

Northwest District Mini Combined Sections Meeting

Sponsored by the Northwest District and Penn State DuBois

PAC Fundraiser

March 30, 2019

Penn State DuBois Campus

1 College Place, DuBois, PA 15801

Schedule:

- 8:00 – 8:30 Registration
- 8:30 - 8:50 Speaker introductions, site orientation, certificate and lunch information.
- 9:00 - 11:00 **Documenting Change: Understanding and Using the Psychometric Properties of Outcome Measures** – Kristen Snarski, PT, PhD, PCS
1.5 Evaluative, .5 General
- 9:00 - 11:00 **Return to Sport Testing after ACL Reconstruction: Looking Back and Moving Forward** – Casey Unverzagt, PT, DPT, DSc, OCS, SCS, FAAOMPT and Evan Andreyo, PT, DPT, OCS ****LAB with max. 30**
1.5 Evaluative, .5 General
- 11:15 - 12:15 **Speaking the Language of Learning for Different Generations: Helpful tips for Improving Workplace Dynamics and for Maximizing Student and Patient Success**– Holly Tkacik, PT, DPT and Barb Reinard, PT, DPT
1 General
- 11:15 – 12:15 **Returning to Hunting after Life Changing Disability: Physical Therapist Role in Evaluation, Education and Advocacy** - Beth Gustafson, PT, DHSc and Brian Gustafson, CO
.5 Evaluative, .5 General
- 12:15 - 1:30 Lunch provided. For those wishing to participate, NWD district meeting/planning session which will include the opportunity for prizes – all members and non-members welcome. Your input is appreciated.
- 1:30 - 3:30 **What Should I Do? An Ethical and Legal Approach to Scenarios Experienced in Clinical Practice** - Pam Pologruto, PT, DPT and Theresa Wubben, PT, MPM
2 Ethics and Law
- 1:30 – 3:30 **An Evidence-Based Update of Concussion Evaluation and Intervention** - Amanda Dailey, PT, DPT, NCS ****LAB with max. 30**

1 Evaluative, 1 General

PAC Donation: **PT / PTA Members:** \$50.00; **PT / PTA Non-Members:** \$100.00; **Students:** \$20.00; **Speakers / Committee Members:** Free – however donations are appreciated.

Registration deadline March 20. This is preferred, however there will be onsite registration.

Misc: Certificates will be provided by the chapter office, via the email you provide on your registration, after the event. (We will be following the procedure used at Annual Conference)

Contact: Ann Lowrey at annlowreypta@gmail.com, Holly Tkacik hmt2@psu.edu, or Andrea Kessler at kesslerpt@gmail.com

Course and Speaker Information

Outcome Measures

Kristen Snarski, PT, PhD, PCS

Presenter Bio: Kristen Snarski, PT, PhD, PCS is an assistant professor in Gannon University's Doctor of Physical Therapy program where she teaches in the Evidence-Based Practice sequence as well as in the pediatric and neurologic systems courses. Kristen received her entry-level education from Ithaca College in 1987, her Master of Health Science from the University of Indianapolis in 1994, and her Doctor of Philosophy in Pediatric Science from Rocky Mountain University of Health Professions in 2018.

Course Description: Providing physical therapy care using evidence-based clinical reasoning begins with the selection and interpretation of standardized tests and measures used to make a physical therapy diagnosis and to measure and document change. Accurate interpretation of exam findings requires physical therapists to have a solid grasp of the psychometric properties of the tests and measures they use. The purpose of this course is to review the psychometric properties of outcome measures physical therapists use to document change.

Course Objectives:

1. Explain the difference between a diagnostic test and a clinical measure and an outcome measure.

2. Define the psychometric properties of sensitivity/specificity; reliability; validity; minimal clinically important difference; responsiveness to change; standard error of measurement/minimal detectable change.
3. Identify the psychometric property or properties important to interpreting examination findings at different stages within the patient management model.
4. Apply knowledge of psychometric properties to clinical decision making regarding the selection and interpretation of standardized tests and measures.

