CARROLL UNIVERSITY COLLEGE OF HEALTH SCIENCES
DOCTOR of PHYSICAL THERAPY PROGRAM
PTH520: Professional Practice I
Syllabus • Summer 2017

Course Number/Title: Physical Therapy 520: Professional Practice I
Credit Hours: 2
Day/Time/Location: CGS 107
Cohort A: Mondays 3:15-4:20p & Wednesdays 1:30-2:35p
Cohort B: Mondays 2:00-3:05p & Wednesdays 2:45-3:50p
NOTE: some classes will be combined- see course schedule for details
Course Grading Scale: A-F
Prerequisites: Entry-level Physical Therapy Program Standing

Associated Faculty:
Course Coordinator: Sara North PT, DPT
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Adjunct Faculty: Suzie Ryer MPT
Office: CGS 117
Office Hours: By appointment, CGS
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Email: sryer@carrollu.edu

Program Goals
1. Students will demonstrate the skills and behaviors (Standards and Elements) required for initial practice in physical therapy.
2. Students will demonstrate evidence-based practice and utilize sound clinical reasoning strategies within the patient/client management and International Classification of Function (ICF) models.
3. Students will demonstrate physical therapy professional ethics, values and responsibilities in accordance with APTA Core Values and Core Professional Behaviors.
4. The Program will demonstrate commitment to service to Carroll University, to professional organizations, and provide community engagement and outreach to Waukesha County and surrounding communities.
5. The Program faculty members will demonstrate contemporary expertise in their assigned teaching areas and have ongoing productive scholarly agendas.

Professional Track Mission Statement
The aim of the professional track in the Carroll University Doctor of Physical Therapy program is to prepare an entry-level generalist trained clinician to successfully meet all requirements of the professional practice and practice management expectations. Graduates will demonstrate self-directed learning, critical thinking, problem solving ability and community needs awareness to allow autonomous practice within a changing and diverse health care environment.
**Course Description:**
Professional practice expectations and practice management expectation concepts are broadened and applied more specifically to patient care in a manner consistent with contemporary clinical practice. Primary emphasis includes application of communication, teaching and ethics to understanding and working with various populations across the lifespan. This course also examines the administration, management and regulations surrounding various practice settings.

**Required Texts:**
- Readings and resources as needed on reserve in the physical therapy building, library, or posted on Canvas.
- Recommended to reference the online version of the APTA Guide to Physical Therapist Practice (3rd Ed.)

**Course Learning Objectives:**

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Linked Assignments</th>
<th>Correlated CAPTE Elements</th>
<th>Percent course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Address patients and communities through an integrative health lens and incorporate the social determinants of health in care planning and practice. Students will:</td>
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<tr>
<td>a. Understand the elements of integrative health and holistic care on a factual and conceptual level and apply to patient care through reflection and case-based scenarios.</td>
<td>Full completion of the NCIPH/U of AZ Orientation, Unit 1, &amp; Unit 4</td>
<td>7A, 7D8, 7D10, 7D21</td>
<td>10% (5% orientation &amp; unit 1, 5% unit 4)</td>
</tr>
<tr>
<td>b. Evaluate and understand one’s own cultural and personal biases through self-assessment and metacognition in preparation to compassionately identify and consider patients’ differences, values, preferences, and expressed needs in patient care.</td>
<td>Self-assessment cultural bias inventories</td>
<td>7A, 7B, 7D8</td>
<td>n/a</td>
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<tr>
<td>c. Critically evaluate the literature pertaining to integrative health care, patient management, and professional practice to integrate the perspective of the patient or family or caregiver to create an understanding of and appreciation for the profound influence of the social determinants of health and the integrative health model on the patient experience of health and illness.</td>
<td>Integrative Health paper</td>
<td>7A, 7B, 7D8, 7D9, 7D10</td>
<td>15%</td>
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</tbody>
</table>
### 2. Effectively communicate through self-awareness and strategies to adapt to all stakeholders in the interprofessional integrative health patient care team. Students will:

