

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

PT 6202

Professional Practice in Physical Therapy

Summer 2018

COURSE SYLLABUS

**Credit Hours:** 2

**Contact Hours:** 30 (10 weeks)

**Schedule:** Monday 3:00-4:30pm in Campbell Room 115  
Wednesday 2:30-4:00pm in Campbell Room 115  
EXCEPT where noted on the schedule for Weeks 1 & 6  
NOTE: If other changes occur in the schedule, it will be noted on Blackboard  
*Optional Review Session:* Wednesdays 4:00pm-5:00pm in Room 115 (except Week 6)

**Instructor:** Celia Pechak, PT, PhD, MPH  
Office: Campbell Building Room 311  
Office hours: In lieu of scheduled office hours, I have scheduled a review session every Wednesday 4:00-5:00pm in Room 115 as I have found that students use my review sessions more consistently than office hours. However, students may also email me for individual appointments on any day *except* Thursdays. Email me with 3 options that you are open. I am very happy to meet with you to help you learn the course content! Bring your questions.  
e-mail: [cmpechak@utep.edu](mailto:cmpechak@utep.edu) (email is the best way to contact me) & phone: 915-747-7289

**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 Objectives:** *By the end of the course, the student will be able to:*

1. List the APTA's Core Values, and explain their significance to professional education, practice, and advocacy. (7D5, 7D14)
2. Describe the Professional Behaviors, and explain their significance to professional education and practice. (7D5)
3. Discuss teaching and learning principles, learning styles, and learning domains, and their application to success in graduate school and physical therapy practice. (7B, 7D12)

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4. Explain the concept of cultural competence and its significance to physical therapy practice. (7D8, 7D10, 7D11)
5. Describe and demonstrate effective and culturally sensitive verbal and non-verbal communication strategies with faculty, colleagues, and community members (during all course-related activities, including service-learning). (7D7, 7D8)
6. Discuss and demonstrate strategies to improve interpersonal skills and develop therapeutic relationships. (7D7)
7. Use the International Classification of Function (ICF) to describe a patient's impairments, activity limitations, and participation limitations. (7D21)
8. Obtain and document a basic patient history through an interview with a community faculty member. (7D17)
9. Demonstrate effective written communication for medical records (including writing basic initial evaluation/progress notes/discharge summaries using appropriate medical terminology and accepted abbreviations to meet legal requirements for documentation). (7D7)
10. Develop and present a professional presentation that integrates professional behavior, effective communication, and appropriate active teaching methods. (7D12)
11. Critique the written and presentation efforts of colleagues and propose constructive suggestions for improvement. (7D7)
12. Incorporate self-reflection and peer assessment to improve written communication and presentation skills. (7D7)
13. Identify career development and lifelong learning opportunities in the physical therapy profession at the local, state, national, and international levels. (7D15)
14. Discuss personal and professional benefits achieved through participation in service-learning activities including application of the APTA core values. (7D13)
15. Explain what it means to be an "agent of change" (including providing examples of how to challenge the status quo of physical therapy practice and advocate for the profession for the benefit of patients and the profession). (7D14)
16. Write a professional resume. (7D7)
17. Express his/her learning philosophy in a well-written document using AMA format. (7D7, 7D12)
18. Discuss physical therapy's role in improving society's health (eg, meeting Healthy People 2020 goals) through advocating for social and health policy. (7D14)

**Required Texts & Other Resources:**

Available free to American Physical Therapy Association (APTA) members online:

*Guide to Physical Therapist Practice 3.0*. Alexandria, VA: American Physical Therapy Association; 2014. Available at:

<http://guidetoptpractice.apta.org/>.

