

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

**PT 6202**

**Professional Practice in Physical Therapy**

**Summer 2015**

**COURSE SYLLABUS**

**Credit Hours:** 2

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

**Schedule:** Mon & Wed  
10:30-noon (except where noted in yellow on the syllabus and/or noted on Blackboard)  
Campbell Building Room 115

**Coordinator/Instructor:** Celia Pechak, PT, PhD, MPH  
Office 311, 915-747-7289  
Office hours: Noon-1:00pm on Mon & Wed; or drop in or email for appointment (send me an email with 3 time options that you are open)  
e-mail: [cmpechak@utep.edu](mailto:cmpechak@utep.edu)

**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:**

1. Explain the content of the Professional Behaviors/Generic Abilities and Vision 2020 pillars, and their significance in professional education and practice. (CC-2, 5.11, 5.63)
2. Describe how to incorporate the Core Professional Values into graduate school and future physical therapy practice. (CC-5.1-5.16, 5.63, 5.64)
3. Discuss teaching and learning principles, learning styles, and learning domains, and their application to success in graduate school and physical therapy practice. (CC-2)
4. Demonstrate effective written communication (including writing basic initial evaluation/progress notes/discharge summaries using appropriate medical terminology and accepted abbreviations to meet legal requirements for documentation). (CC-2, 5.42)
5. Explain the concept of cultural competence and its significance to physical therapy practice. (CC-5.18)
6. Describe and demonstrate effective and culturally sensitive verbal and non-verbal communication strategies with faculty, colleagues, and community members (during service-learning project). (CC-2, 5.17, 5.18)

7. Discuss and demonstrate strategies to improve interpersonal skills and develop therapeutic relationships. (CC-5.18, 5.34)
8. Develop and present a professional presentation that integrates professional behavior, effective communication, and appropriate active teaching methods. (CC-2, 5.11, 5.17, 5.18, 5.26, 5.41)
9. Critique the written and presentation efforts of colleagues and propose constructive suggestions for improvement. (CC-2, 5.13, 5.14)
10. Incorporate self-reflection and peer assessment to improve written communication and presentation skills. (CC-2, 5.12, 5.14)
11. Explain how to be involved in the physical therapy profession at the local, state, national, and international levels. (CC-5.16)
12. Discuss personal and professional learning that was achieved through participation in service-learning activities including application of core professional values. (CC-5.1-5.14, 5.16, 5.64)
13. Document patient history and patient goals based on information gained from history taking with practice patient. (CC-5.9)
14. Explain what it means to be an “agent of change” and provide examples of how to challenge the status quo of physical therapy practice for the benefit of patients and the PT profession. (CC-5.63)

### Required Texts & Other Resources:

Available free to 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*, 2<sup>nd</sup> ed. St. Louis, MO: Saunders; 2010. ISBN 978-1-4160-6221-9 (3<sup>rd</sup> edition ISBN-13: 978-0323312332 is due November 2015)

Online APTA Resources available free to members only, including:

APTA Learning Center: Professionalism Module 1- Introduction to Professionalism

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

[http://learningcenter.apta.org/tp\\_professionalissues.aspx](http://learningcenter.apta.org/tp_professionalissues.aspx)

Online module – free to all:

NYU School of Medicine - Interprofessional Education and Practice <http://compass.med.nyu.edu/activity/26/265/>

### 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

5/7/15

## Methods of Evaluation:

*Medical terminology exam		10%
**Final exam		30%
Homework assignments		30%
***Professionalism Modules 1&2; Interprofessional module	5 %	
Professional résumé	2.5%	
Professional résumé critique	0.5 %	
Learning philosophy	10 %	
Learning philosophy critique	2 %	
Clinical documentation assignments/quizzes	10 %	
Community engagement project (15%) & reflection paper (5%)	20%	
Final professional presentation	9 %	
Critique of one final presentation	1 %	

\*Medical terminology exam: You must pass this exam with a minimum score of 80. While you can re-take the exam should you not meet the minimum score, 5% will be deducted from the total score for each re-take. Thus with a third re-take, you would have to score 95% (less 15%) in order to pass the exam. **All re-takes must be done by June 12, 2015.**

\*\*\* All modules should be completed by each student WITHOUT the assistance/cooperation of others.

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

\*\*EXTRA CREDIT OPTION – Final Exam:

Earn 2 (two) extra points on Final Exam by joining the APTA Section of your choice (except Research section) of the APTA prior to the exam – attach copy of email receipt from APTA to your Final Exam to receive credit.

**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	75-79
F	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 Dr Pechak's 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/labs, and arriving to class on time. I am expected to be at class/labs as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes/labs, 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\* or lab 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/lab 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 or lab. 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 or lab 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 or lab will be considered an absence.

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

#### **TARDINESS:**

I use the clock on the computer to determine when class should start. If you expect to arrive late (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late 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 may result in 1% deduction from your final semester grade.

