“What it means to be Health-Facing”: Prevention and Health Promotion Therapies”
Speaker: Mike Eisenhardt, PT
This Keynote Address will be two hours on Friday.

Contact Hours
Friday
9:00 – 11:00 am
2 general contact hours

Keynote Description
Imagine if we faced the other direction. Instead of facing disease and trying to pull people back from the brink by “rehabbing them” after the fact, we decided to face health, promote prevention and shield our clients, friends and families. Can it be done? Is it possible to be “disease resistant”? Can we be the professionals to do it? Is it as simple as it sounds? Dive into the mind of one of the (self-proclaimed) mad scientists who says yes.

Keynote Objectives
-Understand the basic principles of health promotion and prevention.

-Review critical evidence that will influence practice patterns related to lifestyle interventions.

“Management of Individuals with Congestive Heart Failure”
Speaker: Mary C. Sinnott, PT, DPT, MEd
This course is four hours on Friday.

Contact Hours
Friday
Noon – 2:00 pm
1 general and 1 evaluative contact hour
2:30 – 4:30 pm
1 general and 1 evaluative contact hour

Course Description
This four-hour course will discuss the pathophysiology of congestive heart failure, the clinical presentations with signs and symptoms, current management, and clinical decision-making. It will include the diagnostic criteria, classification, and staging used to identify patients’ level of disease. The presentation will cover non-pharmacologic as well as pharmacologic management as well as surgical and non-surgical management including exercise and the use of supplemental oxygen. Discussion will occur regarding exercise prescription and outcome measures for treatment planning.
Course Objectives

- Integrate the pathophysiology and clinical presentation of CHF into their clinical decision-making for evaluation, goals and plans of care.

- Understand the diagnostic criteria and staging of CHF to advise the selection of interventions and progression.

- Anticipate the impact of pharmacologic agents on a patient’s clinical presentation and response to activity.

- Anticipate the impact of surgical interventions on a patient’s clinical presentation and response to activity.

- Appreciate the role of supplemental oxygen and noninvasive positive pressure ventilation in managing a patient’s symptoms and activity response.

- Integrate appropriate interventions and outcome measures into the plan of care.

“Physical Therapy Management of People with Diabetes”
Speaker: Mary Hastings, PT, DPT, MSCI, ATC
This course is four hours Friday and six hours on Saturday.

Contact Hours
Friday
Noon – 2:00 pm
2 general contact hours
2:30 – 4:30 pm
2 evaluative contact hours

Saturday
8:00 – 10:00 am
2 general contact hours
11:00 am – 12:30 pm
1.5 general contact hours
2:00 – 4:30 pm
2.5 general contact hours

Course Description

This course is designed to provide background information on the prevalence of diabetes and the impact that diabetes has on physical therapy management in all practice settings. The participant will learn about the diagnosis and management of diabetes as well as the differential diagnosis that could present similarly to diabetes. The complications associated with diabetes will be taught and the participant will learn the appropriate physical therapy examination items, the potential differential diagnoses, and when referral to other health care providers is indicated. The course will also cover key physical therapy interventions, how to prescribe the interventions, and the appropriate precautions associated with physical therapy interventions in individuals with diabetes.
Course Objectives

- Define diabetes.

- Identify normal and abnormal laboratory values (blood glucose, hemoglobin A1c, blood pressure, etc.).

- Verbalize the appropriate response to the value (ranging from: immediate referral to medical attention to praise for excellent management). Case studies will be used to determine the appropriate course of action.

- List common diabetes complications.

- Describe appropriate evaluation methods for general screen, neurological screening, integumentary, and musculoskeletal.

- Describe treatment options and key precautions for general fitness, lower extremity musculoskeletal impairments, upper extremity musculoskeletal impairments, plantar wound care and neuropathic pain.

“CURRENT CONCEPTS IN SHOULDER REHABILITATION”
Speaker: Lenny Macrina, MSPT, SCS, CSCS
This course is four hours Friday and six hours on Saturday.

Contact Hours
Friday
Noon – 2:00 pm
2 general contact hours
2:30 – 4:30 pm
.5 evaluative and 1.5 general contact hours

Saturday
8:00 – 10:00 am
2 general contact hours
11:00 am – 12:30 pm
1.5 general contact hours
2:00-4:30 pm
2.5 general contact hours

Course Description

This course provides the participants with advances in examination, evaluation, diagnosis, prognosis, and treatment strategies for patients with selected shoulder conditions. Participants can expect to learn innovative and creative treatment interventions with various shoulder conditions. Case studies will be presented to facilitate effective treatment planning. Suggested treatment protocols and outcome measures will be emphasized throughout the course. Through lecture presentations, hands-on laboratory sessions, open discussions and problem solving of patient case studies, the clinician will have an opportunity to learn new and effective evaluation and treatment techniques based on current scientific evidence.
Course Objectives

- Demonstrate an understanding of the anatomy and biomechanics of the shoulder.

