

COURSE CATALOG

MPTA Spring Conference – April 12-14, 2019

FRIDAY, APRIL 12

Dan Washeck, PT, OCS, COMT, FAAOMPT

Title of presentation

“Treating the Difficult Cervical Spine patient using Manual Therapy and Dosed Therapeutic Exercise”

Course description

This course will be ½ lecture and ½ lab with emphasis on not only reviewing anatomy and relevant literature but getting our hands “dirty” as practitioners with labs including evaluation techniques, cervical motor analysis, soft tissue techniques, joint manipulations and dosed exercise that is specific to a functional limitation – not just “Chin Tucks and Retractions.”

Course learning objectives

1. Review current research on the effects of manual therapy and exercise on cervical spine pain.
2. Review a variety of treatment techniques including soft tissue mobilization, joint mobs and manipulations for cervical spine dysfunction
3. Review motor analysis and evaluation techniques of the cervical spine.
4. Review and practice concepts of designing cervical exercises that are specific to functional limitations.

Speaker information

Dan Washeck, PT

Employer: Winghaven Manual Physical Therapy - at the Meadows in Lake Saint Louis

Biographical information for each speaker

Dan has been working in orthopedic physical therapy with a manual therapy emphasis for nearly 20 years. He completed 4 years of Post-Graduate training, including Residency, Fellowship, and PhD programs in orthopedic manual therapy from the Ola Grimsby Institute (OGI). After this training, he completed an additional year of Instructor apprenticeship and became an instructor for the OGI in 2005. Dan was the lead Residency instructor for Seattle in 2011-2012 and for St. Louis from 2013-present. He also completed a 1-year Residency in Scientific Therapeutic Exercise Progression (S.T.E.P.) in 2007. He is an Orthopedic Certified Specialist from the American Board of Physical Therapy Specialists and a Fellow of the American Academy of Orthopedic Manual Physical Therapists. Dan has authored several chapters in the book series Science, Theory and Clinical Application in Orthopedic Manual Physical Therapy and has taught numerous Manual Therapy seminars both nationally and internationally over the past decade. He is currently on the OGI board of Directors, board of examiners, and he is the Residency Program Director. Dan, and his wife Cindy, decided to create their own niche in Lake Saint Louis opening Winghaven Manual Physical Therapy at the Meadows in the summer of 2017 with a focus on treating one patient/hour and using the clinic for Residency and Fellowship training.

Keywords: cervical spine, manual therapy

Recommended participant level: intermediate to advanced

Shamel S. Allen, MPT, CP

Title of presentation

“The Rehabilitation of the Lower Limb Amputee: A Comprehensive Review”

Course description

This 8-hour course will provide an in-depth understanding of the early intervention needed during the post-op phase of amputee rehabilitation. It will discuss the psychological impact of losing a limb. We will review what is included in a pre-prosthetic and post-prosthetic PT evaluation, including goal setting. We will instruct in proper donning of a prosthesis and learn how to assess proper fit. We will learn to recognize lower limb socket designs and various types of suspension methods. Prosthetic knee and foot considerations will be discussed. During this session, we will learn to analyze prosthetic gait deviations and recognize possible causes. The session will end with a review of prosthetic gait training, where to start, how to start, and when to advance.

Course learning objectives

1. Provide early intervention post-op rehab for the amputee.
2. Understand proper donning sequence and technique of prosthetic componentry.
3. Recognize the various types of lower limb prosthetic socket designs and the ideal candidate.
4. Improve comfort level with common lower limb prosthetic suspension methods and assessing proper fit.
5. Recognize common gait deviations and understand the cause.

Speaker information

Shamel S. Allen, MPT, CP

NovaCare Prosthetics and Orthotics
St. Louis, MO

Biographical information for each speaker

Shamel attended the University of Missouri-Columbia, where she earned a Master's degree in Physical Therapy. After finishing school, she starting working in the outpatient neurological setting with the often medically complex patient. It was in this setting, that she first developed, not just an interest, but a passion for the amputee patient. Having only a limited amount of prosthetics education in school, she recognized the importance of working closely with the Prosthetist. Ms. Allen began to seek out any continuing education courses having to do with prosthetics that she could find. After nine years of practice as a physical therapist in various settings including acute care, IP rehab, SNF, outpatient, HH, and ALF, she decided to attend prosthetics school. She attended the prosthetic program at the Feinberg School of Medicine at Northwestern University.