#### **PARTICIPATION and PROFESSIONAL BEHAVIORS:**

I expect you to arrive to class and lab 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/>

**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  <b>Fri</b>  <b>May 29</b>  <b>8-11am</b></p>	<p>History of PT &amp; role of PT; APTA membership; Vision 2020 &amp; new vision; Core Professional Values; introduction to Generic Abilities/Professional Behaviors</p> <p>Explanation of presentation topics and community engagement project options</p> <p>2 minute Elevator Speech assignment</p>	<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 edition)</p>	<p>Sign up for individual presentation topic before class starts next Monday – sign up outside of Dr. Pechak’s office</p> <p>Sign up for community engagement project preference before class starts next Monday – sign up outside of Dr. Pechak’s office</p>	<p>1,2,11,14</p>

<p>Class 2 Mon June 1</p>	<p><b>**MEDICAL TERMINOLOGY EXAM 10:30-11:00am</b> **Rehab abbreviations in Quinn pp.215-224 &amp; common medical abbreviations will be on the Final Exam</p> <p>Class activities start at 11:00am</p> <p>Finalize presentation topics and community engagement assignments</p> <p>Student presentations of elevator speech</p> <p>Professionalism</p> <p>Learning styles &amp; domains of teaching; Teaching-learning philosophies</p>	<p>Curtis Ch. 5,6,9</p> <p>Curtis Ch. 8, pp. 76-85</p>	<p>Hard copy of your typed 2-minute Elevator Speech due</p> <p>Be ready to discuss self-reflection re: Professional Behaviors</p>	<p>3</p>
<p>Class 3 Wed June 3</p>	<p>Continuation of Class 2 activities</p> <p>Brief presentation by the Office of Civic Engagement at 11:30</p>	<p>Svinicki Ch 6– provided in class #1</p>	<p>Complete GAMES instrument pp. 132-133 in Svinicki article – be ready to discuss</p>	<p>3</p>
<p>Class 4 Mon June 8</p>	<p>Written Communication: English 101</p> <p>Expectations for final draft of Résumé</p> <p>REFWORKS - AMA Referencing (Librarian will demonstrate Refworks from 11:10-11:50am in ILC)</p>	<p>Curtis Ch. 7, p.63 Curtis Ch. 14, pp. 145-147</p> <p>Writing Example (posted on BB)</p> <p>Scan “AMA Resources” folder on Blackboard</p> <p>Complete APTA Modules 1&amp;2</p>	<p>Hard copy of résumé due at start of class</p> <p>Each person must SET UP REFWORKS ACCOUNT PRIOR TO CLASS – go online to “Library”, “databases”, “Refworks” to set up account</p> <p>Submit hard copy of print-out documenting completion of APTA Modules 1&amp;2</p>	<p>4,10</p>

Class 5 Wed June 10	Self-reflection, self-assessment, self-regulation; constructive feedback  Development of personal and professional “tagline”/vision	Curtis, pp. 94 & 161  Re-read Svinicki Ch 6– provided in class #1 – focusing on concept of self-regulation	Résumé critique due at start of class	4,9
Class 6 Mon June 15	Documentation Introduction  <b>(Bring documentation text book to ALL documentation class sessions)</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)	Personal and professional “tagline”/vision due  Complete all exercises in Quinn/Gordon Ch. 1,2,3 prior to class	6,7,13
Class 7 Wed June 17	Verbal & non-verbal communication, interpersonal skills, establishing a therapeutic relationship; patient interaction; interprofessional collaboration	Finish reading Student Handbook  Curtis Ch. 19  Complete NYU Module re: Interprofessional Practice	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”  Submit completed certificate for NYU Module	6,7

Class 8 Mon June 22	Documentation	Quinn/Gordon Ch. 4,5,6  Review the “Physical Therapy Patient-Interview Assessment Tool” provided to you in hard copy	Complete all exercises in Quinn/Gordon Ch. 4,5,6 prior to class  Be prepared to do a patient interview and to critique your partner and yourself	6,7,13
Class 9 Wed June 24	Cultural competency & diversity  Conflict management/resolution  <b>GUEST SPEAKER from Counseling Center – wear UTEP DPT polo</b>	Curtis Ch. 18	Learning philosophy critique due at start of class	5,6,7
Class 10 Mon June 29	Documentation	Quinn/Gordon Ch. 7, 8	Documentation assignment due at start of class  Complete all exercises in Quinn/Gordon Ch. 7,8 prior to class	4,9,13
Class 11 Wed July 1	Professional & Scientific Writing  AMA Manual of Style  DPT Student Resource Site	Review AMA documents on DPT Student Resource Site		4,9

Class 12 Mon July 6	Documentation	Quinn/Gordon Ch. 9,10  <i>The Guide - Physical Therapist Examination and Evaluation: Focus on Tests and Measures (online)</i>	Complete all exercises in Quinn/Gordon Ch. 9,10 prior to class	4,9,13
Class 13 Wed July 8	Expectations for professional presentations  Stress management – <b>GUEST SPEAKER from Counseling Center – wear UTEP DPT polo</b>	Curtis Ch. 8, pp.71- 76 & Ch. 11	Documentation assignment due at start of class	8,10
Class 14 Mon July 13	Documentation  <b>Student Presentations</b>	Quinn/Gordon Ch. 11,12	Final learning philosophy assignment due at start of class  Complete all exercises in Quinn/Gordon Ch. 11,12 prior to class  Assigned students to complete presentation critique	4,9,10,13
Class 15 Wed July 15	Documentation  <b>Student Presentations</b>		Documentation assignment due at start of class  Assigned students to complete presentation critique	4,9,10,13
Class 16 Fri July 24 10:30-noon ** NOTE: Different day	Documentation  <b>Student Presentations</b>	Quinn/Gordon Ch. 13	Documentation assignment due at start of class  Assigned students to complete presentation critique	8,9,10,11

Class 17 Wed July 22	Documentation Electronic Medical Record  <b>Student Presentations</b>		Documentation assignment due at start of class  Assigned students to complete presentation critique	4,9,10,13
Class 18 Mon July 27	Documentation  <b>Student Presentations</b>		Community Engagement Paper & Log/Time Sheet DUE  Documentation assignment due at the start of class  Assigned students to complete presentation critique	8,9,10,11
Class 19 Wed July 29	Healthy People 2020 Agent of Change revisited Personal/professional Tagline/Vision revisited <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	8,9,10,11
Friday July 31 Room TBA 10:40-12:00	<b>FINAL EXAM</b>		Attach extra credit documentation	1-7,10-11, 13-14