- Recognize the pathomechanics of various shoulder injuries and possible tissue injury.

- Perform and interpret specific clinical examination tests and maneuvers for the shoulder.

- To gain a detailed knowledge and hands-on practice of glenohumeral and scapulothoracic joint assessment and treatment techniques.

- Design an effective and appropriate rehabilitation program based on current clinical and scientific research.

- Integrate the information presented and formulate a treatment plan for specific case studies, which will be presented.

“Evidence Based Vestibular Rehabilitation for Children: Incidence, Impairments, Assessment and Treatment”
Speaker: Rose Marie Rine, PT, PhD
This course is four hours Friday and six hours on Saturday.

Contact Hours
Friday
Noon – 2:00 pm
2 general contact hours
2:30 – 4:30 pm
.75 general and 1.25 evaluative contact hours

Saturday
8:00 – 10:00 am
2 evaluative contact hours
11:00 am – 12:30 pm
1.5 evaluative contact hours
2:00 – 4:30 pm
.5 evaluative and 2 general contact hours

Course Description

Attendance and successful completion will prepare participants to screen for vestibular system deficits, and alter standards of care, thus improving clinical services to infants, children and adolescents. This 10-hour workshop provides an overview of the basis of and evidence for vestibular rehabilitation for children. Didactic content includes an overview of the anatomy, physiology and development of the Vestibular System, the epidemiology of vestibular dysfunction in children, diagnostic and clinical testing of vestibular function, and evidence based examination and evaluation of, and intervention for,
vestibular related impairments in children. Demonstration and training of examination techniques and intervention are included. Case reviews and discussion are used to facilitate application of presented materials.

**Course Objectives**

- Identify the anatomical and physiological mechanisms underlying impairments related to vestibular dysfunction in children.

- Identify and select appropriate clinical tests of vestibular function for children.

- List and describe diagnostic Tests.

- Based on examination results, correctly identify vestibular function health (differential diagnosis of central versus peripheral).

- Identify diagnoses commonly known to affect vestibular function in children.

- Identify and select appropriate intervention for vision and balance impairments related to specific vestibular dysfunction in children.

- Demonstrate ability to complete differential diagnosis of vestibulo-ocular and vestibulospinal function in infants, children and adolescents.

“Management of Individuals with Consequences of Critical Illness”
Speaker: Mary C. Sinnott, PT, DPT, MEd
This course is six hours on Saturday.

**Contact Hours**
Saturday
8:00 – 10:00 am
1 general and 1 evaluative contact hours
11:00 am – 12:30 pm
1.5 general contact hours
2:00 – 4:30 pm
2 general and .5 evaluative contact hours

**Course Description**

This six-hour course will investigate the multi-system consequences of individuals with what is now being termed “critical illness”. The course will explore the impact on the cardiovascular, muscular, neuromuscular, and metabolic systems as well as the role of delirium in the patient’s presentation and recovery. There will be discussion on the important data points required to safely proceed with evaluation and interventions. The course work will address ICU acquired weakness as well as post-intensive care syndrome and the impact on short and long-term function. Discussion will occur regarding early mobilization for critically ill patients as a strategy for intervention as well as prevention. There will be the inclusion of appropriate outcomes measures and data points to advise clinical decision-making.
Course Objectives

- Discuss and explain the clinical presentation of an individual with “critical illness”.

- Evaluate for the presence of ICU acquired weakness and integrate findings into clinical reasoning.

- Anticipate the presence of delirium in the critically ill population and the impact on safe interventions.

- Identify important physiologic data needed to ensure that the patient is appropriate for evaluation or intervention.

- Define and be able to assess for post-intensive care syndrome.

- Utilize appropriate outcome measures for the critically ill population.

- Be proactive about early mobilization with patients in the ICU as a method of prevention as well as intervention.

“How Dare She Sue Me! A Mock Trial Emphasizing Clinical, Legal, and Ethical Aspects of PT Practice”

Speakers: Jason Bialker, JD and Mary Ann Wharton, PT, MS

This Mock Trial will be four hours on Sunday.

Contact Hours:

Sunday
8:30 – 10:30 am
1 Ethics/Law and 1 general contact hours
10:45 am – 12:45 pm
1 Ethics/Law and 1 general contact hours

Course Description

You have worked hard to become an excellent physical therapist, respected in the clinic by your colleagues and your patients. You read and use the evidence, attend courses since your graduation on care and management of patients with an emphasis on orthopedics, and have a mentor you met through PPTA. Then, the unthinkable happens – you receive a notice that you are being sued for malpractice!

This Mock Trial will simulate a potential malpractice tort based on examples from actual cases. Facts of the case will emphasize the importance of differential diagnosis, evidence-based practice, and documentation as fundamental components required to meet the standard of care and will illustrate how the defendant met or failed to meet the duty owed to the patient. The audience will serve as jurors and render a verdict.