<table>
<thead>
<tr>
<th>a. Understand and evaluate one’s own verbal, non-verbal, and written communication strengths and limitations through self-assessment and metacognition in preparation to compassionately and professionally communicate with consideration of patients’ differences, values, preferences, and expressed needs in all professional activities.</th>
<th>Reflection on Communication Self-Assessment</th>
<th>7B, 7D7, 7D8</th>
<th>28% (see addendum for details)</th>
</tr>
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<tbody>
<tr>
<td>b. Understand and apply communication concepts relative to interprofessional practice with an integrative health team considering strategies to adapt and modify communication for successful professional collaborations.</td>
<td>BaFa post assignment, subjective recording peer assessments, conflict style inventories, conflict management scenarios in class</td>
<td>7B, 7D7, 7D39</td>
<td>BaFa posts and replies 8 % Subjective peer FB 6 % (3% x 2)</td>
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<tr>
<td>c. Understand and apply communication concepts and teaching strategies relative to the patient/family/caregiver to adapt and modify communication in preparation to competently perform patient/client and family education to achieve patient/client goals and outcomes and promote behavioral change.</td>
<td>Full completion of the NCIPH/U of AZ Unit 2; submission of two motivational interviewing worksheets Family/caregiver education presentation</td>
<td>7B, 7D7, 7D10, 7D12, 7D27</td>
<td>Unit 2, 5 % Submission 3 % Presentation 3 %</td>
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### 3. Pursue professional development through increased awareness of and reflection upon one’s own wellbeing and application of published professional documents to clinical practice. Students will:

<table>
<thead>
<tr>
<th>a. Understand and evaluate one’s own health professional wellbeing through self-assessment and metacognition in preparation to compassionately and professionally provide care to others.</th>
<th>Full completion of the NCIPH/U of AZ Unit 3; submission of PPTO and Resiliency Plan</th>
<th>7D15</th>
<th>Unit 3 5 % PPTO &amp; Resiliency Plan 3 %</th>
</tr>
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<tbody>
<tr>
<td>b. Analyze the application of the APTA Core Values to both the student and health professional perspectives in simulated clinical situations.</td>
<td>Active participation during in-class activity</td>
<td>7B, 7D5, 7D6</td>
<td>n/a</td>
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<tr>
<td>c. Analyze challenging ethical scenarios and justify patient management decisions relative to the Code of Ethics in simulated clinical situations.</td>
<td>APTA Professionalism Module #3 Active participation in RIPS case scenarios</td>
<td>7B, 7D4, 7D6, 7D28</td>
<td>APTA Module 4 %</td>
</tr>
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4. Understand and apply fundamental practice management principles and practices to respect and consider current legal and financial factors that affect health care service delivery. Students will:

| a. | Recall billing and reimbursement concepts and apply to patient management scenarios to aid in the development of clinical reasoning for plan of care and goal development and intervention selection with financial and payer source considerations. | Practice Management Basics Quiz | 7B, 7D32, 7D42 | 5 % |
| b. | Integrate documentation principles into point-of-service electronic medical record completion. | Pending partnership development for EPIC training | 7B, 7D23 | n/a |
| c. | Recognize and recall fundamental patient privacy and protection considerations through HIPAA training and applied patient management scenarios. | HIPAA module and quiz | 7B, 7D1, 7D43 | 5 % |

**Format:** Online modules, Lecture, Videos, Discussion, Online Forum Discussion, Small Group Work, Independent Study, Assigned Readings, Simulation.

**Grading Scale:**
- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

**Note:** Late submissions will be accepted at 25% deduction per day late.
**Note:** Internet accessibility issues are not considered a reasonable excuse for late assignments. Students should plan ahead to have all assignments uploaded/electronically submitted prior to the deadline to ensure timely completion.

**Policy Statements**

**Statement on Academic Integrity** – The Carroll University Academic Integrity Policy is located in your student handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor.

**Accommodation for Disabilities** – Students with documented disabilities that may need accommodations, or any student considering obtaining documentation, should make an appointment with the Walter Young Center disabilities coordinator no later than the first week of class. She can be reached by calling 524-7335. Appropriate accommodations will be made once notification has been received from the coordinator.

