

**The University of Texas at El Paso
College of Health Sciences
Doctor of Physical Therapy Program**

PT 6202

PROFESSIONAL PRACTICE IN PHYSICAL THERAPY

Summer 2022

COURSE SYLLABUS

Credit Hours: 2

Contact Hours: 30 hours - Lecture: 30 hours; Lab: 0 hours; Clinic: 0 hours

Schedule: Class will typically be held at 3:30-5:00pm but days vary. See detailed schedule (found further down in this syllabus) and as indicated on Blackboard. Class will be held in Campbell Room 115. Note that classes for this course begin in Week 3 of this semester; however, there are 2 simple assignments due on Mon June 6 in Week 2.

Instructors:

Faculty: Celia Pechak, PT, PhD, MPH (she/her/ella) – please call me *Dr. P* or *Dr. Pechak* (pronounced 'paycheck')
Office location: Campbell Building Room 311
Office phone #: 915-747-7289
E-mail: cmpechak@utep.edu – Besides in-person communication, this is my preferred method of communication. I am generally very good about responding to emails in a timely manner during the workweek. However, if you do not get a response within 24 hours on Monday-Friday, feel free to email again in case I missed your email. While you are welcome to send emails after 4pm on Friday or over the weekend, I will most likely respond on Monday. Out of a need for some work-life balance, I generally do not check emails over the weekend.

Student hours: Please email me to set-up an in-person or Zoom meeting – I am happy to meet to help you succeed in my course!

Teaching Assistant: Sue Fogel, PT

Note: Ms. Fogel (who is a highly experienced physical therapist at University Medical Center) will grade the clinical documentation assignments. However, any concerns regarding grades earned should be addressed with me.

Tutoring & Peer Mentorship: Maryam Buazza (mbuazza@miners.utep.edu) and Kelli Kirkpatrick (kkirkpatric@miners.utep.edu) (Class of 2024 students) are available for tutoring and peer mentorship. Watch for emails from them regarding scheduled weekly tutoring hours and peer mentorship activities, or contact them directly if you need tutoring or guidance from successful DPT students who are motivated to help you succeed.

5/2/2022

Course Description: Attributes, behaviors, and values embodied by physical therapists in the conduct of professional practice, including documentation skills, teaching and learning principles, and maintenance of effective therapeutic relationships are introduced.

Course Prerequisites for DPT Students: The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, you must pass all courses in the prior semester of the DPT Program in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

Course Objectives: By the end of the course, you will be able to:

1. Explain cultural competence and its significance to creating effective therapeutic relationships. (7D7; 7D8; 7D10; 7D11) [Comprehension]
2. Employ culturally-sensitive verbal and non-verbal communication strategies with faculty, peers, and community members (during course-related activities including service-learning). (7B Communication; 7D7; 7D8; 7D13) [Application]
3. Identify the APTA's Core Values. (7B Ethics & Values; 7D5) [Comprehension]
4. Discuss the relationship between the Core Values and her/his participation in service-learning and volunteerism in the community. (7B Ethics & Values; 7D5; 7D13) [Comprehension]
5. Propose social and/or health policy changes and advocacy efforts needed to improve the health of the population(s) served by the community organization in which s/he completed her/his service-learning. (7D13; 7D14) [Synthesis]
6. Create a professional résumé. (7D7) [Synthesis]
7. Demonstrate basic documentation skills that incorporate medical terminology and ICF terminology and align with legal standards. (7D7; 7D21) [Application]
8. Apply professional behaviors, effective communication, and appropriate active-teaching/learning methods to the effective delivery of an oral presentation. (7B Communication, Teaching & Learning; 7D12) [Application]
9. Constructively critique the written work and oral presentation efforts of peers. (7B Teaching & Learning; 7D12) [Evaluation]
10. Identify resources and opportunities that support leadership development, lifelong learning, and progression towards her/his professional vision. (7D15) [Comprehension]

Methods of Instruction: Focus of the course is on active-learning and experiential approaches. Activities include: role playing, small group work, large group discussion, writing assignments, oral presentations, self-reflection, peer critiques, and service-learning.

