



**Physical Therapist Assistant Program
Fall 2012**

COURSE SYLLABUS

Course Number	PTHA 1201		
Course Title:	The Profession of Physical Therapy		
Credit Hours:	2		
Contact Hours:	32		
Prerequisites:	BIOL 2401, 2402		
Corequisite:	PTHA 1405		
Instructor:	Mikala Reznik, PT, DPT		
Phone:	Office – 432-335-6842	Cell – 512.618.1295	
Email:	mratliff@odessa.edu		
Office Hours:	Monday	9:00 – 10:30 am	
	Tuesday	9:30 – 11:00 am	2:30 – 4:30 pm
	Wednesday	9:00 – 10:30am	
	Thursday	9:30 – 11:00am	2:30 – 4:30 pm

Course Description:

Introduction to the profession of physical therapy and the role of the physical therapist assistant. Legal, professional and ethical concepts that help prepare the student to participate as a member of the health care team are studied. (ICOs 1, 2, 3, 4, 5)

Required Textbooks:

1. PTHA 1201 Course Packet for Fall 2012

Objectives:

After completing this course, the student should be able to:

- 1.0 Appreciate the historical foundation of physical therapy.
- 2.0 Understand the impact of selected health care policy issues on the profession of physical therapy.
- 3.0 Understand the role of physical therapy in the provision of health care.
- 4.0 Understand the role of the physical therapist assistant in the provision of physical therapy.
- 5.0 Understand the role of professional associations in the advancement and regulation of physical therapy.
- 6.0 Understand the legal and ethical issues pertinent to physical therapy.
- 7.0 Value professionalism as an essential attribute of a physical therapist assistant.

Competencies:

- 1.0 To demonstrate competency in appreciating the historical foundation of physical therapy, the student should be able to:
 - 1.1. Identify the major historical events contributing to the development of physical therapy as a profession.
 - 1.2. Define physical therapy
- 2.0 To demonstrate competency in understanding the impact of selected health care policy issues on the profession of physical therapy, the student should be able to:
 - 2.1. *Describe selected public policies relating to disability.
 - 2.2. *Identify, describe and measure basic components of safe and accessible environmental design.
 - 2.3. *Describe the purpose of and the role of physical therapy in environmental assessment.
 - 2.4. *Describe and differentiate selected health care reimbursement methods.
 - 2.5. *Describe the relevance of the Correct Coding Initiative to the delivery of physical therapy.

- 3.0 To demonstrate competency in understanding the role of physical therapy in the provision of health care, the student should be able to:
 - 3.1. *Describe and differentiate the acute medical delivery system and the post-acute care delivery system.
 - 3.2. *Describe physical therapy practice settings.
 - 3.3. *Identify members of the multi-disciplinary health care team and describe their roles.
- 4.0 To demonstrate competency in understanding the role of the physical therapist assistant in the provision of physical therapy, the student should be able to:
 - 4.1. Define physical therapist assistant.
 - 4.2. *Describe and differentiate the roles and supervisory relationships of physical therapists, physical therapist assistants, and physical therapy aides.
 - 4.3. *Describe circumstances and patient scenarios which require the physical therapist assistant to contact the supervising physical therapist for additional guidance before proceeding with patient care.
- 5.0 To demonstrate competency in understanding the role of professional associations in the advancement and regulation of physical therapy, the student should be able to:
 - 5.1. *Summarize the mission, goals, and vision of the American Physical Therapy Association (APTA).
 - 5.2. *Describe the organization and governance of the APTA.
 - 5.3. *Describe other selected organizations and their relevance to physical therapy.
 - 5.4. *Discuss current issues pertinent to physical therapy and the role of APTA in regards to the issues.
- 6.0 To demonstrate competency in understanding the legal and ethical issues pertinent to physical therapy, the student should be able to:
 - 6.1. *Describe the law governing the practice of physical therapy in the State of Texas.
 - 6.2. *Discuss selected sections of the PT Rules particularly relevant to obtaining and maintaining licensure.
 - 6.3. Define health care malpractice.
 - 6.4. *Describe selected civil liability issues related to physical therapy.
 - 6.5. *Describe the legal concepts of confidentiality and informed consent and their application in physical therapy.
 - 6.6. Define professional ethics.
 - 6.7. *Discuss the four biomedical ethical principles and relate them to physical therapy.
 - 6.8. *Describe the APTA documents governing the ethical conduct of members.
 - 6.9. *Relate law and professional ethics.
 - 6.10. *Describe ethical decision making methods and apply them to ethical issues.
- 7.0 To demonstrate competency in valuing professionalism as an essential attribute of a physical therapist assistant, the student should be able to:
 - 7.1. Define professionalism.
 - 7.2. *Discuss the core values of physical therapy and relate them to physical therapy practice.
 - 7.3. *Describe the role of the physical therapist assistant in the clinical education of physical therapist assistant students.
 - 7.4. *Describe evidence based practice and relate it to the core values.

** Indicates integrated, core curriculum skills (math, reading, communication, technological literacy and/or critical thinking)*

Methods of Presentation:

Lectures, reading assignments, and outside projects and assignments

Avid Infusion:

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the PTA program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Course Requirements:

In order to receive credit for this course, all students must:

1. Complete all unit tests.
2. Complete all assigned projects and class presentations.
3. Complete the final exam.

Grade Compilation:	Unit Exams/Quizzes	65%
	Worksheets/Projects	5%
	Final Exam	30%

Grading Scale:	90-100 = A
	80-89 = B
	70-79 = C
	60-69 = D
	Below 60 = F

Note: Students must make a minimum grade of C in each PTA course in order to remain in the program.

