Course Number and Title: PTH 530, Professional Practice II

Number of Credits: 2 Credit Hours

Day/Time/Location: Monday: Cohort A  1:00 – 2:50  CGS 107
          Wednesday: Cohort B  1:00 – 2:50  CGS LL14

Course Grading Scale: A-F

Prerequisites: Physical Therapy Program Good Standing

Faculty:

Course Coordinator:
Kathy Shields PT, MS
Office: PT Building, 121
Office Hours: Per DPT Web Page
Telephone: 262-524-7202
E-Mail: shieldsk@carrollu.edu

Course Associate:
Andrea Pfaffl OT
Office Hours: By Appointment
Telephone: 262-389-4350
E-Mail: andrea.pfaffl@aurora.org
Physical Therapy Program Goals
The goals of the Carroll University Physical Therapy Program and its individuals are:

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 within the patient/client management and ICF models.
3. Students will demonstrate physical therapy professional ethics, values and responsibilities in accordance with APTA Core Ethics Documents
4. Faculty and students will demonstrate commitment to service to Carroll University, to professional organizations, and provide community engagement and outreach to Waukesha County and surrounding communities.
5. Faculty will demonstrate contemporary expertise in their assigned teaching areas and have ongoing productive scholarly agendas

Course Description:
Principles of professional practice and practice management as it relates to the older adult will be introduced and developed. Topics unique to the older adult population that are explored include the impact of health care policies, and economic, legal and psychosocial issues. An emphasis on Medicare and Medicaid regulation, documentation and reimbursement issues are examined in depth. The continuum of health care services and agencies appropriate to the older adult will be identified.

Required Text: Handouts and web links on pertinent material are provided.

Course Objectives:
Upon successful completion of this course, the student will:

1. Introduce and develop the basic methods, principles and concepts of professional practice expectations.
   1.1. Identify and apply adult learning principles in educational interventions for older adults.
   1.2. Identify and apply the issues to be considered in communicating with the older adult.
   1.3. Identify and apply the psychosocial concepts pertinent to the care of the older adult.
   1.4. Identify and apply the principles and constructs of CDM and the ICF Model to care of the older adult.

2. Introduce and develop the basic principles and concepts of practice management expectations.
   2.1. Identify and apply coverage, reimbursement and documentation principles for Medicare A and B, Medicare Advantage and Medicaid.
   2.2. Identify and apply the components of the Medicare appeals process.
   2.3. Identify and apply legal and ethical requirements pertinent to the older adult
   2.4. Identify and apply knowledge of the continuum of care in serving the needs of the older adult population.
Format and Teaching Methods:
Course experiences are designed to create an environment that fosters the development of those characteristics vital for both successful completion of the Physical Therapy Program and safe effective practice in the field of physical therapy. These characteristics include the APTA Core Values of accountability, excellence, altruism, compassion/caring, integrity, professional duty and social responsibility. We also emphasize a spirit of inquiry, independent thinking and problem solving, respect for others, as well as appropriate professional behaviors for patient centered care.

This is a co-taught course consisting of lecture, discussion, assigned readings and small group work. Questions regarding specific content should be directed to the instructor who taught that content. Grading is shared between the instructors and students will be told who is grading their assignment/exam at their due dates. It is recognized that there are individual learning and teaching styles and attempts are made to incorporate instructional strategies to address various learning tendencies. It is the student's responsibility to monitor this relationship and seek assistance as needed.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Date Due</th>
<th>% of Final Grade</th>
<th>Linked Objectives</th>
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</thead>
<tbody>
<tr>
<td>Med B Billing Assignment</td>
<td>March 27/29</td>
<td>15</td>
<td>2.1</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>Feb 20/22</td>
<td>5</td>
<td>2.1, 2.2, 2.3</td>
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<tr>
<td>Quiz 2</td>
<td>April 24/26</td>
<td>5</td>
<td>1.3, 1.4, 2.4</td>
</tr>
<tr>
<td>MDS/RUGS Assignment</td>
<td>March 6/8</td>
<td>15</td>
<td>2.1</td>
</tr>
<tr>
<td>Exam I</td>
<td>March 22/24</td>
<td>30</td>
<td>2.1, 2.2, 2.3</td>
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<tr>
<td>Final Exam</td>
<td>May 9</td>
<td>30</td>
<td>1.1-1.4, 2.1-2.4</td>
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Late Assignments: There will be a 10% grade reduction on late assignments. Assignments are due at the beginning of the class period on the designated date. Extenuating circumstances will be considered if discussed with course faculty before the due date.