Return to Sport Testing after ACL Reconstruction: Looking Back and Moving Forward

Casey Unverzagt, PT, DPT, DSc, OCS, SCS, FAAOMPT

Casey Unverzagt is a Clinical Assistant Professor and Director of Admissions for Baylor University's DPT program. Dr. Unverzagt received his Bachelor of Science from the University of Puget Sound (2003), DPT degree from Slippery Rock University of PA (2006), and his Doctor of Science in Orthopaedic and Manual Therapy from Andrews University in Michigan (2014). He completed a sports residency in the state of Washington and is an ABPTS board certified Orthopaedic and Sports Clinical Specialist. Dr. Unverzagt also completed a fellowship in Orthopaedic and Manual Therapy from the Evidence in Motion Institute of Health Professions. He currently lives in Grove City, PA, and practices in a small outpatient sports and orthopaedic practice in Slippery Rock.

Evan Andreyo, PT, DPT, OCS

Evan is a Physical Therapist and Clinic Director at Wise Physical Therapy and Sports Medicine at the Slippery Rock office. He received both his Bachelor of Science in Exercise Science and Doctorate in Physical Therapy from Slippery Rock University of PA. Evan completed a post-graduate orthopedic residency in Boston, MA at Spaulding Rehabilitation through the MGH Institute for Health Professions. He is a board-certified specialist in orthopedics and will be sitting for this SCS in March of 2019. Evan was born and raised in Butler, PA and now lives in Slippery Rock with his wife and their son Isaiah. You can expect to see him around town running, cycling, or hiking with his family.

Course Description: Patients and physicians alike look to us as physical therapists in order to help determine an athlete's readiness for sport following ACL reconstruction. However, customary return to sport (RTS) testing lacks the specificity, vigor and multifaceted approach necessary to assess an athlete's readiness to step back on the field. This reality is coupled with deep-rooted foundations in a chronologic, not criterion-based, rehab protocol. It's no wonder the incidence of second ACL tears is so high! In this talk we will discuss the history of RTS testing after ACL reconstruction, investigate and practice current evaluative techniques, and pave the way for the future of RTS testing.

Select lab activities will include Tuck Jump Assessment, Landing Error Scoring System (LESS), limb dominance identification, hop testing, reactive neuromuscular training, and game simulation training.

Course Objectives:

1. Describe current return to sport testing procedures, and identify their respective deficiencies
2. Recall the incidence of second ACL tears, both ipsilateral and contralateral
3. Summarize the process of ligamentization, including the various histologic changes that occur to the new ACL over a 24-month period
4. Outline the various components that need to be assessed when determining an athlete's return to sport readiness
5. Build a comprehensive temporal and criterion-based protocol used to determine and athlete's readiness for sport
6. Recognize various injury prevention programs that can be utilized in the clinic, as well as on the field
7. Assess the advantages and disadvantages of utilizing specialized sports clinics for return to sport evaluations
8. Illustrate the weaknesses of the proposed evaluation approach, and be able to combat them accordingly

"Speaking the Language of Learning for Different Generations: Helpful tips for Improving Workplace Dynamics and for Maximizing Student and Patient Success"

Barbara Reinard, PT, DPT is an Assistant Teaching Professor in the Pennsylvania State University's DuBois Campus PTA program. She was named the DuBois Educational Foundation (DEF) Educator of the Year for 2017-2018. Barb began teaching at Penn State DuBois in 1997 and became the PTA program coordinator in 1998. She is also a staff physical therapist at Indiana Regional Medical Center where she has worked since 1988. She earned a bachelor's degree in Biology from Clarion University in 1985, and a bachelor's in Physical Therapy from the University of Pittsburgh in 1988. She went on to complete her master's in Adult and Community Education at Indiana University of Pennsylvania in 1997. She recently earned a doctorate in Physical Therapy (DPT) from Shenandoah University.

Holly Tkacik, PT, DPT is an Assistant Teaching Professor at the Physical Therapist Assistant Program at the Pennsylvania State University's DuBois Campus. She is also the program's Academic Coordinator of Clinical Education (ACCE). She earned her bachelor's degree in Biology from the University of Pittsburgh

at Johnstown in 1996. She then obtained her master's degree in Physical Therapy (MPT) in 1998 from the University of Pittsburgh and her doctorate in Physical Therapy (DPT) from Boston University in 2005. She has taught at Penn State Dubois since 2004. In her more than 20 years of clinical practice as a physical therapist, Holly has gained experience in multiple areas of the profession including inpatient rehab, outpatient rehab, acute care, and home care. In addition to teaching, she currently works with Drayer Physical Therapy Institute providing school-based PT for local children as well as outpatient care. Holly is a member of the American Physical Therapy Association, the Pediatrics Section, and the Academy of Physical Therapy Education. She is also a credentialed clinical instructor. Holly lives in Curwensville, PA with her husband, John, and their 3 children.