This is an older text but has very good information in it, and should be available at a low price online or through students from previous cohorts:

Curtis K. *Physical Therapy Professional Foundations: Keys to Success in School and Career*. Thorofare, NJ: Slack; 2002. ISBN 1-55642-411-6

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

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Online APTA Resources available free to APTA members only, including:

APTA Learning Center: Professionalism Module 1- *Introduction to Professionalism*

- Go to <http://learningcenter.apta.org> – Complete by 5pm on JUNE 15

APTA Learning Center: Professionalism Module 2 – *History of Professionalism in Physical Therapy*

- Go to <http://learningcenter.apta.org> - Complete by 5pm on JUNE 15

APTA Learning Center: Professionalism Module 3 – *Ethical Compass*

- Go to <http://learningcenter.apta.org> - Complete by 5pm on JUNE 15

Online module – free to all:

NYU School of Medicine - *NYU3T Interprofessional Skills: Teaching, Technology, Teamwork* <http://compass.med.nyu.edu/activity/26/265/> -

Complete by 5pm on JUNE 15

- Complete activities IPEPO through and including IPEP 11

### Supplementary Text:

The following is one of your core textbooks, and also has information related to documentation -

Paz JC, West MP. *Acute Care Handbook for Physical Therapists*. 4<sup>th</sup> ed. Boston, MA: Butterworth-Heinemann; 2014. ISBN-13: 978-1-4557-2896-1

**Methods of Instruction:** Primarily active-learning including: small group work, writing activities, class presentations, self and peer critiques, and service-learning

### Methods of Evaluation:

*Medical terminology exam	10%
**Final exam	30%
Homework assignments	35%
***Professionalism Modules 1-3; NYU Interprofessional module	5.0%
Professional résumé	2.5%
Professional résumé critique	0.5%
Learning philosophy	10.0%
Learning philosophy critique	2.0%
Clinical documentation assignments/quizzes	10.0%
'Patient Interview' with community faculty	5.0%

Community engagement project (10%) & reflection paper (5%) 15%

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Final professional presentation	9%
Critique of one final presentation	1%

All written assignments are due prior to the end of class on the date indicated. Assignments submitted after class but 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.

\*Medical terminology exam: You will have ONE chance to re-take this exam during Week 3 if you are not pleased with your grade on the original exam in Week 2. 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.

\*\*EXTRA CREDIT OPTION – Final Exam:

Earn 1 (one) extra point on Final Exam by joining the APTA Section of your choice (except Research section) of the APTA prior to the exam – attach copy of documentation from APTA that shows that you are a section member to your Final Exam to receive credit. Only 1 extra credit point is possible; joining additional sections will NOT earn you extra points.

\*\*\*All modules should be completed by each student WITHOUT the assistance/cooperation of others. Evidence of completion is due to Dr Pechak in hard copy by 5pm on JUNE 15. Staple evidence of completion for ALL 4 modules together and submit at one time.

**NOTE:** All submitted work should have your NAME clearly printed on the title page or at the top of the page (in the case of documentation assignments). All rubrics should have NAMES PLACED where clearly indicated to do so. Failing to place names on your work will result in a grade of ZERO. You will have 24 hours to resubmit the work with your name; you will receive a 20% deduction for failing to do so in the first place.

**Community Engagement Project:** Each student will spend a minimum of 10 hours of service-learning in the community this semester. Options for community partner organizations are posted at the course site on Blackboard and on my office door.

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

#### UTEP DOCTOR OF PHYSICAL THERAPY PROGRAM GRADING SCALE

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

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89

C  
F

75-79  
Below 75

**Course Content:** Refer to Topic Outline

**Attendance, Tardiness, Class Participation, and Professional Behaviors Policy:**

**(This is in addition to what is found in Student Handbook, and is specific to my courses. Each faculty member has the right to have his/her own policy related to these issues. It is the responsibility of the student to follow the policy of each faculty member.)**

**ATTENDANCE:**

As all Program faculty do, I believe that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes, and arriving to class on time. I am expected to be at class as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes, and to make them productive active-learning opportunities; I expect you to do your part by being prepared and regularly participating. I do NOT give credit for this...I expect it. Failure to arrive to class prepared and on time, and to not participate actively, and to fail to demonstrate professional behaviors may result in deductions to your final semester grade.

However, congruent with one's ability to request excused time off in the work setting, I 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](mailto: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.

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For each incident of an unexcused absence, 5% will be deducted from your final semester grade.

**TARDINESS &/or EARLY DEPARTURE:**

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.

**PARTICIPATION and PROFESSIONAL BEHAVIORS:**

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.