Student Success

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Procedure for Requesting Special Accommodations

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Physical therapist assistant students with a disability who request reasonable accommodations should meet with the Program Director no later than the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Disability Services as long as the ability to meet course requirements is not compromised. Physical Therapist Assistant faculty provide no accommodations without authorization. It is the student's responsibility to be a self-advocate when requesting accommodations. The student will need to meet with each course instructor at the beginning of class to discuss the particular accommodation needed. Documentation of special needs will be maintained in the student's file.

Professional Behavior:

Professional behavior is absolutely essential both while the individual is a student in this program as well as after graduation. The Professional Behaviors Assessment form provides a standard for behavior and a mechanism for self-assessment by the student as well as assessment by faculty during the academic component of the program. If a faculty member observes consistent failure to demonstrate acceptable professional behavior by a student, the faculty member will utilize the assessment form as a tool for counseling the student. **Failure to respond appropriately to counseling regarding professional behaviors will result in dismissal from the program.**

Attendance:

Regular attendance at lecture and lab is essential and has a direct effect on the final grade that a student earns in class. Non-attendance on the part of a student may result in grade penalty or may lead to dismissal from the program.

A student should attend all lecture and laboratory sessions. Habitual or patterned absenteeism in lecture or lab will not be tolerated. As soon as such a problem is identified, the student will be required to meet with the faculty to determine a course of action and, if the problem is not corrected, the student will be subject to dismissal from the program. Absences in laboratory sessions are particularly problematic because of the lost opportunity to practice skills; therefore, students will be penalized for missing more than one lab session per semester. Should a

student miss more than one lab session, one point for each missed session will be deducted from the final course grade.

All absences must be reported to the appropriate faculty member prior to the start of class. If the faculty member cannot be reached directly, a voice mail message may be left. Failure to notify the faculty prior to an absence will affect the student's Professional Behaviors Assessment.

Acceptance of Late Assignments:

Projects or outside assignments are due at the beginning of class on the assigned due date. Late papers will receive a 5% per day grade penalty. This penalty will continue to be assessed each day the assignment is not turned in.

Missing an Exam:

Exams are defined as formally scheduled examinations covering a major portion of the course content and cumulatively comprising a relatively large percentage of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified prior to the scheduled exam time and arrangements must be made for make-up. It is the instructor's option to give the same exam as the one missed or a different exam over the same content. If the exam is not made up within one class day, a 5% per day penalty will be assessed each day the exam is not taken.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Quizzes:

Any quizzes given, whether scheduled or given unannounced, may not be rescheduled if missed. A zero will be the grade recorded for an unexcused missed quiz. All quizzes will be averaged together to obtain a percentage of the final class grade. Any exceptions to this policy will be announced in class.

Course Outline:

HISTORY OF PHYSICAL THERAPY

- I. What is Physical Therapy?
- II. Early History of Physical Therapy
- III. The Physical Therapy Profession in the U.S.
- IV. Physical Therapist Assistants

PROFESSIONAL ORGANIZATIONS

- I. American Physical Therapy Association (APTA)
- II. APTA Associated Organizations
- III. Related Organizations
- IV. Current Issues

ROLES AND PRACTICE SETTINGS

- I. The Role of the Physical Therapist Assistant
- II. The Role of the Physical Therapy Aide
- III. Supervision
- IV. Multi-Disciplinary Team
- V. Continuum of Care
- VI. Characteristics of Various Practice Settings
- VII. Guide to Physical Therapist Practice – “The Guide”
- VIII. Organizational Planning and Operation

PHYSICAL THERAPY PRACTICE SPECIALTIES

- I. Orthopedic Physical Therapy
- II. Neurologic Physical Therapy
- III. Pediatric Physical Therapy
- IV. Cardiopulmonary Physical Therapy
- V. Wound Care (Integumentary Physical Therapy)

- VI. Geriatric Physical Therapy
- PUBLIC POLICY AND DISABILITY
 - I. Introduction
 - II. Rehabilitation Act of 1973 - RA
 - III. Individuals with Disabilities Education Act - IDEA
 - IV. Americans with Disabilities Act - ADA
 - V. Achieving Balance
- ARCHITECTURAL BARRIERS
 - I. Introduction
 - II. Basic Accessibility
- ARCHITECTURAL BARRIERS PROJECT Name:
- ETHICS
 - I. Introduction
 - II. Classical Ethical Theories
 - III. Biomedical Ethical Principles
 - IV. Codification of Ethics
 - V. The Law and Professional Ethics
 - VI. HIPAA – Health Insurance Portability and Accountability Act of 1996 (HIPAA)
 - VII. Informed Consent
 - VIII. Ethical Decision Making
- PROFESSIONALISM
 - I. Introduction
 - II. Seven Core Values of the Physical Therapy Profession
 - III. Professional Behaviors
 - IV. Evidence Based Practice
 - V. Evaluating Research
- THE LAW AND PHYSICAL THERAPY
 - I. Four Sources of Law and Legal Obligation
 - II. The Executive Council of Physical Therapy and Occupational Therapy Examiners
 - III. Texas Board of Physical Therapy Examiners
 - IV. Practice Act and Rules
 - V. Licensure and Facility Registration
 - VI. Health Care Malpractice
- REIMBURSEMENT
 - I. Introduction
 - II. Insurance Basics
 - III. Private (Commercial) Insurance
 - IV. Medicare
 - V. Medicaid
 - VI. Workers Compensation
 - VII. CPT Codes and the Correct Coding Initiative

The SEI process for face-to-face and online courses is scheduled for the week of November 26th