**Modifications to the syllabus:** The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Course Schedule

Note: The deepest learning and growth occurs through professional reflection and a spirit of inquiry. Active participation is required throughout the semester for a positive, engaging environment. Appropriate preparation and planning are essential.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Related Activities</th>
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<tr>
<td></td>
<td></td>
<td>Address patients and communities through an integrative health lens and incorporate the social determinants of health in care planning and practice.</td>
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<tr>
<td>Week 1</td>
<td>M 5/22</td>
<td>Addressing patients through an integrative lens (health promotion, wellness, social responsibility), Social determinants of health Biopsychosocial approach to care</td>
<td>AZ modules: NCIPH Orientation and Unit #1: Introduction to Integrative Health; <strong>both due Tues 5/30 8am</strong> AZ module #4: Addressing Patients through an Integrative Lens; <strong>due Sun 6/18 midnight</strong> Integrative Health Paper; <strong>due Sun 8/6 midnight</strong></td>
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<td></td>
<td>COMBINED</td>
<td>Note: Info Session prior to class with HRSA Project Coordinator for NCIPH Orientation</td>
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<td></td>
<td>2-3:05p CGS LL14</td>
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<td></td>
<td>W 5/24</td>
<td>Culture &amp; diversity: Know yourself first Guest speaker: Nikki Davis, Carroll’s Director of Cultural Diversity</td>
<td>Project implicit assignment Culture bias inventories</td>
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<td></td>
<td>COMBINED</td>
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<tr>
<td></td>
<td>1:30-2:35p CGS LL14</td>
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<tr>
<td>Week 2</td>
<td>M 5/29</td>
<td>NO CLASS Memorial Day Holiday</td>
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<td></td>
<td>W 5/31</td>
<td>WORK DAY</td>
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Effectively communicate through self-awareness and strategies to adapt to all stakeholders in the interprofessional integrative health patient care team.

|        | COMBINED 2-3:05p CGS LL14 |                                                                      |                                                                                   |
|        | W 6/7 | Communication: Know Yourself First Guest speaker: Carrie Woods, Carroll Marketing & Communications: Communication in the Digital Space | Reflection on Communication Self-Assessment: Self-presence in the digital space; **due 6/11 midnight** |
|        | COMBINED 1:30-2:35p |                                                                      |                                                                                   |
| Week 4 | M 6/12 | Communication: Know Yourself First Subjective History Video Assignment Self-reflection component (Peer- later date) | Reflection on Communication Self-Assessment: Subjective recording self-assessment component; **due same day 6/12 midnight** |
|        | OUT OF CLASS |                                                                      |                                                                                   |
|        | W 6/14 | Communication: Know Yourself First MBTI, True Colors Learning Styles, other inventories Auditory, Visual, Kinesthetic – assessing patients | Reflection on Communication Self-Assessment: Inventories Assignment; **due at the start of class on 6/14** |
| Week 5 M 6/19 | Communicaiton: Know Yourself First  
- Emotional Intelligence  
- Leadership in practice | Reflection on Communication Self-Assessment: Emotional Intelligence online inventory and reflection; **due 6/25 midnight** |
|---|---|---|
| W 6/21 | Communication: With IPE/Team  
- IPE relationships  
- Group work, evaluating teams  
- Giving feedback (peer, supervisor/CI, feedback loop)  
- Conflict Management (Conflict Management Styles Quiz; scenarios to apply conflict management strategies as related to PT clinical practice and internships) | Subjective recordings- peer feedback component; **due Sun 6/25 midnight** |
| Week 6 NO CLASS 6/26, 6/28 | Communication: With IPE/Team  
- BaFa BaFa Activity with PA & OT Programs: Interprofessional Experience  
- Note class day/time change this week, meet in Auditorium | BaFa reflection posts- initial post **due same day 6/30 midnight**; two reply posts **due Sun 7/2 midnight** |
| Week 7 7/3, 7/5 | No Class – Summer Break! |  |
| Week 8 M 7/10 | Communication: With the patient  
- Behavioral change (collaborative reasoning)  
- Motivational interviewing | AZ Module #2: Prevention & Lifestyle Behavioral Change; **due Sun 7/23 midnight**  
- Print & complete the MI worksheets for “Importance and Confidence” and “Encourage Change Talk” with a non-peer; upload in 1 file; **due 7/23 also** |
| W 7/12 | Communication: With the patient  
- Adult education concepts (andrology)  
- PT as teacher of patient, Teaching strategies  
- Compliance/adherence and other principles | Pending |
| Week 9 M 7/17 | Communication: With the family & caregiver  
PT’s role in Family and Caregiver Education: Activity (In-class)  
- Assigned topic- small group research  
- Group presentations as applied to PT practice | Family/caregiver education presentation – details pending |
Pursue professional development through increased awareness of and reflection upon one’s own wellbeing and application of published professional documents to clinical practice.