**Course and Program Policy:** 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.**

**Special Accommodations (ADA):**

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](mailto:cass@utep.edu) or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

**STATEMENT ON INCLUSIVITY:** University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Discrimination or harassment based on cultural beliefs, gender identity, sexual orientation, or personal viewpoints will not be tolerated. Diversity is a welcome part of all learning settings. Any direct or indirect instances of discrimination should be reported to the instructor as soon as possible.

**Tentative Topic/Assignment Outline:** (Note: Occasionally additional readings MAY be posted on Blackboard)

Date	Topic	NOTE: Reading should be completed BEFORE each class.	Assignments	Course Objectives
<p>Class 1 WED May 30 1:00- 2:20pm</p>	<p>History of PT &amp; role of PT; APTA membership; APTA vision; APTA Core Values; introduction to Professional Behaviors (including ethical behavior)</p> <p>Agent of Change</p> <p>Explanation of presentation topics and community engagement project options</p> <p>2 minute 'Elevator Speech' assignment</p> <ul style="list-style-type: none"> <li>• Explain highlights of PT profession, AND</li> <li>• Explain highlights of UTEP DPT Program To: <ul style="list-style-type: none"> <li>&gt;high school students</li> <li>&gt;college/university students</li> <li>&gt;general public</li> </ul> </li> </ul>	<p>Curtis Ch. 1,2,3,20 Moffat 2012 article – on Blackboard</p> <p>Professional Behaviors document</p> <p>Introduction to the <i>Guide to Physical Therapist Practice</i> (found online at APTA website)</p> <p>Hayhurst C. A vision to transform society. <i>PT in Motion</i>. March 2014. (online at APTA website - go to News &amp; Publications tab to find this archived article)</p>	<p>Sign up for individual presentation topic before class starts next Monday – sign-up sheet is on the door of Dr Pechak's office Room 311</p> <p>Sign up for community engagement project preference before class starts next Monday – sign-up sheet is on the door of Dr Pechak's office Room 311</p> <p><b>Note:</b> Evidence of completion (eg, printed certificate) of APTA Modules 1, 2, &amp; 3, and NYU Interprofessional Education module is due to Dr Pechak's mailbox in Room 309 by JUNE 15. Staple documentation for ALL 4 modules together and submit at ONE time. (see page 3 of this syllabus for more information)</p>	<p>1,2,15</p>

Class 2 FRI June 1 8:30- 9:50am	Finalize presentation topics and community engagement assignments  Student presentations of elevator speech  Professionalism  Learning styles & domains of teaching; Teaching-learning philosophies	Curtis Ch. 5,6,9  Curtis Ch. 8, pp. 76-85	Hard copy of your typed 2-minute Elevator Speech due  Be ready to discuss self-reflection re: Professional Behaviors	3
Class 3 MON June 4	Brief presentation by the Office of Civic Engagement at 3:00pm (Jennifer M. Lujan)  Continuation of Class 2 activities  <b>**MEDICAL TERMINOLOGY EXAM 3:50-4:30pm</b>  **Rehab abbreviations in Quinn & common medical abbreviations will be on the Final Exam	Svinicki Ch 6– provided in class #1	Complete GAMES instrument pp. 132-133 in Svinicki article – be ready to discuss	3
Class 4 WED June 6	Written Communication: English 101  Expectations for final draft of Résumé	Curtis Ch. 7, p.63 Curtis Ch. 14, pp. 145-147  Writing Example (posted on BB)  Scan “AMA Resources” folder on Blackboard	Hard copy of résumé due at start of class	16,17
Class 5 MON	Self-reflection, self-assessment, self-regulation; constructive feedback	Curtis, pp. 94 & 161	Résumé critique due at start of class	11,12

