

**Methods of the assessment of learning
outcomes and graduate attributes**

ESSENTIAL REQUIREMENTS

The following “essential requirements” specify those attributes that the faculty consider necessary for completing the professional education enabling each graduate to subsequently enter clinical practice. The purpose of this curriculum is to delineate the cognitive, affective and psychomotor skills deemed essential for completion of this program and to perform as a competent physiotherapist who will be able to evaluate, plan & execute physiotherapy treatment independently.

COGNITIVE LEARNING SKILLS: The student must demonstrate the ability to receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.

PSYCHOMOTOR SKILLS: The student must demonstrate the following skills.

1. Locomotion ability:

Get to lecture, laboratory and clinical locations, and move within rooms as needed for changing groups, partners and work stations. Move quickly in an emergency situation to protect the patient (e.g. from falling).

2. Manual tasks:

- a. Maneuver another person’s body parts to effectively perform evaluation techniques. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give timely urgent verbal feedback).
- b. Manipulate another person’s body in transfers, gait, positioning, exercise, and mobilization techniques. Manipulate evaluation and treatment equipment safely and accurately apply to patients. Manipulate bolsters, pillows, plinths, mats, gait assistive

devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively.

- c. Competently perform and supervise cardiopulmonary resuscitation

3. Fine motor/hand skills:

- a. Legibly record thoughts for written assignments (including diagrams) and tests. Document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
- b. Safely apply and adjust the dials or controls of therapeutic modalities.
- c. Safely and effectively position hands and apply mobilization and therapeutic techniques.

4. Visual acuity to:

- a. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient's chart.
- b. Observe active demonstrations in the classroom.
- c. Visualize training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
- d. Receive visual information from patients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of evaluation of movement dysfunctions.
- e. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
- f. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.

5. Auditory acuity to:

- a. Hear lectures and discussion in an academic and clinical setting.
- b. Distinguish between normal and abnormal breathing, lung and heart sounds using a stethoscope.

6. Communication:

- a. Effectively communicate information and safety concerns with other students, teachers, patients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
- b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
- c. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
- d. Physiotherapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.

7. Self care:

Maintain general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.

AFFECTIVE LEARNING SKILLS The student must be able to:

1. Demonstrate respect to all people, including students, teachers, patients and medical personnel, without showing bias or preference on the grounds of age, race, gender, sexual preference, disease, mental status, lifestyle, opinions or personal values.
2. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of patients and other individuals with whom one interacts in the academic and clinical settings and to be in compliance with the ethical standards of the profession.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients.

1st Year B.P.Th Scheme of Examination

PRACTICAL:

Skills of application to be practiced on models in No-1 to 8 above

RECOMMENDED TEXT BOOKS

1. Clayton's Electro Therapy
2. Electro therapy Explained – Low & Reed
3. Electro Therapy – Kahn.
4. Therapeutic Electricity – Sydney Litch
5. Electrotherapy Evidence Based Practice – Sheila Kitchen

RECOMMENDED REFERENCE BOOK

1. Clinical Electro Therapy – Nelson & Currier

SCHEME OF UNIVERSITY EXAMINATION

THEORY		Marks
80 MARKS + I.A. – 20 MARKS		
* The question paper will give appropriate weightage to all the topics in the syllabus.		100
Section A- M.C.Qs.	Q-1-MCQs – based on MUST KNOW area [1 x 20]	20
Section B- S.A.Q.	Q-2 - Answer any FIVE out of SIX [5 x 3 =15] [MUST KNOW area]	30
	Q-3- Answer any THREE out of FOUR [3 x 5 =15] based on Actinotherapy (I.R./U.V.R./LASER)	
Section C-L.A.Q.	Q-4] Based on High frequency modalities -15 marks	30
	Q-5] Based on Low/Medium freq. modalities -15 marks OR	
	Q-5] Based on Low /Medium freq. modalities -15 marks LAQ should give break up of 15 marks – e.g. [3 +5+7]	
Total Marks		80



IInd Year B.P.Th Scheme of Examination

SCHEME OF UNIVERSITY EXAMINATIONS AT A GLANCE

- II B.P.Th.

Subjects	Theory			Practical		
	University	I.A.	Total	University	I.A.	Total
Pathology & Microbiology	50 + 30	20	100	---	---	---
Pharmacology	40	10	50	---	---	---
Psychiatry (including Psychology)	40	10	50	---	---	---
Kinesiology	80	20	100	---	---	---
Kinesiotherapy	80	20	100	80	20	100
Electrotherapy	80	20	100	80	20	100
Total	400	100	500	160	40	200



III Year B.P.Th Scheme of Examination

PRACTICAL 80 MARKS + I.A. – 20 MARKS		Marks
		100
LONG CASE	Motor points /Strength Duration Curve / Faradism under pressure (On models)	35
SHORT CASES	1. Based on Low or Medium Frequency modalities / High Frequency modalities 2. Actinotherapy (I.R./U.V.R./LASER) 2 x 20 = 40 marks (Skill of application on models & rationale for selection of modality)	40
JOURNAL	Documentation- Principles & applications for various Electrotherapy Modalities.	5
Total Marks		80

INTERNALASSESSMENT:

1. Two exams – Terminal and preliminary examination (Theory & Practical) of 80 marks each TOTAL - 160 marks.
2. Internal Assessment to be calculated out of 20 marks
3. Internal assessment as per University pattern



IV Year B.P.Th Scheme of Examination

SCHEME OF UNIVERSITY EXAMINATION

THEORY		Marks
80 MARKS + I.A. – 20 MARKS * The question paper will give appropriate weightage to all the topics in the syllabus.		100
Section A- M.C.Qs.	Q-1 -MCQs – based on MUST KNOW area [20 x 1]	20
Section B- S.A.Q.	Q-2 - Answer any FIVE out of SIX [5 x 3 = 15] Q-3- Answer any THREE out of FOUR [3 x 5 =15]	30
Section C- L.A.Q.	* Based on topics- Simulated case on all of the sections on ICF pattern (Section II,III & IV) Q-4] L.A.Q - 15 marks Q-5] - 15 marks OR Q-5] - 15 marks LAQ should give break up of 15 marks – e.g. [3 +5+7]	30
Total Marks		80