As both a Prosthetist and Physical Therapist, Shamel truly values and understands the importance of having an integrated multi-disciplinary approach to amputee rehabilitation. When the Doctor, Prosthetist, and Physical Therapist work together as a cohesive team, with the patient at the center, the patient's functional outcomes improve. That individual has a greater chance of becoming a successful prosthetic user, thus enhancing his or her overall mobility and quality of life.

Keywords: amputee, amputation, prosthetics

Recommended participant level: various

Saturday, April 13

Keynote Address

Erin Jackson, JD, MA

Title of presentation

Patient-Centered Care: maintaining a practice culture that makes empathy an imperative.

Course description

This keynote will focus on the speaker's personal story about how she endured a decade of chronic pelvic pain and years of unsuccessful and diverse treatments before finding relief. Since making a full recovery, she has opened her own healthcare law firm, through which she works with providers to improve the patient-centeredness of their practices.

Jackson will discuss the catastrophic failures of the healthcare system to monitor and measure her experience, and she will contrast that with the approaches of those who ultimately helped her make a full recovery. The presentation will focus upon the heart of patient-centered care, which has become a buzzword rather than an ethos in many corners of healthcare. It will also explore the differences between how patients and providers view and value treatment outcomes and experiences. How do you determine if your care is patient-centered? Can a patient really tell the difference? And how can it *make* a difference in your patients' lives?

This story is a personal one, and it ends with a lesson about the healing power of an empathetic, patient-centered physical therapist to affect a dramatic difference in a patient's life.

Course learning objectives

1. Attendees will appreciate the value of patient-provider communication in assuring accurate disclosure of experiential factors

- throughout the duration of the patient's experience.
- Attendees will learn to discuss a patient's symptoms, ask taboo questions in an empathetic manner and generally employ a holistic treatment approach that is responsive to that individual patient's experience.
 - Attendees will appreciate the value of the patient experience as a measurable treatment outcome.
 - Attendees will be able to recognize when a patient's experience is sub-par, thus allowing for a reconfiguration of the patient's treatment plan, dialogue about the patient's goals, or even referral to a new provider.

Speaker information

Erin Jackson, JD, MA

Jackson LLP: Healthcare Lawyers
Evanston, IL

Biographical information for each speaker

Erin Jackson is a healthcare attorney and Managing Partner of Jackson LLP, a boutique health law firm based in Chicago with offices in several states. In that capacity, she focuses on practice start-up and regulatory compliance, and she collaborates with providers to improve the patient-centeredness of their practices.

Jackson is an experienced and engaging speaker who merges her personal pelvic pain battle with inspiring policy solutions for women's health, pain, and the patient's healthcare experience. She suffered from excruciating pelvic pain for nearly 10 years, but through sheer force of will, she survived, graduated first in her law school class, and now fights to ensure that other women have a clearer road to recovery.

Jackson has spoken at events across the country to break down taboos around women's health and advocate for patients' voices. Her past engagements include the San Diego Pain Summit and the American Physical Therapy Association's annual conference, and she has been featured in prominent media outlets such as *Prevention* and *Cosmopolitan*. Jackson is also the managing partner of a boutique healthcare law firm in Chicago, where she collaborates with providers to improve the patient-centeredness of their practices.

Keywords: empathy, practice

Recommended participant level: various

Jennifer Schnieders, PT, DPT

Title of presentation

“The MPTA Does Nothing! This and Other Misconceptions about Your State Organization”

Course description

The purpose of this course will be to bridge any real and perceived gaps between the MPTA leadership and membership. Much work goes on behind the scenes with the MPTA Board of Directors, but we don't always do a good job of communicating those activities to our membership. Do you know who is on your MPTA Board of Directors? Do you know who your District Chair is or when their regularly scheduled meetings are? Do you know where to direct any questions or concerns you might have regarding your membership, the state or our profession, or how the APTA supports our Chapter? If the answer to any of these questions is “No,” then this session is for you! Attendees will leave with a better understanding of the resources available to members, where and how information is disseminated, when and how often the BOD and Districts meet, and what the MPTA Strategic Plan includes. Attendees will also have an opportunity to ask questions of the President.