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June 11	Development of professional vision	Re-read Svinicki Ch 6 – provided in class #1 – focusing on concept of self- regulation		
Class 6 WED June 13	Documentation Introduction  <b>(Bring documentation text book to ALL documentation class sessions starting today)</b>	Quinn/Gordon Ch. 1,2,3  “Defensible Documentation Elements” found on APTA Website  Principles of Physical Therapist Patient & Client Management (in the <i>Guide</i> - online at APTA website)	Professional vision due  Complete all exercises in Quinn/Gordon Ch. 1,2 prior to class  <b>Note:</b> Evidence of completion (eg, printed certificate) of APTA Modules, and NYU Interprofessional Education module is due to Dr Pechak’s mailbox in Room 309 by 5pm on JUNE 15 (see page 3 of this syllabus for more information)	5,6,7,9
Class 7 MON June 18	Verbal & non-verbal communication, interpersonal skills, establishing a therapeutic relationship; patient interaction; interprofessional collaboration	Finish reading Student Handbook  Curtis Ch. 19	Hard copy of learning philosophy assignment due at start of class  Final résumé due at start of class  Be ready to discuss what you think contributes to and constitutes a “therapeutic relationship”	5,6,16
Class 8 WED	Documentation: Initial eval overview; reason for referral	Quinn/Gordon Ch. 7,8	Complete all exercises in Quinn/Gordon Ch. 7,8 prior to class	5,6,7,9

June 20		Review the “Physical Therapy Patient-Interview Assessment Tool” provided to you in hard copy	Be prepared to do a patient interview with a fellow student and to critique your partner and yourself; afterwards, you will need to schedule a time to do this with your community faculty member	
Class 9 MON June 25	Documentation: standardized outcome measures*; documenting activities & impairments  *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	Quinn/Gordon Ch. 4,9,10	Learning philosophy critique due at start of class Documentation assignment due at start of class Complete all exercises in Quinn/Gordon Ch. 9,10 prior to class	5,6,7,9
Class 10 WED June 27	Documentation continued...			4,5,6,11
Class 11 MON July 2	Professional & Scientific Writing  AMA Manual of Style  DPT Student Resource Site	Review AMA documents on DPT Student Resource Site	Documentation assignment due  Interview with Community Partner due	5,8
Class 12 THURS July 5  (make-up)	Documentation: Assessment and goals	Quinn/Gordon Ch. 11,12  <i>The Guide</i> - Physical Therapist	Complete all exercises in Quinn/Gordon Ch. 11,12 prior to class	5,6,7,9

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for July 4)		Examination and Evaluation: Focus on Tests and Measures (online)		
Class 13 MON July 9	Cultural competency & diversity  Expectations for professional presentations	Curtis Ch. 8, pp.71-76 & Ch. 11, 18	Documentation assignment due at start of class	10
Class 14 WED July 11	Documentation: Plan of Care; session & progress notes  <b>Student Presentations</b>	Quinn/Gordon Ch. 13,14	Final learning philosophy assignment due at start of class  Complete all exercises in Quinn/Gordon Ch. 13,14 prior to class  Assigned students to complete presentation critique	5,6,7,9,11,12,13,17
Class 15 MON July 16	Documentation: Payment policy and coding; D/C summary  <b>Student Presentations</b>	Quinn/Gordon Ch. 5,15	Documentation assignment due at start of class  Assigned students to complete presentation critique	5,6,7,9,10,11,13
Class 16 WED July 18	Documentation: Payment policy and coding; D/C summary (cont)  <b>Student Presentations</b>	Quinn/Gordon Ch. 5,15	Documentation assignment due at start of class  Assigned students to complete presentation critique	5,6,7,9,10,11,13

Class 17 MON July 23	Documentation Electronic Medical Record  <b>Student Presentations</b>	Quinn/Gordon Ch. 6	Documentation assignment due at start of class  Assigned students to complete presentation critique	5,6,7,9, 10,11,13
Class 18 WED July 25	Documentation Informatics  <b>Student Presentations</b>  Brief discussion of Final Exam		Community Engagement Paper & Log/Time Sheet DUE  Documentation assignment due at the start of class  Assigned students to complete presentation critique	5,6,7,9, 10,11,13,14
Class 19 MON July 30	Healthy People 2020  <b>Student Presentations</b>	Review Healthy People 2020 objectives	Review HealthyPeople.gov – be ready to discuss how the Physical Therapy profession can contribute to the Healthy People 2020 Objectives; Assigned students to complete presentation critique	10,11,13, 15,18
Class 20 WED Aug 1 1-2:20pm	<b>FINAL EXAM</b> <b>Room 115</b>		Bring hard copy of documentation that you joined an APTA section (except Research section) if you want ONE extra credit point; this will be attached to the Final Exam	1-7,9, 13,15,18