

PHT 6024
Professional Issues I
Fall 2013

Course Description: The purpose of this course is to prepare the student in professional practices that will be used throughout the University of Florida DPT program and during their professional career. This course provides the student with an introduction to the profession of physical therapy and the role of the professional in physical therapy practice. Students are educated about the application of generic skills to the profession of physical therapy. Course content includes communication (verbal, nonverbal, and written), individual and cultural differences, professional behavior and abilities, ethics, legal issues, and responsibility for professional development.

Course prerequisites: Course participation is limited to first semester entry-level DPT students

Course Offered by: Department of Physical Therapy, College of Public Health and Health Professions, University of Florida

Credits: 2 credits

Course Instructors: Jason Beneciuk, PT, PhD
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Office: 352-273-6696
Office hours: Room 1131, by appointment

Teaching Assistants: TBD

Web Page address: <http://lss.at.ufl.edu/> (Sakai)

Clock hours: 2 hours/week for 16 weeks

Class time: Fall semester (Wednesday 5:00-6:45PM): Room 1104

Course Objectives:

Upon completion of the course, the student will be able to:

1. Describe knowledge of codes of professional behavior, including APTA's Code of Ethics, FS486, The Guide for Professional Conduct, and Standards of Practice.
2. Describe the characteristics of your role as a health professional both currently and as an entry-level doctoral prepared physical therapist using the CPI, the APTA Standards of Practice, the Guide to PT Practice, The State Practice Act, recent research literature and additionally provided information.
3. Describe the unique qualities of a professional, with emphasis placed on the healthcare setting and special emphasis placed on physical therapy settings.

4. Discuss the necessity of developing professional abilities that are unique to the health care profession.
5. Discuss the importance of the abilities of “critical thinking and problem solving” in the role of the PT professional.
6. Discuss the necessity to embrace an attitude of “lifelong learning” in the professional field of PT. Design a plan for professional development throughout your academic, clinical, and professional career.
7. Describe the major differences among individuals and cultures that is free from stereotypes and how your personal history may affect your interactions with peers, faculty, patients, and the health care team. Recall the positive and negative aspects of those qualities.
8. Demonstrate appropriate psychomotor behaviors (at the level of 80% or greater) associated with using verbal, non-verbal, and written terminology for effective professional communication during student presentations (at the level of 80% or greater) and during class discussion.
9. Identify and explain the various contexts in which the PT is an educator and the type of relationship that is necessary between therapist and patient that will foster independence, empower the patient, and encourage active learning and future compliance when direction and encouragement is withdrawn
10. Describe how the professional organization (American Physical Therapy Association and Florida Physical Therapy Association) represents and meets the needs of physical therapists.
11. Demonstrate appropriate affective behaviors (at the level of 80% or greater) during reflective journal writing assignments relative to weekly content discussed in class.
12. Demonstrate appropriate affective behaviors (at the level of 80% or greater) by being able to interpret and respond to feedback provided by the course instructor and teaching assistants in a professional manner during student group presentations.

Teaching Methods: Lecture, discussion, case examples, student group work, reflective journaling

Required Textbooks:

Kettenbach G. Writing Patient / Client Notes: Ensuring Accuracy in Documentation 4th ed. FA Davis

Readings from professional journals will be posted on class website.

FALL 2013 CLASS SCHEDULE

Week	Date	Topic	Readings / Assignment
1	8/21	Introduction: syllabus, handouts, important websites, FL State Practice Act (FS486), Generic Abilities, APTA 7 Core Values, Assignments, CPI	<u>Readings:</u> Syllabus, objectives <u>Assignment:</u> Review FS486 Generic Abilities CPI
2	8/28	<ul style="list-style-type: none"> • Guide to PT Practice • Disability Model / ICF 	<u>Readings:</u> Guide to PT Practice Sections 1-4 <u>Homework:</u> Guide to PT Practice Assignment due start of class on 9/4/2013
3	9/4	Professionalism & Ethics – “In General” (5:00-6:00PM) Professionalism Team Meeting #1 (6:00-6:45PM)	<u>Readings:</u> Professional Team Meeting #1 Reading Due: Guide to PT Practice Assignment <u>Homework:</u> Journal Entry #1
4	9/11	Professionalism & Ethics – “In Classroom” **Guest lecturers	<u>Readings:</u> TBD <u>Homework:</u> Journal Entry #2
5	9/18	Professionalism & Ethics – “In Clinic” **Guest lecturers	<u>Readings:</u> TBD <u>Homework:</u> Journal Entry #3
6	9/25	Personality & Learning Styles **Presentation groups assigned	<u>Readings:</u> Understanding PT, PTA, and Patient Personality Types <u>Homework:</u> Journal Entry #4
7	10/2	Written Documentation <ul style="list-style-type: none"> • SOAP • Patient / Client Management Note 	<u>Readings:</u> Writing SOAP Notes (1 – 4) Presentation topics and dates due
8	10/9	Communication <ul style="list-style-type: none"> • Verbal • Non-verbal • Feedback 	Reading: TBD <u>Homework:</u> Journal Entry #5
9	10/16	The PT as an Educator ** Group Presentations	Reading: TBD
10	10/23	The PT as an Educator ** Group Presentations	N/A
11	10/30	Cultural Competence	<u>Reading:</u> Cultural Competence for the PT Practitioner
12	11/6	Critical Thinking Skills	<u>Readings:</u> TBD
13	11/13	Legal Issues in PT (5:00-6:00PM) Professionalism Team Meeting #2 (6:00-6:45PM)	<u>Readings:</u> TBD Due: Student Reflective Journal
14	11/20	APTA / FPTA	<u>Review:</u> APTA / FPTA Websites
15	12/4	The Past, Present & Future for PT	<u>Readings:</u> The History of PT; Historical Perspective of Autonomy