Prior to presentation of the Mock Trial, the course moderator will present a lecture on the basic elements of a civil malpractice case. Following the Mock Trial, differences between a civil tort case and action against a license will be identified. The session will conclude with 3 presentations: one presentation will focus on how the Code of Ethics would apply in this case and outline the jurisdiction of the PPTA Ethics Committee; one presentation will focus on points in the PA Practice Act and Rules and Regulations that would apply in a similar case; and one presentation focusing on clinical and documentation standards that would guide a physical therapist’s practice in a similar case.
Course Objectives

- Identify and summarize the basic elements of a civil malpractice case.
- Apply elements of the standard of care in a malpractice tort in order to render a verdict.
- Differentiate a civil malpractice tort from a licensure action.
- Discuss the implications and importance of the therapist’s clinical judgment and skill, use of differential diagnosis and evidence-based practice, and documentation as fundamental components required to meet the standard of care.
- Briefly, identify the authority of the PA State Board of Physical Therapy Examiners to adjudicate cases involving infractions of the PT Practice Act in a similar case.
- Briefly identify ethical principles contained in APTA's Code of Ethics, and Standards of Ethical Conduct for the Physical Therapist Assistant that apply to the case scenario.
- Understand the intent and consequences of ethical misconduct in the case scenario.
- Discuss the role and responsibility of the PPTA Ethics Committee and APTA Ethics and Judicial Committee in adjudicating similar ethical cases.

“Redefining Physical Therapy and Capitalizing on Wellness – What Stakeholders are Looking for From YOU!”
Speakers: Brian Cardin, PT, C.Ped and Jaclyn Chadbourne, MA, CES
This course is four hours on Sunday.

Contact Hours

This content is considered Practice building, therefore, no contact hours can be awarded in Pennsylvania.

Course Description

The National Institute of Health (NIH) states “Uncertainty is a pervasive and important problem that has attracted increasing attention in health care, given the growing emphasis on evidence-based medicine, shared decision making, and patient-centered care.” Providers of all types are left wondering what should I do if I don’t know what’s going to happen and this uncertainty is also impacting employers of all sizes. This course will review the concept of corporate wellness and the role that physical therapists can play in supporting employers’ goals of improving the health and wellness of their workforce. As many large employers shift to being self-insured, physical therapists are perfectly aligned to deliver services to manage high cost high risk populations and capitalize on a significant gap in the market.

Course Objectives

- Define corporate wellness and describe how it applies to high cost high risk populations.
Define a “Self-Insured or Self-Funded” health plan and describe its relevance to the physical therapy market.

Describe the application for Fee For Service (FFS) vs. Contracted Bundled Payments for corporate wellness programming.

Define a medical neighborhood and describe the business model that can be applied by a Physical Therapy practice in their local community to deliver corporate wellness programming.

Describe the legal implications of delivering corporate wellness programs and list steps required to reduce liability of all parties involved.

Describe the process for collecting data and reporting outcomes to the employer.

Describe the role of technology in delivering corporate wellness program.

“Osteoporosis and Bone-Health: An Inter-Professional Approach to Fracture Prediction and Prevention”
Speakers: Gwen Ellert, MEd, RN, BSN and Lisa Goussetis, PT, CCTT
This course is four hours on Sunday.

Contact Hours
Sunday
8:30 – 10:30 am
1 evaluative and 1 general contact hours
10:45 am – 12:45 pm
2 general contact hours

Course Description

Osteoporosis is a growing clinical issue. Physical Therapists and other health care professionals encounter people with osteoporosis on an almost daily basis. Most of these people go under treated and under recognized (American College of Rheumatology, 2016). Many increasingly prevalent co-morbidities can contribute to bone loss in younger individuals. Spinal and hip fractures can lead to poor quality of life and rapid physical and social decline. Physical Therapists are ideally positioned to be proactive, and to change the demographics by earlier recognition and appropriate management of osteoporosis in our younger compromised or older patients, many of whom do not realize their risk. Learn to identify, assess, provide clinically appropriate treatment, and manage these patients with an inter-professional and global approach.

Course Objectives

- Understand bone biology, architecture, and structure. Integrate this knowledge into development of a comprehensive assessment model for at-risk patients with osteoporosis.

- Design Intervention Strategies: Prevent further decline while building bone. Utilize DXA, FRAX, and ICD10 codes in collaboration with physicians to identify, support, and manage those at-risk for osteoporosis.
-Create evidence-based exercise prescription: Integrate knowledge of pathophysiology and clinical evaluation with principals of weight bearing and strength training, from the at-risk patient to the older athlete.

-Educate the patient: Explain principles of safe exercise and movement, and describe lifestyle modifications to reduce fracture risk. Gain an overview of nutritional and pharmacologic interventions.

-Identify appropriate manual techniques: select and apply strategies to manage tissue restriction, joint hypomobility, and pain.

-Market your skills: Educate and engage physicians and the public. Utilize successful class formats, exercise progressions, community screening tools and American Bone Health materials to widen the circle of empowered patients.