Course Description: This course will explore the characteristics of the four generations comprising the current workforce; Veterans, Baby Boomers, Generation X and Millennials. It will review how these differences affect patient/colleague perceptions, expectations, and preferences. Strategies to enhance effective communication with patients and colleagues from different generations will be provided. Additionally, a brief explanation of how the brain learns will be presented. Finally, techniques to utilize to maximize learning when working with both intergenerational patients and PT/PTA students who are completing their clinical education will be provided. Case study examples will be provided to solidify these concepts and to enhance every day relevance.

Course Objectives:

1. Identify what factors define a generation.
2. Describe how generational differences can affect workplace and patient behavior.
3. Cite sources of intergenerational conflict that may interfere with workplace dynamics and limit patient success.
4. Identify effective communication strategies for patients and colleagues from different generations to effectively provide feedback, promote teamwork, and maximize patient outcomes.
5. Identify effective learning strategies for patients and PT/PTA students from different generations.
6. Effectively apply this information to case study examples.

Returning to Hunting after Life Changing Disability: Physical Therapist Role in Evaluation, Education and Advocacy

Beth Gustafson, PT, DHSc

Dr. Beth Gustafson is an Assistant Professor at Gannon University Doctor of Physical Therapy Program. She teaches in the adult neurological course sequence and has over 35 years of experience working with

adults with disabilities secondary to neurological impairments. Gustafson has long advocated for full return to meaningful life activities for individuals with chronic disabilities. In addition to her professional work, she has been married to Brian, an avid hunter with a disability for over 30 years. During that time she has learned a considerable amount about hunting and has worked with her husband to help him participate in his beloved sport. Recently Beth and Brian have reached out to other hunters with disabilities to assist them in assessing their own abilities to return to hunting and to discuss potential accommodations to help make their goals possible.

Brian Gustafson, CO-retired

Mr. Brian Gustafson is a retired certified orthotist with 20 years of experience in orthotics with an emphasis in pediatrics and adaptive seating. Brian currently serves as an adjunct instructor and guest lecturer in the Doctor of Physical Therapy Program (spinal cord injury and orthotics content) and Biomedical Engineering Program (adaptations for participation in activities following spinal cord injury) at Gannon University. Brian is a National Rifle Association (NRA) certified range officer and certified instructor in multiple separate disciplines including home fire arm safety, basic pistol, personal protection with a firearm, and basic shotgun. He is an Ohio Department of Natural Resources certified hunter education instructor and certified trapping instructor. Brian uses a wheelchair and adaptive vehicles for mobility secondary to a spinal cord injury (SCI) sustained 37 years ago (T4, ASIA B). He has harvested 98 white tail deer, 89 post SCI; four black bear, an antelope and elk. Thirty five deer and one bear were harvested with a cross bow.

Participation in meaningful life activities enhances quality of life. Impairments and restrictions in body functions and activities can limit an individual's ability to return to meaningful recreational activities. Participation in hunting requires many skills including planning, mobility over varied terrains, postural control, visual motor integration and safety awareness and judgment. Physical therapists are positioned to evaluate, educate and advocate for individuals and support persons who believe participation in hunting ends with chronic physical disability.

Course Objectives:

1. Describe the cognitive, perceptual and physical skills needed for safe hunting
2. Examine the components of a physical therapist examination that contribute to the evaluation of potential to return to safe hunting
3. Examine the components of a physical therapist examination that contribute to development of a plan of care to address potential accommodations to return to hunting
4. Describe potential accommodations to facilitate return to safe hunting for individuals with disabilities
5. Describe resources needed and available to assist individuals with disabilities in hunting
6. Advocate for individuals who have desire and potential to return to safe hunting with education

What Should I Do? An Ethical and Legal Approach to Scenarios Experienced in Clinical Practice