Methods of Evaluation: Your competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below. *More information about Course Assignments and Assessments may be found at the end of this syllabus after Course Schedule.*

Item	Grade Composition
ASSIGNMENTS	
Clinical documentation assignments 5 assignments x 3% each	15%
Community engagement project (10%) & reflection paper (5%)	15%
Community faculty assignment: Patient interview & patient history	1%
Diversity, Equity, & Inclusion Lecture: Viewed & reflected upon the 2022 Lynda D. Woodruff Lecture	1%
Professional presentation	5%
Professional presentation critique	1%
Professionalism Modules 1-3	3%
Professional résumé	3%
Teaching-learning team activities & log	5%
Video introduction	1%
EXAMINATIONS	
Medical terminology exam*	20%
Final exam*	30%
Total	100%

If you get a grade below an 80% on any exam or assignment, you are expected to arrange a meeting with me and discuss study strategies to improve your performance.

***All exams will be administered in person and will require you to use your own laptop and Respondus Lockdown Browser.** Bring your fully-charged laptop with the most current version of Respondus Lockdown Browser downloaded on it. If you are not familiar with this software, see https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf and/or contact the HELP Desk at 915-747-4357 (HELP). Also, you may see the video at the following link to learn more about the software: <https://vimeo.com/456232383>

Grading Scale: The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

<u>Letter Grade Scale</u>	<u>Numerical Grade Scale</u>
A	90-100
B	80-89
C	75-79
F	Below 75

Required Textbooks and Other Learning Resources: (NOTE: I intentionally chose these resources based on quality as well as to limit financial demands upon you).

- 1) Curtis K. *Physical Therapy Professional Foundations: Keys to Success in School and Career*. Thorofare, NJ: Slack; 2002. ISBN 1-55642-411-6
 - NOTE: PDFs of assigned chapters from this book are available for **FREE** on Blackboard due to the generosity of the author. You do NOT have to purchase this book!
- 2) Quinn L, Gordon J. *Documentation for Rehabilitation: A Guide to Clinical Decision Making in Physical Therapy*, 3rd ed. St. Louis, MO: Saunders; 2015. ISBN 978-03-2331-2332
 - *This book will be used frequently in the latter 2/3 of this course.*
- 3) *AMA Manual of Style: A Guide for Authors and Editors* (11th Ed)
 - Available for **FREE** to you through UTEP Library
 - Go to <https://libguides.utep.edu/pt>
 - *You will use this resource for ALL formal writing assignments while in the DPT Program*
- 4) *Guide to Physical Therapist Practice 3.0*. Alexandria, VA: American Physical Therapy Association; 2014. Available at: <http://guidetoptpractice.apta.org/>
 - Available **FREE** to American Physical Therapy Association (APTA) members online
- 5) Online APTA Resources available **FREE** to APTA members (which you should be):
 - APTA Learning Center: Professionalism Module 1- Introduction to Professionalism
Go to <http://learningcenter.apta.org> – **Complete by 1pm on JUNE 22**
 - APTA Learning Center: Professionalism Module 2 – History of Professionalism in Physical Therapy
Go to <http://learningcenter.apta.org> - **Complete by 1pm on JUNE 22**
 - APTA Learning Center: Professionalism Module 3 – Ethical Compass
Go to <http://learningcenter.apta.org> - **Complete by 1pm on JUNE 22**

Supplementary Textbooks and Other Learning Resources:

- 1) Shamus E, Stern D, McGehee WF, Gainer K. *Communicating Clinical Decision-Making Through Documentation*. McGraw-Hill; 2021. ISBN 978-1-260-44066-9
 - Available for **FREE** to you through UTEP Library

- Search for Access Physiotherapy or access here: <https://libguides.utep.edu/pt>
- 2) For a **FREE** eBook to help improve your writing skills, see:
- Greetham B. *How to Write Better Essays*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan; 2001. ISBNs: 9780333947159 or 9780230629738.
 - Available in the eBook Collection (EBSCOhost) in UTEP Library
 - In particular, see Stage 4, Chapter 5 (*Paragraphs*)