Course learning objectives

- Attendees will demonstrate understanding of the organizational structure of the MPTA
- Attendees will demonstrate understanding of the MPTA's 2019 Legislative agenda
- Attendees will demonstrate understanding of the benefits of MPTA membership
- Attendees will demonstrate understanding of where and how membership dues are allocated
- Attendees will demonstrate an understanding of the resources available to MPTA members

Speaker information

Jennifer Schnieders, PT, DPT

MPTA President

Biographical information for each speaker

Jennifer is a native of Jefferson City, Missouri. She received her Bachelor of Science in Exercise Science, Master of Physical Therapy, and Doctor of Physical Therapy from Saint Louis University. While attending SLU, Jennifer danced with The Ballet Conservatory Company and taught for The Ballet Conservatory of St. Louis. While working in various hospital-based outpatient clinics, Jennifer obtained multiple ergonomics and work-injury prevention certifications and gained extensive experience with pre-employment

screening, onsite job analysis, and return-to-work therapy programs. Jennifer started her private practice, Outbound Physical Therapy & Rehab in 2011, with the unique business model of providing outpatient therapy services in patient's homes. In 2015 she opened Outbound's physical clinic space, and she and her staff continue to provide in-home and in office therapy services. She particularly enjoys working with the geriatric population, performing fall-risk assessments and providing balance programs

Keywords: MPTA

Recommended participant level: various

Erin Jackson, JD, MA

Title of presentation

“Translating Ethical Obligations into Clinical Practice”

Course description

What do your ethical obligations have to do with your day-to-day practice? Not surprisingly – quite a bit!

This course delves into the most common questions and problems that arise in physical therapy, and which are addressed by the physical therapist's ethical rules. Some of the issues have arisen time and again in Jackson's law practice, while others appear frequently in the licensing boards' disciplinary reports. Using the APTA's model code as a guide, we'll examine topics such as:

- The #1 reason she sees physical therapists' licenses sanctioned (non-payment of taxes and child support!)
- Romantic relationships with patients
- Receiving gifts from patients
- Social media
- When a patient requests treatment you don't believe is medically necessary
- Privacy breaches
- Discontinuing treatment if a patient doesn't pay
- Patient complaints, whether on Yelp or to your disciplinary board
- Drug and alcohol abuse
- Scope of practice violations

Course learning objectives

1. Attendees will gain insight into the intersection of their ethical obligations with their legal obligations under laws such as HIPAA.
2. Attendees will learn how to balance the needs of their patients against the needs of their practice, and how to sustainably foster that balance in everyday practice.
3. Attendees will learn practical tips for dealing with issues like negative online reviews, employee misconduct on social media, and patients whose accounts are delinquent.

Speaker information

Erin Jackson, JD, MA

Jackson LLP: Healthcare Lawyers

Evanston, IL

Biographical information for each speaker

Erin is a healthcare attorney and Managing Partner of Jackson LLP, an entrepreneurial health law firm in Evanston, Illinois. In that capacity, she focuses on practice start-up and compliance. Erin also spearheads the firm's healthcare consulting services. In addition to her healthcare practice, Erin serves as the President of the nonprofit organization Inspire Santé. Using her healthcare knowledge and patient experience, she speaks to healthcare providers about the importance of maintaining a patient-centered practice. She has also been featured as an invited guest on various physical therapy podcasts, including the APTA's *Move Forward Radio*. Outside the office, Erin volunteers her time to various women's health causes, as well as general poverty alleviation services. She also enjoys yoga, cooking, and indoor rock-climbing.

Keywords: ethics, practice

Recommended participant level: various

Anita Campbell, PT, MPT, ATP; Matt Chegwiddden, OTR, ATP

Title of presentation

“Positioning 101 and the Seating Clinic: Wheelchair Prescriptions for PTs in Theory and Practice”

Course description

This course advances the knowledge of therapists with beginner to intermediate seating and positioning knowledge. The lecture portion provides an organized approach to positioning and mobility recommendations. This course will promote utilization of clinical skills to incorporate understanding of seating and positioning principles, options and components, seating assessments, identification of needs, documentation, and other considerations. This course will also incorporate demonstrations of equipment and limited hands-on learning.