Pamela Pologruto, PT, DPT is currently an Associate Teaching Professor and Academic Coordinator of Clinical Education at the Penn State University, Fayette Campus in Lemont Furnace, Pennsylvania. She completed her Masters of Physical Therapy at Saint Francis University and Doctorate of Physical Therapy at Temple University. Dr. Pologruto is the 2019 Committee Chair of the Pennsylvania Physical Therapy Ethics Committee. Dr. Pologruto is an APTA Credentialed Clinical Instructor and is a member of the APTA and Education Section. She has presented nationally at APTA Combined Sections Meetings (CSM) and Education Leadership Conference on PTA student learning, the flipped classroom, and the role of the PTA. She has co-presented ethics presentations including 2017 PPTA Annual Conference- Mock Trial, SWD Meeting – Ethics, Law & PT: Approaching Everyday Dilemmas and Concerns, PTA SIG Webinar – Ethical-Legal Issues Impacting the PT-PTA Team, Three Rivers Academic Consortium Clinical Education Day – Ethics in Practice. Dr. Pologruto has practiced in a variety of clinical settings throughout her career and currently continues to practice in the acute care setting.

Theresa Wubben, PT, MPM is a graduate of St. Louis University and Carnegie Mellon University. Her career spans over 37 years as a physical therapist, manager, and educator. Theresa is currently employed as Director, Compliance and Privacy at UPMC Centers for Rehab Services. She is also a faculty member, teaching both undergraduates and DPT students in the School of Health and Rehabilitation Sciences at the University of Pittsburgh. She previously served as adjunct faculty and an Advisory Board member at Duquesne University. Theresa is a member of the APTA, the Health Policy and Administration Section and the Pennsylvania Physical Therapy Association where she previously served as Secretary for the Southwest District.

Course Objectives:

1. Identify the principles of ethics as related to clinical practice and potential impact on patient care
2. Discuss ethical principles as applied to the role of the clinician.
3. Apply ethical principles from the Code of Ethics and Standards of Ethical Conduct for the Physical Therapist Assistant to clinical case scenarios.
4. Implement ethical analysis to case scenarios.
5. Evaluate potential barriers and outcomes from ethical case scenario analysis

Course Description:

Physical therapists and physical therapist assistants are often faced with situations that have ethical and legal considerations in everyday clinical practice. Often clinicians question the best course of action. This presentation will review The Code of Ethics and Standards of Ethical Conduct for the Physical Therapist Assistant, as well as discuss the principles of ethics as related to patient care. The process of ethical analysis will be examined and implemented through the use of clinical case scenarios. Cases scenarios will be presented, and the audience will engage in discussion regarding potential courses of action. Case scenarios will cover pertinent topics

commonly faced by clinicians including compliance with healthcare regulations and social media.

An Evidence-Based Update of Concussion Evaluation and Intervention

Amanda Dailey, PT, DPT, NCS graduated from Gannon University with a Bachelor's Degree in Sport and Exercise Science in 2010 and with her Doctorate in Physical Therapy in 2012. She has worked in acute care and inpatient neuro rehab settings and currently works in an outpatient office in Erie, PA as a neuro/vestibular physical therapist. Amanda has been certified by the American Board of Physical Therapy Specialties as a Neurologic Clinical Specialist since 2016. She currently serves as an adjunct faculty member at Gannon University and is the Nominating Chair for the PPTA North West District.

Course Description:

This course will include an evidence-based review of the pathophysiology of concussion, importance of a multi-disciplinary approach including when to refer to another provider, as well as updates in concussion management for physical therapists including examination techniques, vestibular and exertion interventions, and return to play guidelines.

Lab component to include assessment tools, outcome measures, and interventions (oculomotor and vestibular exercises, balance and postural control retraining, cervical proprioception treatment strategies), and case study review application of assessment and intervention techniques.

Course Objectives:

1. Demonstrate an understanding of the basic pathophysiology of concussion and the fundamental issues surrounding injury and recovery.
2. Perform vestibular and balance assessment techniques to assess common issues following concussion.
3. Identify treatment strategies in multiple deficit categories and understand appropriate intervention progressions.
4. Understand the current evidence for physical exertion in the management of concussion.
5. Recognize the importance of a multi-disciplinary team approach to concussion management and identify indications for referrals to other healthcare professionals.
6. Utilize a variety of subjective scales and outcome measures to quantify symptoms and the functional impact of those symptoms following injury.

7. Understand the current evidence for determination of “return to play” clearance.