Resources Available for Student Success:

Confidential Resources:

- **Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at cass@utep.edu or go by their office in Union Building East, room 106 (next to the UTEP post-office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; www.utep.edu/chs/shc
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel

Additional Resources:

- Division of Student Affairs. 915.747.5076, www.utep.edu/student-affairs
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://www.utep.edu/uwc/>
- Computer Labs: Independent Learning Center (ILC), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, www.utep.edu/chs/wellness

University Policies: You are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at www.utep.edu/vpba/hoop

Program Policies: You are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

Academic Integrity: The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. You must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic integrity is available through the UTEP Division of Student Affairs at www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

Course-Specific Policies: See DPT Program Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies, but in light of past experiences, particularly direct you to review the policies on cheating, accumulated knowledge, professional behaviors/generic abilities, attendance, and the disclaimer that the syllabus is subject to change.

1. **Attendance Policy - Absences:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific policies are as follows:

- As all Program faculty do, I believe that you should demonstrate your commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes, arriving to class on time, and being fully prepared to engage in class. I have high expectations because I am preparing you to demonstrate this professional behavior during your clinical education courses and when working as a licensed physical therapist.
- **However, if you are experiencing personal challenges interfering with meeting my attendance expectations and you wish to share this information with me, please contact me to discuss what assistance may be available to you. If you are not comfortable speaking with me, then please reach out to your assigned Advisor or to Dr. Gurovich.**
- Congruent with one’s ability to request excused time off in the work setting, I do permit **ONE excused absence** of a single class* period per course per semester for any reason. In order for your first absence to be excused, you must meet the expectation described further down. However, (with very rare exception [eg, documented serious illness or emergency] that will be considered on a case by case basis) there will be no accommodations offered for missed class time. Specifically, I will not offer the opportunity to make up in-class quizzes or written examinations, either in advance or after the scheduled class, or provide individual tutoring for missed content. Additionally, late work caused by your absence will not be accepted. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs. (*NOTE: Single class is defined as 1.5 hours).
- In order to be excused for your first missed class or lab, you must do the following: Email me at cmpechak@utep.edu at least 2 hours in advance if you will not be attending class. I do not require you to give me a reason, but I expect notice in WRITING by email. A phone call from you or message from one of your classmates is not acceptable.
- If you miss a second (or more) class for any reason, it will be considered unexcused unless it is due to documented illness or emergency. In these cases, you should email me and then arrange a meeting with me upon your return to school to discuss why you missed class. Documentation will be required for any additional absence (eg, doctor’s note documenting illness or treatment). I will notify you after our meeting and review of your documentation whether or not the absence will be considered excused or unexcused.
- Missing 50% or more of a class will be considered an absence.
- For each incident of an unexcused absence, 5% will be deducted from your final semester grade.

2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for DPT Program policy. Additional course-specific policy is as follows:

- I use the clock on the computer to determine when class should start and end. If you expect to arrive late or leave early (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late &/or leaving early for any reasons, I will contact you to meet with me to discuss the problem in person or by email. Each subsequent incidence of tardiness &/or early departure may result in 1% deduction from your final semester grade.
 - **However, if you are experiencing personal challenges interfering with meeting my on-time expectations and you wish to share this information with me, please contact me to discuss what assistance may be available to you. If you are not comfortable speaking with me, then please reach out to your assigned Advisor or to Dr. Gurovich.**
 - If you have an unexpected reason for being late (eg, flat tire), please send me an email explaining the reason for your tardiness when it is safe to do so.
 - **NOTE:** *Being "on time" in the online learning environment means that you have arrived into the virtual classroom & are fully "connected" PRIOR to the start of class.*
3. **Electronic Devices:** Refer to current DPT Student Handbook "Electronic Devices" for DPT Program policy. Additional course-specific policy is as follows:
- If you are using cell phones, computers, &/or other electronic devices for purposes that are not directly related to meeting the learning objectives of this course, then I consider that to be disruptive behavior. Personal calls, texts, &/or emails should be completed outside of class time. See Professional Behavior Policy below. **However, exceptions will be made if you notify me in advance that you have an urgent reason to be monitoring texts or responding to calls (eg, family illness).**
4. **Professional Behavior Policy:** See DPT Student Handbook "Attendance and Classroom Behavior", "Professional Behaviors" and "Unprofessional Behavior:" for general program policy. Additional course-specific policies are as follows:
- I expect you to arrive to class prepared and to actively participate while not being disruptive. If you are consistently ill-prepared, not actively participating, and/or being disruptive, I will contact you to meet with me to discuss the problem in person or by email. Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from your final semester grade.
 - **DIVERSITY & INCUSION STATEMENT:** I highly value diversity, and am committed to ensuring that you and all of your peers experience a sense of belonging in my course and our DPT Program. University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Disrespect, discrimination, and harassment based on any personal characteristics (including but not limited to race/ethnicity, sex, gender identity, and sexual orientation) is not acceptable. Any direct or indirect instances of intended or unintended disrespect (including microaggressions), discrimination, or harrassment should be reported to me immediately so that I may work to improve our learning environment. If I inadvertently create an unwelcoming environment for you, I ask you to please arrange a time to meet with me so that I can do better.
 - **TITLE IX INFORMATION:**

- The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.
 - Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.
 - For additional information or questions, please contact the Title IX Coordinator, who can be reached by phone at (915) 747-8358, by email at titleix@utep.edu, or by mail at 500 W. University Ave., El Paso, TX 79968, Kelly Hall, Room 312. In addition to or in lieu of contacting the Title IX Coordinator, inquiries may also be sent to the Assistant Secretary of the Office for Civil Rights.
 - Class is currently scheduled to be in-person. However, the potential exists for a class to be held via Zoom. Should that occur, my expectations are as follows: *The online learning environment is generally not optimally conducive to promoting a professional environment. Dogs bark and kids scream, and most of us have “offices” in bedrooms. I understand that flexibility is necessary. However, I expect you to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, I expect your cameras to be turned on so that we may maximize our engagement with each other; I consider having your camera on to be a component of active participation. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (eg, to go to the toilet), then please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.*
 - *If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss it.*
5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is as follows:
- Opportunities will be provided for missed examinations for an excused reason (eg, documented medical emergency).
 - All written assignments are due at the date and time indicated on Blackboard. Assignments submitted late on the due date will result in a 25% deduction due to the late submission. Assignments submitted after the due date will result in zero credit.
6. **Skills Check Policy:** not applicable
7. **Practical Exam Policy:** not applicable

Course Content and Schedule: **Times, dates, and reading assignments are subject to change although every effort will be made to minimize any changes – watch Blackboard for any changes.

Date	Topic & Instructor	NOTE: Reading should be completed BEFORE each class.	Assignments
WEEK 2			
MON June 6	No class		By 1pm... Submit your video introduction on Blackboard & indicate your top 3 preferences for a community engagement site on my office door Campbell Room 311
WEEK 3			
Class 1 TUES June 14	History of PT & role of PT; APTA membership; APTA vision; APTA Core Values; introduction to Professional Behaviors (including ethical behavior) Agent of Change Explanation of presentation topics and community engagement project 2 minute 'Elevator Speech' assignment <ul style="list-style-type: none"> • Explain highlights of PT profession, AND • Explain highlights of UTEP DPT Program To: >high school students >college/university students >general public <i>Pechak</i>	Curtis Ch. 1,2,3,20 Moffat 2012 article – on Blackboard Professional Behaviors document Introduction to the <i>Guide to Physical Therapist Practice</i> (found online at APTA website) Hayhurst C. A vision to transform society. <i>PT in Motion</i> . March 2014. (online at APTA website - go to News & Publications tab to find this archived article)	

