz questions assess the objectives?; if there is a psychomotor objective, is there an option for the student to perform OR submit a performance video/be provided with feedback? Are there enough questions for amount of content? (recommend at least 1 question per contact hour or 1-2 per objective) |  |  |  |  |
| 13 | Is there a course evaluation? Or other means for participants to provide the instructor(s) with feedback? |  |  |  |  |
| 14 | Is there a complete reference list in AMA/APA format? (or a manner in which you are able to reproduce the reference without issue) Are at least 5 of the references published within the last 5 years? |  |  |  |  |
| 15 | Briefly review the teaching sample - Using your BEST clinical and professional judgment, does the material being presented align with the syllabus? |  |  |  |  |
| 16 | Does the number of requested contact hours match with the course schedule OR outline provided, not including breaks. 1 Contact Hour = 60 mins learning activities |  |  |  |  |
| 17 | Does the content appear to be at a level appropriate for post-professional physical therapist education? |  |  |  |  |
| **APPROVAL DETERMINATION** *(pass/needs revision)* | |  | | | |

**PASS** = All YES answers in stage 1 & 2

**NEEDS REVISION** = Any “no” or “unclear” answers. *If you have “no” or “unclear” answers, you must provide comments/feedback for the instructor, which you can include in the final google form*