Course learning objectives

1. Recognize the importance of a seating clinic
2. Recognize the components of a seating clinic
3. Recognize role in seating and mobility determination
4. Understand basic mobility options
5. Understand basic positioning options
6. Identify common postural asymmetries and effects on seating and mobility
7. Organize approach to positioning and mobility recommendations
8. Promote utilization of clinical skills

Speaker information

Anita Campbell, PT, MPT, ATP, NCS

University of Missouri, Columbia, MO

Matt Chegwiddden, OTR/L, ATP

NuMotion, Columbia, MO

Biographical information for each speaker

Anita Campbell is an assistant teaching professor at the University of Missouri-Columbia Department of Physical Therapy. Her areas of clinical expertise include neurological rehabilitation, seating, and positioning. She is an ABPTS Board Certified Specialist in Neurologic Physical Therapy and a RESNA certified Assistive Technology Professional. She has worked in advanced seating and positioning for over 10 years and continues to consult and practice in the outpatient and inpatient rehabilitation settings.

Matt Chegwiddden is currently employed as an assistive technology provider with NuMotion out of Columbia, MO. He received his BS in occupational therapy from the University of Missouri in 2001. He has maintained his ATP certification since 2005 and has been working with clients requiring complex rehabilitation equipment for over 15 years.

Keywords: wheelchair prescription, seating

Recommended participant level: beginner to intermediate

Geoff Mosley, PT

Title of presentation

“Current Concepts in Balance and Fall Prevention”

Course description

As our elderly population in the United States and Missouri continue to grow and increase their access of healthcare, therapists are facing ever-greater number of geriatric patients that are either recovering from injuries related to falls or are at risk of falling. Add to this the increasing numbers of younger adults dealing with balance issues related to the diabetes epidemic, peripheral vascular disease, and even stroke. We are placed in the unique role of identifying these patients, assessing their risk factors for falling, and successfully intervening to reduce their risk for future falls.

This course is designed to break down the complicated concepts and help you define balance with a modern-day perspective. You will receive insights into how to successfully evaluate balance and fall risk. Finally, you will gain knowledge of the latest ideas about intervention, including the role of technology in the clinic.

Course learning objectives

1. Identify the five components of the balance hierarchy and how they function.

2. Recognize the difference between open and closed loop balance control.
3. Identify the three requirements for a successful balance reaction.
4. Identify age related changes to each of the following seven areas that can adversely affect balance: sensory, musculoskeletal, cognitive, cardiovascular, urinary, environmental/social, and psychological.
5. Identify at least three non-age-related factors associated with changes in balance in the elderly.
6. Identify the two most important facts to consider regarding falls and the implications on possible treatment.
7. Identify and detail at least one limitation that can affect balance in each of the following categories: range of motion/flexibility, muscle strength, sensation, and cognition.
8. Identify at least three balance specific assessment tools and indications for use.
9. Identify at least one intervention for each of the following areas: ROM, strength, sensory organization, verticality, and general exercise.
10. Identify the three tenets of balance reeducation.

Speaker information

Geoff Mosley, PT, NCS
Freeman Health System
Mt. Vernon, MO

Biographical information for each speaker

Geoff Mosley has been a licensed physical therapist since 1997, when he graduated from the University of Missouri Columbia. He has been board certified in neurological physical therapy from the American Physical Therapy Association Board of Specialties since 2001. He has earned Vestibular Rehabilitation certification at Emory University's annual course, as well as certification, from RESNA, as a Certified Assistive Technology Practitioner. Mr. Mosley has conducted rehabilitation research on topics including neural tension in patients with stroke, body weight supported gait training, the Functional Gait Assessment, and balance training utilizing video game technology. Mr. Mosley has been an adjunct faculty member at Missouri State University, and has guest lectured at other universities around the state. He is an item writer for the NCS exam through the Specialization Academy of Content Experts, which serves the American Board of Physical Therapy Specialties. Geoff has presented continuing education nationwide at various professional conferences and has authored numerous online courses.

Keywords: balance, fall prevention

Recommended participant level: intermediate

Jennifer Stone, PT, DPT

Title of presentation

“Maximizing Core Retraining”

Course description

This course covers details of core anatomy, physiology, and an overview of the history and current best evidence for neuromotor retraining. Participants will come away from the course with the ability to incorporate advanced level thinking and skills in this area with their patients.

Course learning objectives

1. Explain anatomy and physiology of the entire core and its interrelationship with the rest of the body.
2. Assess for appropriate motor control of core musculature and identify sources of impairment if they exist.
3. Name at least three options for use of manual therapy to provide a neuromotor “reset” to the core.
4. Provide at least three examples of motor control retraining for patients regardless of impairment, beginning with very basic muscle activation and progressing all the way into motor control for high-level athletic activities.
5. Explain what the concept of “core stability” should look like and how to practically apply during exercise and athletic training.