| W 7/19 | Professional development: Know Yourself First  
|        | • Health Professional Wellbeing  
|        | • Mindfulness in Practice  
|        | • The development of professional behaviors in PT practice, from student to clinician  
|        | • AZ Module #3: Health Professional Wellbeing; due Sun 8/6 midnight  
|        | • Print & complete the PPTO and the Resiliency plan; upload in one file by Sun 8/6 (same)  

| Week 10 | 7/24, 7/26 | No Class – Team Up for Families!  

| Week 11 | M 7/31 | Professional development: Code of Ethics  
|         | • Expand ethics into application using RIPS model, case scenarios/role playing  
|         | • APTA Professionalism Module #3: Printed copy of certificate due at the start of class on 7/31  
|         | • In-class activities  

| W 8/2 | Professional development: APTA Core Values  
|       | • APTA Core Values - applied activity  
|       | • In-class activities  

Understand and apply fundamental practice management principles and practices to respect and consider current legal and financial factors that affect health care service delivery.

| Week 12 | M 8/7 | Introduction to Practice Management concepts  
|         | • Billing and reimbursement concepts applied to patient management scenarios  
|         | • Establishing plan of care, creating goals, and selecting interventions with consideration of payer source/financial  
|         | • Integrated documentation into point-of-service electronic medical record completion  
|         | • Practice Management Basics Quiz; due Sun 8/13 midnight  
|         | • EPIC material TBD  

| W 8/9 COMBINED 1:30-2:35p | Introduction to Practice Management concepts  
|                           | • Guest Speaker- Carroll Legal Counsel-Catherine Jorgens, JD: Communication & Legal Implications of Prof Practice and link to Risk Management  
|                           | • HIPAA Module & Quiz; due Tues 8/8 midnight  

| FINALS WEEK | 8/17 12noon-3pm | Final  

Detailed Descriptions of Course Requirements

Addendum #1: National Center for Integrative Primary Health: University of AZ online certificate curriculum

Please refer to the separate “Interprofessional Integrative Primary Health” Syllabus for details.

Course credit will be awarded for each unit’s full completion without implications of inadequate engagement. Confirmation of this will be provided by the HRSA grant coordinator following unit submission deadlines.

There is one additional PTH 520 course submission required for Unit 2: Print & complete the motivational interviewing worksheets for “Importance and Confidence” and “Encourage Change Talk”. These activities are to be done with someone who is not a peer in the DPT Program and ideally with someone not in your primary personal circle. You will upload both completed worksheets in one pdf file to Canvas; due 7/23/17 midnight.

There is one additional PTH 520 course submission required for Unit 3: Print & complete the PPTO and the Resiliency plan found within the module. There is a print option once completed so that the formatting is easy to export. You will upload together in one pdf file to Canvas; due 8/6/17 midnight.

Both assignments will be reviewed and graded on criteria of depth, completeness, professionalism, and insight with clear application to future professional growth.
Addendum #2: Cultural Bias Inventories

Details to follow regarding this course component.

Project Implicit & Cultural Bias Inventories:  [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

What are your unconscious or uncontrolled reactions when you think about anxiety, depression, alcohol, eating disorders, or persons with mental illness? Find out by experiencing the Implicit Association Test (IAT)  
[https://implicit.harvard.edu/implicit/user/pimh/preliminaryinfo.html](https://implicit.harvard.edu/implicit/user/pimh/preliminaryinfo.html)
Addendum #3: Reflection on Communication Self-Assessment

**Purpose:** This overall assignment consists of a set of 6 smaller assignments that build throughout the Communication unit to allow students to understand and evaluate their own verbal, non-verbal, and written communication strengths and limitations. This is accomplished through self-assessment and metacognition in preparation to compassionately and professionally communicate with consideration of patients’ differences, values, preferences, and expressed needs in all professional activities.