<p>Class 2 THUR June 16</p>	<p>Student presentations of elevator speech</p> <p>Professionalism</p> <p>Learning styles & domains of teaching; Teaching-learning philosophies</p> <p><i>Pechak</i></p>	<p>Curtis Ch. 5,6 on Blackboard</p>	<p>Bring your 2-minute Elevator Speech – see this class' folder on Blackboard for more details. You do NOT have to submit it on Blackboard prior to class – but I may call on you to present it during class.</p> <p>Be ready to discuss self-reflection re: Professional Behaviors</p>
<p>WEEK 4</p>			
<p>Class 3 MON June 20</p>	<p>Continuation of Class 2 activities</p> <p><i>Pechak</i></p>	<p>Svinicki Ch 6– provided on BB</p> <p>Curtis Ch. 8, pp. 76- 85 and Ch. 9 on Blackboard</p> <p>Pechak's Teaching- Learning Philosophy on Blackboard</p>	<p>Complete GAMES instrument pp. 132-133 in Svinicki chapter – be ready to discuss</p>
<p>Class 4 TUES June 21</p>	<p>Written Communication: English 101</p> <p>Expectations for professional résumé</p> <p>Review use of Track Changes on Word</p> <p><i>Pechak</i></p> <p>MEDICAL TERMINOLOGY EXAM Bring your fully-charged laptop with the newest version of Respondus Lockdown Browser installed in advance AND test your computer in advance using Respondus.</p>	<p>Curtis Ch. 7, p.63 Curtis Ch. 14, pp. 145-147 on Blackboard</p> <p>Writing Example (posted on BB)</p> <p>Scan “AMA Resources” folder on Blackboard</p>	<p>Be ready to discuss your Learning Philosophy</p> <p>Have a copy of your current résumé available to review while we discuss my expectations for the professional résumé assignment.</p> <p>After class, you should revise your resume and then obtain critiques from ALL of your Teaching-Learning Team members to work on improving your resume.</p>

<p>Class 5 WED June 22</p>	<p>Self-reflection, self-assessment, self-regulation; constructive feedback</p> <p>Development of Professional Vision</p> <p><i>Pechak</i></p>	<p>Curtis, pp. 94 & 161 on Blackboard</p> <p>Re-read Svinicki Ch 6 focusing on concept of self- regulation</p>	<p>Evidence of completion (eg, electronic certificate) of Professionalism Modules is due on Blackboard by 1pm</p>
<p>Class 6 THURS June 23</p>	<p>Documentation Introduction</p> <p>(Have documentation textbook handy for ALL documentation class sessions starting today)</p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 1,2,3</p> <p>“Defensible Documentation Elements” found on APTA Website</p> <p>Principles of Physical Therapist Patient & Client Management (in the <i>Guide</i> - online at APTA website)</p>	<p>Have an electronic version of your “Professional Vision” statement available for class discussion today</p> <p>Complete all exercises in Quinn/Gordon Ch. 1,2 prior to class</p>
<p>WEEK 5</p>			
<p>Class 7 MON June 27</p>	<p>Verbal & non-verbal communication, interpersonal skills, establishing a therapeutic relationship; patient interaction; intro to cultural competence</p> <p>LEARN & RESPECT Models of Cross-Cultural Communication</p> <p><i>Pechak</i></p>	<p>Curtis Ch. 18 on Blackboard</p>	<p>Résumé due by 1pm today on Blackboard in Assignments Folder – you should have received critiques from ALL of your Teaching-Learning Team members prior to final submission</p> <p>Be ready to discuss what you think contributes to and constitutes a “therapeutic relationship”</p>