Speaker information

Jennifer Stone, PT, DPT, OCS, PHC
MU Healthcare
Columbia, MO

Biographical information for each speaker

Jennifer Stone graduated from Texas State University at the top of her class in 2009. Since then, she has completed her orthopedic residency through Evidence in Motion and her pelvic floor training through Herman and Wallace. Jennifer practices in an outpatient orthopedic setting, where approximately 60% of her caseload is made up of what has traditionally been called "women's health" patients. Jennifer passionately believes that every physical therapist has a responsibility to educate themselves about the pelvic floor and to understand this integral part of the body, regardless of who their target demographic may be. By contrast, the importance of the pelvic floor as part of a complete structure cannot, in her mind, be overestimated, and she is committed to teaching in a way that places the pelvic floor muscles into the body as a whole. She is committed to making the pelvic floor accessible to the everyday physical therapist and placing tools for intervention and inclusion into every therapist's tool box. Her passion for teaching and commitment to improving the way this part of the body is cared for by all physical therapists is the driving force behind the development of the EIM pelvic floor certification. Outside of the physical therapy world, Jennifer enjoys spending time with family, enjoying the great outdoors in her home of Columbia, Missouri, and pursuing her hobbies of babywearing, knitting, and playing board games.

Keywords: core stability, pelvic floor

Recommended participant level: intermediate

Niki Wallen, MOL, BS, PTA; Jody Pena, MPT; Tina Engel, MPT

Title of presentation

“Are You Smarter Than a PTA New Grad!?? A friendly game of competition”

Course description

Test your knowledge to that which is required of a PTA Graduate! Have you been in the clinic a while? Are you having a hard time remembering the “textbook fundamentals?” Come join us for a friendly session of trivia game-style questioning, ‘Are You Smarter than a PTA New Grad?!?’

Course learning objectives

1. The participant will apply current clinical knowledge to PTA graduate level questions.
2. The participant will demonstrate the ability to apply knowledge of body systems; including a review of anatomy, physiology, and kinesiology, as related to faulty movement patterns.
3. The participant will organize subject matter to challenge colleagues during group discussions.
4. For self-guided pursuit of knowledge retention and enrichment, the participant will gather PTA-related initiatives to guide future CE opportunities.

Speaker information

Niki Wallen, MOL, BS, PTA

Jody Pena, MPT

Tina Engel, MPT

Ozark Technical Community College

Biographical information for each speaker

Niki Wallen, BS, PTA., MOL is the Program Director of the Physical Therapist Assistant Program at Ozarks Technical Community College in Springfield, MO. Niki received the AAS degree as a Physical Therapist Assistant in 2006 from Ozarks Technical Community College. In 2011, Niki received her Bachelor Degree in Health Services (Cum Laude), from Drury University in Springfield, Missouri and in 2012 Niki completed the Master of Organizational Leadership degree at Evangel University, in Springfield, Missouri. Niki has been a full-time instructor for the OTC PTA program since January 2009. She is a member of the APTA and the MPTA, and currently serves as the Missouri PTA Caucus Representative.

Jody M. Pena, MPT., joined the teaching staff of the Physical Therapist Assistant program in June 2011. She received both her Bachelor of Science degree in Psychology (Cum Laude, and Who’s Who Among College and University Students) in 1998, and her Master of Physical Therapy Degree, in 2000, from Southwest Baptist University, Bolivar Missouri. Jody has experience as a PTA and a PT, working in a variety of clinical settings; and formerly in the role as Director Rehabilitation. She is a member of the APTA and the MPTA. She formerly has served in the positions of secretary and Vice-chair, and currently serves as the Chair of the Southwest District for the MPTA.

Tina M Engel, MPT. has been a faculty member and Academic Coordinator of Clinical Education in the Physical Therapist Assistant program since July of 2017. She served on the PTA advisory committee previously since 2011. Tina graduated from Southwest

Baptist University in Bolivar, Missouri with a Bachelor of Science in Biology and minor in Psychology in 1996 (Cum Laude), and then earned a Master of Physical Therapy Degree from SBU in 1999. Tina has over 17 years of clinical experience in various settings and across the spectrum from pediatrics to geriatrics. She is a member of the APTA and the MPTA.