**Procedures:** Complete the following 6 assignments following the due dates in the course schedule. Each activity has a separate assignment built into Canvas, with all combining to form a general communication self-assessment. Assignments correlate closely to material presented in class.

**Reflection on Communication: Self-Assessment (28% total)**

1. Initial perceived primary strengths and areas of growth relative to communication (3%)
   a. Upload a 1-2 page Word file outlining at minimum three of each (strengths and areas of growth). Explain each perception for context, rather than only stating a phrase (i.e. do not state only “good at building rapport”). Prior feedback or justification for why each was chosen will support your selections. This is done as a pre-unit assignment for a baseline early in the semester. Assignments will be reviewed and graded on criteria of depth, completeness, professionalism, and insight with clear application to future professional growth.

2. Effective succinct communication (5%)
   a. The Effective Communication Coach presents on material useful for becoming an intentful, succinct communicator with confidence and the ability to lead. An elevator speech is one given very briefly to someone who does not know you or your message. A verbal reading of the speech should take approximately 90 seconds. Upload a Word file containing your elevator speech text for the hiring PT supervisor at your dream facility. Conclude this assignment by adding a narrative describing how you will apply any other take-home messages from the presentation and/or a-ha moments. Assignments will be reviewed and graded on criteria of depth, completeness, professionalism, and insight with clear application to future professional growth.

3. Presence in the digital space (5%)
   a. Carroll’s Marketing and Communications representative presents information useful for discovering and adjusting your social media presence. It is a powerful tool but can be used incorrectly with detrimental effects on you, your employer, your patients. Upload a 1-2 page Word file describing your past and current social media presence and your considerations and adjustments planned for the future. Assignments will be reviewed and graded on criteria of depth, completeness, professionalism, and insight with clear application to future professional growth.
4. Subjective Video Assignment: Self-Assessment (6%)
   a. The purpose is to self-analyze and receive peer feedback on verbal and nonverbal performance while taking a subjective history in a simulated environment. This is also a step in preparation for the subjective intake practical found within the Advanced Patient Management course later in the semester.
   b. Students will be placed into groups of 3 and will rotate between all roles of SPT, patient, and CI to take a total of 3 subjective histories consecutively in a 30-minute time frame. Students in the role of SPT will complete a full subjective intake with all appropriate content as learned in previous and current coursework, including appropriate verbal and nonverbal communication strategies. Students in the role of CI will observe and critique SPT performance in order to establish 2-3 items for feedback on performance. Subjective histories are to be completed in a quiet location on or off campus, with as professional an atmosphere as possible (i.e. not your apartment bedroom). Students are expected to wear professional attire and name tags during the recording. A document containing the three predetermined scenarios for each group will be posted that day on Canvas. Any information not present in the scenario should be portrayed creatively by the “patient”. No preparation is required other than reviewing subjective intake course notes.
   c. All three subjective histories must be recorded in one file with enough quality to allow for visual and auditory play back. This can be done using a smart phone, a video recorder, or other equipment. If you do not have the appropriate equipment, contact the Carroll media rental department. This single file for the group is then uploaded on you tube with the link posted on Canvas.
   d. Students watch themselves perform the subjective intake and complete the required Subjective History Video Assignment document and upload to Canvas. The document is three pages and contains one Self-Assessment page and two Peer Assessment pages (one for each of the other 2 group members). The peer feedback component will not be due until later in the semester, so please upload only the first page for this small assignment.