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

Rounding: Numerical score rounded up at .95
Course Policies

Attendance: Refer to the Student Physical Therapist handbook for the policy on attendance.

Assignments and Examinations- Assignments must be submitted at the beginning of the class period on the due date unless an extension has been approved by the course coordinator. A grade reduction will be imposed on late assignments without approved extensions. Exams must be taken on the scheduled date at the scheduled time unless the criteria for extenuating circumstances, as described in the program attendance policy, have been met.

Academic Integrity: The Carroll University Academic Integrity Policy is located in your student handbook. Sharing any information about any exams and presenting any coursework (homework, exams, etc.) done by others as your own are examples of academic misconduct. If you have any questions about academic integrity, the policy is clear that it is your responsibility to inquire for clarification. To uphold professional standards, academic misconduct cannot be tolerated. Consequences for academic misconduct range from failure in the particular assignment to failure of the course to dismissal from the program. All incidents of academic misconduct are reported to the University Student/Faculty Ethics Committee.

Professional Behavior: In order to preserve the climate necessary for academic and professional pursuits, it is essential that mutual respect for, and sensitivity to, others be demonstrated by students. Consistent with the General Conduct Policy found in the Student Physical Therapist Handbook, expectations include courtesy, integrity, confidentiality, honesty, and promptness.

Cell Phones: Consistent with expectations of professional behavior cell phones are to be turned off during class time. Exceptions will be made if an emergent situation exists and is cleared with the instructor prior to class starting.

Laptops: Consistent with expectations of professional behavior lap top computers are to be open only if being used for taking class notes or for some other relevant class purpose.

Accommodations: Any requests for accommodation must be made through the Walter Young Center with Disability Services Coordinator. Appropriate accommodations will be made once notification has been received from the Disability Services Coordinator.

Modification of 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 requires.
Course Schedule

Note:
Readings/ preparations should be reviewed prior to class to contribute to the class discussions. They will be posted or distributed prior to class.

<table>
<thead>
<tr>
<th>DATE - 2017</th>
<th>TOPIC</th>
<th>Readings/Preparation &amp;/or Guest Lecturers</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>Jan 30/February 1 KS</td>
<td>Review Syllabus Medicare Overview Medicare A</td>
<td>Course Notes Handouts</td>
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<tr>
<td><strong>Week 2</strong></td>
<td></td>
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<tr>
<td>February 6/8 KS</td>
<td>Medicare A Medicare B Medicare D Requirements for Therapy Coverage Fraud/Abuse, Supervision</td>
<td>Course Notes Handouts</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>February 13/15 AP</td>
<td>Medicare Advantage Appeals Process Medicaid</td>
<td>Course Notes Handouts</td>
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<tr>
<td><strong>Week 4</strong></td>
<td></td>
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<tr>
<td>February 20/22 KS</td>
<td>MDS/ RUGS</td>
<td>Quiz 1</td>
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<tr>
<td><strong>Week 5</strong></td>
<td></td>
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<tr>
<td>Feb 27/March 1 KS/AP</td>
<td>MDS/RUGS Med B Reimbursement/CPT Codes/G Codes</td>
<td>Course Notes Handouts</td>
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<tr>
<td><strong>Week 6</strong></td>
<td></td>
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<tr>
<td>March 6/8 AP</td>
<td>Med B Reimbursement/CPT Codes/G Codes ICD 10 Codes Documentation</td>
<td>Course Notes Handouts RUGS Assignment Due</td>
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<tr>
<td><strong>Week 7</strong></td>
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<td>March 13/15</td>
<td>Spring Break</td>
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<td><strong>Week 8</strong></td>
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<tr>
<td>March 20/22 KS</td>
<td>Ethical and Legal Issues</td>
<td>Course Notes Handout</td>
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**Assignments**

1. **MDS/RUGS Assignment**
   In this assignment, you will be provided with patient data that you will use to complete portions of a MDS and RUGS level worksheets. Details to be provided at the time of the assignment.

2. **Medicare B Assignment**
   In this assignment, you will be provided with patient data that you will use to answer questions about Med B documentation, billing, and G code functional reporting requirements in the OP therapy setting. Details to be provided at the time of the assignment.