Keywords: PTA, education

Recommended participant level: various

Vanessa M Lanier, PT, DPT; Jesse M Civello, PT, DPT

Title of presentation

“Motor skill training in functional activities for low back pain: A substitute for traditional therapeutic exercises?”

Course description

Low back pain (LBP) is a common condition, affecting 60-80% of adults. Following an episode of LBP, 75% of people fail to completely recover within a year. Difficulty performing everyday functional activities is the primary reason people with LBP seek care. Traditional therapeutic exercise interventions target impairments such as trunk strength, flexibility, and control. However, the link between improved strength, flexibility, and control and pain-free performance of functional activities is not clear. Recent data suggests that motor skill training in functional activities results in long-term improvement in people with chronic LBP. Motor skill training in functional activities is challenging practice of painful and limited activities to improve movement and alignment patterns and decrease pain. If a goal of LBP rehabilitation is to aid acquisition and retention of motor behaviors to improve function, then the use of motor skill training in people with LBP is necessary. This session will explain the concept of motor skill training, key motor learning principles that guide its use, and the rationale for implementation in people with chronic LBP. The speakers will provide a framework for assessment and design of a training program. Case examples will illustrate implementation and progression a training program.

Course learning objectives

1. Describe the concept of motor skill training in functional activities and the key principles of motor learning that guide the use of motor skill training in rehabilitation.
2. Discuss the rationale for the use of motor skill training in people with low back pain.
3. Identify the conditions necessary for motor learning and how traditional therapy interventions fail to provide these conditions.
4. Describe a framework for the assessment, design, implementation, and progression of a motor skill training program in the person with low back pain.
5. Discuss specific considerations and challenges of motor skill training in the person with low back pain.

Speaker information

Vanessa M. Lanier, PT, DPT; Jesse M. Civello, PT, DPT

Washington University in Saint Louis Program in Physical Therapy

(Assisting with course content: Catherine E. Lang, PT, PhD, FAPTA and Linda R. Van Dillen, PT, PhD)

Biographical information for each speaker

Vanessa M Lanier, PT, DPT is an Assistant Professor of Physical Therapy and Orthopedic Surgery at Washington University School of Medicine. She received her Doctor of Physical Therapy from Washington University. Dr. Lanier is a board-certified clinical specialist in orthopedics. Her clinical practice focuses on outpatient orthopaedics, with a special interest in the spine and temporomandibular joint. In addition to her clinical work, Dr. Lanier is involved in a clinical trial investigating motor skill training as a treatment for individuals with chronic low back pain. She teaches in clinical skills and evidence-based practice courses in the DPT curriculum at Washington University. She is an APTA Credentialed Clinical Instructor. Dr. Lanier serves on the Society of Academic Content Experts for the American Board of Physical Therapy Specialties and as the Research Chair of the Missouri Physical Therapy Association.

Jesse M Civello, PT, DPT is a Clinic Associate at Washington University Physical Therapy Clinic. She received her Doctor of Physical Therapy from Washington University. Dr. Civello is a board-certified clinical specialist in orthopaedics. Her clinical practice focuses on outpatient orthopaedics, with a special interest in the spine, temporomandibular joint and foot/ankle. Dr. Civello also served as a physical therapist in a clinical trial investigating motor skill training as a treatment for individuals with chronic low back pain.

Keywords: motor learning, low back pain

Recommended participant level: various

Sunday, April 15

Mark Huslig, PT, MHA

Title of presentation

“Current Concepts in Total Joint Arthroplasty: Optimizing Your Joint Replacement Outcomes”

Course description

This information packed four-hour update will bring the future of total joint replacement forward in sharing the most current concepts in total joint arthroplasty. Recent advances in total joint surgery, along with advances in pre-operative risk stratification, anesthesia, pharmacological, implants and PT regimens will be shared. This seminar will address how physical therapy can drive new level of cross-continuum for patients undergoing outpatient total joint surgery. Participants will leave this four-hour course well positioned to improve the delivery of care for the total joint replacement patient.