Grading for Self-Assessment Component (6% of final grade):

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>8%</td>
<td>Excellent depth and insight to performance with specific strategies for future</td>
</tr>
<tr>
<td>6-7%</td>
<td>Good depth and insight to performance with specific strategies for future</td>
</tr>
<tr>
<td>4-5%</td>
<td>Good depth and insight to performance with vague strategies for future</td>
</tr>
<tr>
<td>2-3%</td>
<td>Poor depth and insight to performance with specific or vague strategies for future</td>
</tr>
<tr>
<td>1%</td>
<td>Poor insight and/or poor/absent strategies identified</td>
</tr>
<tr>
<td>0%</td>
<td>Did not submit assignment. (Submission required)</td>
</tr>
</tbody>
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5. Inventories- personality and learning styles and reflection (6%)
   a. Students will complete the personality and learning style inventory assignment posted on Canvas. Resources are embedded within the assignment to access the inventories. Students should bring their results to class for discussion purposes and should bring a clean copy to hand in for the course instructor to keep as well.
   b. Students add a 1-2 page reflection (following the cover page) in the same Word doc analyzing the implications of the results on a) your role as a student in the short term and b) your role as a health professional in the community. Describe how you will promote your strengths and develop your areas of growth and how you might anticipate and prevent unwanted situations in
working with your patient or the health team. Assignments will be reviewed and graded on criteria of depth, completeness, professionalism, and insight with clear application to future professional growth.

6. Emotional Intelligence quiz results and reflection (3%)
   a. Students will complete an online inventory on the topic of Emotional Intelligence (EI) as provided in class materials. Upload a 1-2 page Word file summarizing your inventory results/interpretation and reflecting on what this means for your future position as a PT and possibly other career pathways (such as management). Identify how you will work well with those around you and what you should be aware of and what to focus on for further growth. Share whether you were surprised or intrigued by the results in any way or whether your results matched as you expected. For either, why do you think that is?

Subjective Recording: Peer Feedback Component

There are two additional pages of the Subjective History Recording Assignment (described above) designed to evaluate peer performance and provide constructive and positive feedback with suggestions for future performances. Upload one Word file containing both of these pages to receive credit for the two peer reviews.

Grading for Peer Assessments (5% each of final grade, 10% total):

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>5%</td>
<td>Excellent insight to peer performance with specific strategies to target prof. development</td>
</tr>
<tr>
<td>3-4%</td>
<td>Good insight to peer performance with some strategies for growth identified</td>
</tr>
<tr>
<td>1-2%</td>
<td>Poor insight and/or poor/absent strategies identified</td>
</tr>
<tr>
<td>0%</td>
<td>Did not submit assignment. (Submission required)</td>
</tr>
</tbody>
</table>
Addendum #4: Cross-cultural/Interprofessional Simulation Activity: Discussion Forum

**Purpose:**
To effectively reflect on communication skills and overcoming barriers in a cross-cultural, interprofessional simulation activity and to demonstrate, modify, and explain communication styles and strategies used by self and peers.

**Procedures:**
You will be asked to contribute to an online discussion forum following participation in the Cross-cultural and Interdisciplinary BaFa BaFa simulation activity held on 6/30/17.

1. Complete **one Initial Post** by 6/30/17 at midnight
   - **First half of the class: initial post to answer question #1**
     - What was the greatest challenge you faced personally during the activity in regards to the communication differences between cultures? Why was that the greatest challenge for you in relation to your preferred communication style?
   - **Second half of the class: initial post to answer question #2**
     - How do the challenges presented during the simulation activity apply to the Physical Therapy profession in practice? How do they apply to the Physician Assistant profession? Are these the same or different?

2. Complete **two Reply Posts** by 7/2/17 at midnight
   - All students submit one reply to question #1 and one reply to question #2

3. Initial posts and replies have a 300-word maximum.

**Grading:**
1. Primary criteria is depth of introspection, thoughtfulness.
2. Writing quality.
3. Timeliness.
Addendum #5: APTA Online Professionalism Module #3

**Purpose:** To learn about the history of the physical therapy profession, its evolution, and the current approaches to ethical decision-making through the insight of the APTA.

Note: Some content included in these modules will be reinforcing materials learned in PTH 400.

**Procedures:**

**Note:** The online module should take 1-2 hours to complete. Please PLAN IN ADVANCE to have this completed on time to avoid APTA login errors.