<p>Class 8 TUES June 28</p>	<p>Documentation: Initial eval overview; reason for referral</p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 7,8</p> <p>Review the “Physical Therapy Patient-Interview Assessment Tool” on Blackboard</p>	<p>Complete all exercises in Quinn/Gordon Ch. 7,8 prior to class</p> <p>Be prepared to do a patient interview with a fellow student and to critique your partner and yourself; afterwards, your group will need to schedule a time to do this with your community faculty member</p>
<p>Class 9 THURS June 30</p>	<p>Peer Review of Subjective section</p> <p>Documentation: standardized outcome measures*; documenting activities & impairments</p> <p>*Note: concepts in this chapter are also covered in Research Methods (eg, psychometric properties) – you should be able to apply them in both courses in class and on exams</p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 4,9,10</p>	<p>Documentation assignment (Subjective section) due by 1pm today on Blackboard in Assignments Folder.</p> <p>Complete all exercises in Quinn/Gordon Ch. 9,10 prior to class</p>
<p>Class 10 FRI July 1</p>	<p>Documentation continued</p> <p>Continuum of Cultural Competence 7 domains of cultural competence Interprofessional education Interprofessional collaboration</p> <p><i>Pechak</i></p>	<p>Curtis Ch 18 & Ch 19, and Continuum of Cultural Competence reading on Blackboard</p>	<p>Prior to class, watch assigned video in Class 10 folder – link is on Blackboard</p>
<p>WEEK 6</p>			
<p>Class 11 TUES July 5</p>	<p>Peer Review of Subjective & Objective sections</p> <p>UTEP PT Library Guide</p> <p>Professional & Scientific Writing</p> <p>DPT Student Resource Site & Capstone overview</p> <p><i>Pechak</i></p>		<p>Documentation assignment (Subjective & Objective sections) due by 1pm today on Blackboard in Assignments Folder.</p>

<p>Class 12 THURS July 7th</p>	<p>Documentation: Assessment and Goals</p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 11,12</p> <p><i>The Guide</i> - Physical Therapist Examination and Evaluation: Focus on Tests and Measures (online)</p>	<p>Prior to class, watch assigned video in Class 12 folder – instructions to the video are on Blackboard</p> <p>Complete all exercises in Quinn/Gordon Ch. 11,12 prior to class</p>
<p>WEEK 7</p>			
<p>Class 13 MON July 11</p>	<p>Peer Review of Subjective, Objective, & Assessment sections</p> <p>Diversity, equity, & inclusion in physical therapy</p> <p>Microaggressions</p> <p>Expectations for professional presentations</p> <p><i>Pechak</i></p>	<p>Curtis Ch. 8, pp.71-76 & Ch. 11, 18 on Blackboard</p>	<p>Documentation assignment (Subjective-Objective-Assessment sections) due by 1pm today on Blackboard in Assignments Folder.</p> <p>Watch 2022 Lynda D. Woodruff Lecture in its entirety and submit written statement by 1pm today on Blackboard in Assignments Folder attesting that the entire lecture was watched and reflected upon, and you are ready to discuss</p> <p>Watch this 2-minute video https://www.youtube.com/watch?v=nQ9I7y4UuxY</p>
<p>Class 14 TUES July 12</p>	<p>Documentation: Plan of Care</p> <p><i>Pechak</i></p> <p>Student Presentations</p>	<p>Quinn/Gordon Ch. 13</p>	<p>Prior to class, watch assigned video in Class 14 folder – instructions to find video are on Blackboard</p> <p>Complete all exercises in Quinn/Gordon Ch. 13 prior to class</p> <p>Assigned students to complete presentation critique & ask substantive question(s) of the assigned speaker</p>