Course learning objectives

1. Understand how to risk stratify patients pre-operative
2. Introduction to Iovera and impact this new pain modulation has on minimizing narcotic use
3. Understand the indications for use of Epifix (amniotic membrane allograft) in septic loosening
4. Latest evidence on component failure and prosthetic loosening
5. Learn what PTs can do to limit the migration of the tibia component in the TKA
6. Management of the Extensor Mechanism Complication in total joint arthroplasty
7. Take home new strategies in managing the problematic stiff knee replacement
8. List ways to avoid hip instability and limb length discrepancy after total hip arthroplasty
9. Understand the impact of spinal surgical fusion on cup inclination angel in total hip replacement
10. Learn why orthopedic surgeons repair the piriformis tendon and impact PT has on its failure
11. Learn why physical therapy after total hip arthroplasty may not longer be required
12. Discuss how to transition to outpatient total joint replacements and the economics, protocols and payment challenge you will face.
13. Improving Function Faster: Optimizing Care Pathways in Outpatient Setting
14. Understand the 2019 practice operations requirements in Medicare’s Comprehensive Care of Joint Replacement Program and Merit Based Incentive Payment System (MIPS)

Speaker information

Mark Huslig, PT, MHA

Mercy Health System
Springfield, MO

Biographical information for each speaker

Mark Huslig, PT, MHA, is currently the Executive Director for Mercy Central Region of Therapy Services. Mercy Health system total joint replacement program is recognized for excellence in outcomes and patient satisfaction by Leapfrog, Truven and Centers of Medicare and Medicaid. Mercy Hospital-Springfield is currently a medical destination site for total joint arthroplasty. Mr. Huslig has more than 30 years of experience in the management of occupational, physical, and speech therapy, and is a certified ASTYM provider. He is an expert in Medicare and Medicaid regulations, specifically on issues related to payment reform initiatives. Mr. Huslig has been successful integrating at risk payment methodologies contracting into rehabilitative services. He is a member of the American Physical Therapy Association and section member for Health and Policy, Orthopedics, along with serving as adjunct faculty for Missouri State University’s Occupational Therapy Program.

Keywords: total joint arthroplasty, outcomes

Recommended participant level: Various

Pradip Ghosh, PT, PhD

Title of presentation

“From Basic Neuroscience to Neurorehabilitation”

Course description

Clinicians are continuously challenged to cope up with the latest innovations in neuroscience and their application in neurorehabilitation. It is now understood that the capacity of brain to recover from damage is far greater than previously recognized and it is partly due to the use of principles of neuroplasticity during rehabilitation. This course will provide a comprehensive overview of neuroplasticity, from cellular mechanisms to its involvement in neurorehabilitation. Instruction will focus on relevant topics including a) cellular mechanisms underlying various forms of neuroplasticity; b) neuroplasticity during learning; and c) neuroplasticity during neurorehabilitation for functional recovery. The discussion of the current evidences on neuroplasticity will assist the participants to expand their skills in assessment and treatment of patients with stroke.

Course learning objectives

Upon successful completion of this course, participants will be able to

1. Describe the underlying mechanisms that govern neuroplasticity in normal and injured brain
2. Explain the importance and clinical relevance of neuroplasticity in neurorehabilitation
3. Discuss ways to incorporate neuroplasticity principles in neurorehabilitation
4. Identify variables that can influence neuroplasticity and implement them during rehabilitation of patients following stroke
5. Explain the role of physical therapy intervention in promoting neuroplasticity in individuals with stroke
6. Evaluate the evidence of neuroplasticity in individual with stroke examined through functional magnetic resonance imaging (fMRI) and transcranial magnetic stimulation (TMS).

Speaker information

Pradip K. Ghosh, PT, PhD, DMS, MS

Maryville University

St. Louis, MO

Biographical information for each speaker

Pradip Ghosh, PT, Ph.D., DMS, MS, is currently a Professor in the Physical Therapy Program at Maryville University, St. Louis, where he teaches graduate courses related to neuroanatomy, neurophysiology, neurological diseases, neurological treatment and pharmacology. Dr. Ghosh recently received an award of honorary professor from Amity University, Uttar Pradesh, India. He has over 28 years of teaching experience. He received his MSc and PhD degree from the University of Calcutta, doctorate in homeopathic medicine from Calcutta Homeopathic Medical College, and his BS, PT from Ohio State University. Dr. Ghosh is well known for his ability to deliver engaging presentations based on real-life application. Dr. Ghosh has taught more than 350 CEU courses in the USA and abroad. He has provided numerous scientific presentations before the State, National, and International meetings related to physical therapy and physiology and has authored and co-authored 50 peer-reviewed research papers and 54 abstracts

Keywords: neurology, neuroplasticity, neurorehabilitation

Recommended participant level: beginner to intermediate