1. Access the APTA Learning Center online at [http://learningcenter.apta.org/](http://learningcenter.apta.org/)
2. Log in to your APTA student account using the “Login” link in the upper right corner of the page.
3. Click on the red “Courses” button, found at the top of the page.
4. Click on the gray “Topic” button.
5. Click on the “Professional Issues” link.
6. Scroll down to the required module: Online: Professionalism Module 3 – Ethical Compass
7. Click “Purchase Now” to place the course in your cart. You will NOT be charged for the course as long as you are logged in as an APTA member.
8. You will find your purchased course in the orange “My Courses” button at the top.
9. Complete the module and make sure to take the quiz to pass.
10. The course should appear as “completed and passed” when you are done, indicated by a gray box with a star in the “status” column of the “My Courses” page.

**Completion of Module:**

1. Access the orange “My Courses” button as before.
2. In the “action” column, select “Claim Credit” for the module and follow the prompts. You must take a course evaluation before receiving credit. Press “submit”, then choose “submit claim”.
3. Be sure that you have access to a printer when you are ready to claim credit. Select “Print Certificate” from the “action” column on the “My Courses” page.

Submit the certificate on 7/31 at start of class to complete the assignment and obtain credit.
Addendum #6: HIPAA independent assignment

Purpose: This assignment and subsequent online testing will lead to certification for HIPAA compliance.

Procedures: Independently view the HIPAA compliance module that will be posted on Canvas. When you have finished viewing and reading the presentation, open and complete the online quiz. You must score 100% on the quiz and you will have 3 opportunities to do so. If you have not obtained 100% on the quiz by the deadline, you need to contact Dr. North to arrange a meeting for remediation.

The deadline of 6/20 at midnight is the final submission for all quiz attempts, so please don’t wait until that point to take your first attempt.
Addendum #7: Integrative Health Paper

Purpose: To incorporate/apply the integrative health model, highlighting the psychological and social aspects of a patient’s illness experience, from the perspective of the patient or family or caregiver, and to demonstrate understanding how a person’s perspective has a profound influence on health and illness.

Description: Create a 4 page (double spaced, 11 point font with 1 inch margins) paper based on a question that you have regarding a specific health condition and how a person’s perceptions, beliefs, or worldview impacts their illness experience. The paper must demonstrate your understanding of a person’s health condition from the perspective of the patient and incorporate at least one social determinant of health as a primary factor. The purpose is not to describe how it will impact you as a physical therapist (i.e. you should not be coming up with strategies to deal with these issues or discussing how you will adjust your care to account for the issues).

Using any given health condition, examples of psychosocial issues that a more specific question could be developed from include but are not limited to: Emotional (depression, anxiety, fear, etc.) aspects of condition, Impact of culture on disability, Religion and perspectives on health, Sexual aspects of disability, Social support and behavior change, financial or geographical impact on health, Aging, etc.

Procedures
1. Develop an aspect/issue related to the Integrative Health Model and social determinants of health based on common health conditions seen in patients in PT.
2. Perform a comprehensive literature search related to the psychological and/or social issue and how it ties into the selected patient presentation. You may need to research the condition if it is unfamiliar, but your sources should be relative to the topic, not the specific biological literature. You can use both textbook and journals. All sources will need to be cited AMA style.
3. Your paper should contain the following:
   a. A clear description of the topic and how it is relevant to describing health.
   b. A summary of the literature as it relates to your topic (see notes above).
   c. In this paper, you are globally to demonstrate:
      i. An understanding of the health condition(s) to allow for an appreciation for the impact of the condition(s) of a person’s life.
      ii. A deep understanding of how the person experiences the health conditions psychologically, socially and/or spiritually
      iii. Deep learning about the effect that illness has on the lives of people and their family
   d. A presentation and discussion of the literature as it related to your topic with critical analysis of the research results, citing strength of studies, consensus and contradictions or discrepancies, etc. This will include applying knowledge of research design and statistics to comment on the validity, results, and clinical applicability of the research.
   e. A summary and conclusions after integrating your experience, personal communication, and research literature.
   f. Address what you have learned from this paper that surprised you. Again, this is not a statement of how you can use the information in practice. This is a reflection on how you have gained a better understanding of how biopsychosocial elements impact the illness experience
   g. Quality: Writing is expected at a graduate level with appropriate sentence structure, grammar, and overall organization and flow
4. References - AMA style must be used on all references and in the text of the paper.