Grading Assessment Methods: This course will be graded according to the departmental guidelines located in the most recent version of the student handbook located at: <http://pt.php.ufl.edu/pdf/StudentHandbook.pdf>. Attendance is required for all classes (please refer to class attendance policy below). Please use the course objectives as a study guide for both reading and class assignments.

Students will also be required to complete various assignments to include, but not limited to: homework assignments, quizzes, and reflective journaling entries. We will utilize the class website for most in-class and pre-class assignments including readings. Class participation will be assessed individually and through small group discussion as per the discretion of the course instructor. **There will be opportunities in every class to participate in class discussions. If you do not attend class, you will not receive any credit for participation on that day** (please refer to missed class or assignment policy below). For all written assignments, students are required to write and sign the following Honor Code pledge: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

Guide to PT Practice Assignment	10%	10 points
Quizzes (multiple choice/short answer; 10 x 5 points)	50%	50 points
Group Presentation	25%	25 points
Student Reflective Journal (Final Copy)	15%	15 points
Total	100%	100 points

****All scores/grades will be posted on Sakai****

Grading Scale:

Grade Scale (%)	Total Points	Grade	Grade Points
93 - 100	93.0 - 100	A	4.00
90 - 92	90.0 – 92.0	A-	3.67
87 - 89	87.0 – 89.0	B+	3.33
83 - 86	83.0 – 86.0	B	3.00
80 - 82	80.0 – 82.0	B-	2.67
70-79	70.0 – 79.0	C	2.00
60-69	60.0 – 69.0	D	1.00
Below 60	<60.0	E	0.00

Quizzes: A total of 8 in-class quizzes (multiple choice / short answer) will be administered during the semester.

Group Presentation: Students will be assigned to groups of approximately 4-5 by the instructor and be required to: 1) choose a topic of interest related to physical therapy practice; 2) provide an 8-minute presentation to the class utilizing appropriate forms of communication learned from prior classes.

Reflective Journaling: Over the course of the semester, students will be assigned reflective journaling topics relevant to information covered in class. Students will be asked to provide responses that are relevant to recent topics covered in class.

Professional Behavior: Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development as well as evaluation of these behaviors into each academic course. In order to demonstrate safe and effective professional behavior prior to clinical visits that occur in the third semester of the curriculum, all students must attain “beginner “ professional behavior by the end of semester two as demonstrated by behaviors in the classroom and lab, as well as the Generic Abilities list by the end of the second semester in the curriculum. Students will formally self-evaluate their professionalism during the first semester and at midterm and end of second semester. Additional feedback will be provided by peers, instructors, and teaching assistants. Additionally, students must demonstrate 100% safety on all practical exams throughout the curriculum. Should a student fail a practical exam, due to safety or additional reasons, they will have only one opportunity to repeat the exam. Students must progress from “Beginner” through to “Clinical entry-level” throughout the remainder of the academic and clinical curriculum. Failure to do so will prevent the student from advancing in the curriculum and may result in professionalism probation and/or possible expulsion from the program. See student handbook.

<http://pt.php.ufl.edu/pdf/StudentHandbook.pdf>

Academic Honesty:

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules - 6CI-4.017 Student Affairs: Academic Honesty Guidelines. Further details regarding the University of Florida honesty policy is available at: www.aa.ufl.edu/aa/Rules/4017.htm

All students are required to abide by the Academic Honesty Guidelines, the following pledge has been accepted by the University and is expected of all students:

“I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Class attendance policy:

Attendance is mandatory. Please contact the course instructor as soon as possible by e-mail if you are unable to attend class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Missed class or assignment policy:

If you do not attend class, you will not receive any credit for participation on that day. Submission of assignments after the established deadline will not be accepted. Personal issues with respect to this policy will be handled on an individual basis.

Accommodations for Students with Disabilities: Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide the documentation to the course instructor when requesting accommodation.

Counseling and Student Health: Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is available 24/7 from:

Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Laptop and Smartphone policy:

Laptop computers are permitted for taking notes. *However, internet use is not permitted during lectures. Texting or other use of phones is not permitted.* Students who are identified using the internet or Smartphone devices during class time will be given a **Professionalism warning** and this will be placed in their file. Three (3) professionalism incidents can lead to dismissal from the program (see online handbook). <http://pt.php.ufl.edu/pdf/StudentHandbook.pdf>;

Classroom attire: Professional attire (as listed in the student handbook) is required for all guest lectures. You may remain in lab attire for classes with no guest lecturer or if necessary for the subject material.

Class preparation/Instructor expectations:

- All reading assignments will be reviewed prior to class, since reference to this information will be made during class time, and will not always be repeated in detail.
- Students are **proactive** asking questions to clarify assignments.
- Emails to faculty and teaching assistants are appropriately titled for ease of response.