<p>Class 15 WED July 13</p>	<p>Peer Review of Subjective, Objective, Assessment, & Plan sections</p> <p>Documentation: Session & progress notes</p> <p><i>Pechak</i></p> <p>Student Presentations</p>	<p>Quinn/Gordon Ch. 14</p>	<p>Documentation (Subjective, Objective, Assessment, Plan sections) assignment due by 1pm today on Blackboard in Assignments Folder.</p> <p>Prior to class, watch assigned video in Class 15 folder – instructions to find video are on Blackboard</p> <p>Assigned students to complete presentation critique & ask substantive question(s) of the assigned speaker</p>
<p>Class 16 THURS July 14</p>	<p>Documentation: D/C Summary</p> <p><i>Pechak</i></p> <p>Student Presentations</p>	<p>Quinn/Gordon Ch. 15</p>	<p>Assigned students to complete presentation critique & ask substantive question(s) of the assigned speaker</p> <p>Community Faculty assignment due by 1pm today on Blackboard.</p>
<p>WEEK 8</p>			
<p>Class 17 TUES July 19</p>	<p>Documentation: Electronic Medical Record</p> <p><i>Pechak</i></p> <p>Student Presentations</p> <p>Brief discussion of Final Exam – including abbreviations to know</p>	<p>Quinn/Gordon Ch. 6</p>	<p>Assigned students to complete presentation critique & ask substantive question(s) of the assigned speaker</p>
<p>Class 18 THURS July 21</p>	<p>Peer Review of Discharge Summary</p> <p>Documentation: Intro to informatics</p> <p><i>Pechak</i></p> <p>Student Presentations</p>	<p>See readings on BB related to Informatics</p>	<p>Assigned students to complete presentation critique & ask substantive question(s) of the assigned speaker</p> <p>Documentation assignment (Discharge Summary) due by 1pm today on Blackboard in Assignments Folder. Based on video in Class 15 video.</p>

WEEK 9			
Class 19 TUES July 26	Documentation: Payment policy and coding <i>Pechak</i> Student Presentations	Quinn/Gordon Ch. 5	Assigned students to complete presentation critique & ask substantive question(s) of the assigned speaker Community Engagement Paper & log due by 1pm today on Blackboard in Assignments Folder
THURS July 28 3:45- 5:00pm	FINAL EXAM Bring your fully-charged laptop with the newest version of Respondus Lockdown Browser installed		Teaching-Learning Team Log due by 1pm today on Blackboard – each student submits one Submit Final Exam essay by 1pm today on Blackboard in Assignments Folder

Additional Information Regarding Course Assignments and Assessments:

Clinical Documentation Assignments: You will complete 5 documentation assignments. See rubrics in Assignments Folder on Blackboard. All documentation assignments should be completed by you WITHOUT the assistance/cooperation of others.

Community Engagement Project and Paper: You will serve and learn from our community through a minimum of 10 hours of community engagement activities. See Assignments Folder on Blackboard for instructions and due date for associated reflection paper. You will continue to work with your assigned community partner in Fall in PT 5233 Behavioral Science Topics.

Community Faculty Assignment: Your Teaching-Learning Team will be assigned to meet with a Community Faculty member each semester in Year 1 of the curriculum. For the assignment this semester, you will begin to learn patient interview skills and to learn about the lived experience of someone with a physical disability. See instructions in the Assignments Folder on Blackboard.

Diversity, Equity, & Inclusion Activity: Diversity, equity, and inclusion are very important topics in the physical therapy profession and beyond. You will watch the 2022 Lynda D. Woodruff Lecture available at YouTube & submit a written attestation on Blackboard in Assignments Folder confirming that you watched it, and are ready to discuss in class.

Medical Terminology Exam: You will have ONE chance to re-take this exam if you are not pleased with your grade on the original exam. The second exam grade will stand – MINUS 5% for needing/choosing to re-take it. Medical terminology content will also be on the Final Exam.

- EXCEPTION: If you were offered a position in the UTEP DPT Program less than 30 days prior to the first day of the Summer semester, this deduction will be waived.

Professionalism Modules: All modules should be completed by you WITHOUT the assistance/cooperation of others. Evidence of completion is due in Assignments Folder on Blackboard.

Professional Résumé: You will benefit from having a high-quality résumé during your time in the DPT Program (eg, for applying for scholarships) and upon graduation to apply for employment or residencies. See Assignments Folder on Blackboard.

Teaching-Learning Team: You will be assigned to a teaching-learning team in order to foster the practices of collaboration, small group study, peer teaching, peer review, and peer support. These practices will support your success in our rigorous curriculum. See instructions in the Assignments Folder on Blackboard.

Virtual Introduction: I really look forward to getting to know you! To that end, you will create a short video introduction. See instructions in the Assignments Folder on Blackboard.