Course Number and Title:  Physical Therapy 620: Professional Practice III

Number of Credits:  2 Credit Hours

Day/Time/Location:  Fridays   8-9:50 AM, CGS 110/113 Cohort B
                  10-11:50 AM, CGS 110/113 Cohort A

Prerequisites:  Entry-Level Physical Therapy Program Standing

Course Grading Scale:  A-F

Faculty:  
Course Coordinator  Course Faculty
Sara North, PT, DPT  Suzie Ryer, MPT
Office:  PT 117
Office Hours:  Per posted schedule on DPT Website
Phone:  262-951-3042
E-mail:  snorth@carrollu.edu

Physical Therapy 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 Entry-Level 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 and practice management concepts across the first three contemporary practice courses are further developed and refined. The course foci include health promotion at the population level within an interprofessional framework, practice management within the business of healthcare, communication and education for diverse populations, and reflection on professional development. The latter is synthesized to include concepts of employee readiness, career advancement, advocacy and legislation, and lifelong learning to bridge the gap between roles as a student and health professional in society.

**Recommended Texts:**
- Guide to Physical Therapist Practice (3rd). Online. APTA. Alexandria, VA.

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Linked Assignments</th>
<th>Correlated CAPTE Elements</th>
<th>Percent course grade</th>
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</thead>
<tbody>
<tr>
<td>Students who successfully complete this course will be prepared to:</td>
<td>Assignment #1: “What is Public Health?” Worksheet</td>
<td>7A</td>
<td>2%</td>
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<tr>
<td>1. Conceptualize the health of individuals and populations within a societal context and explore efforts to address and improve health through program planning initiatives. Students will:</td>
<td>Assignment #2: Health Inequity Reflection</td>
<td>7A</td>
<td>3%</td>
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<tr>
<td>a. Select the Essential Public Health Services that align with one’s vision of practice in contemporary health care through an understanding of the basic tenets of Public Health.</td>
<td>Assignment #3: Needs Assessment: Defining the Problem</td>
<td>7A, 7D10</td>
<td>15%</td>
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<td>b. Understand and evaluate one’s own perceptions of health and reflect upon reactions to local and global health inequities.</td>
<td>Assignment #4: Needs Assessment: Environmental &amp; Organizational Diagnoses</td>
<td>7A, 7D10, 7D21</td>
<td>10%</td>
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<tr>
<td>c. Select a health problem affecting quality of life for a population and identify related social, epidemiological, and behavioral/environmental factors contributing to the problem.</td>
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<td>d. Identify predisposing, enabling, and reinforcing factors related to the contributing factors identified previously and link these to the primary health problem, integrated in an ICF framework.</td>
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<td><strong>e.</strong> Select existing programs that would address the chosen health problem and compare/contrast their applicability given the ideal programming envisioned with consideration of all stakeholders.</td>
<td>Assignment #5: Needs Assessment: Intervention Planning &amp; ICF Causal Model</td>
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<tr>
<td><strong>2.</strong> Develop an understanding of the complexity of the business of health care with regulatory, financial, and risk management considerations through application of policies and procedures, marketing, and assessment techniques for contemporary practice. Students will:</td>
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<tr>
<td><strong>a.</strong> Recognize and discuss regulatory and business terminology and processes related to health care practice.</td>
<td>Complete pre-assigned materials/tasks and actively participate in class 7D28, 7D43 n/a</td>
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<tr>
<td><strong>b.</strong> Interpret and apply financial management concepts in practice, including billing and payment, referral base, patient/client mix, and productivity.</td>
<td>Complete pre-assigned materials/tasks and actively participate in class 7D42 n/a</td>
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<tr>
<td><strong>c.</strong> Apply safety and risk management considerations to interpret health care policies and procedures.</td>
<td>Active participation in class activities 7D28, 7D41, 7D43 n/a</td>
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<tr>
<td><strong>d.</strong> Demonstrate professional communication through creation and planned dissemination of marketing/branding materials adapted to varying stakeholder needs.</td>
<td>Assignment #6: Needs Assessment: Marketing &amp; Dissemination 7D7, 7D8, 7D12, 7D43 15%</td>
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<tr>
<td><strong>e.</strong> Recognize and compare health care assessment strategies, including informatics, QI, and satisfaction measures.</td>
<td>Assignment #7: Needs Assessment: Evaluation 7D38, 7D40, 7D43 10%</td>
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<td><strong>3.</strong> Pursue professional development through growth in self-awareness, employee readiness, advocacy empowerment, and interprofessional collaboration. Students will:</td>
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<tr>
<td><strong>a.</strong> Explore and evaluate one’s own personal and cultural biases to holistically consider patients’ differences, values, preferences, and expressed needs.</td>
<td>Active participation in class and completion of inventories 7D8 n/a</td>
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<tr>
<td><strong>b.</strong> Apply and differentiate fundamental employee readiness concepts such as benefits, coverage, negotiation, continuing education, mindfulness in practice, and career advancement to</td>
<td>Active participation in class activities 7D15 n/a</td>
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</tbody>
</table>
facilitate transition from student to entry level health professional.

c. Generate materials for use in obtaining and maintaining employment, including resume and cover letter, and design and execute a plan for interviewing for a PT position.  
   Assignment #8: Interview  
   (Resume and cover letter within Professional Development Plan)  
   7D15  5%

d. Explore the potential impact of global, federal, and local legislation, regulation, and policy on traditional and non-traditional health service provision through advocacy opportunities.  
   Assignment #9: Legislative Review Memo  
   7D13, 7D14  5%

e. Apply concepts related to interprofessional, collaborative practice through analysis of a simulated patient care scenario and creation of a collaborative care plan using shared decision-making with other health professionals.  
   Assignment #10: Interprofessional Plan with MOT  
   7D7, 7D39  5%

f. Apply business principles of mission, values, and branding to analyze and create personal perspectives to guide professional development through lifelong learning.  
   Assignment #11: Professional Development Plan  
   7D5, 7D15  10%

All 3 course goals combined:  
   Assignment #12: Final Presentation  
   7A, 7D5, 7D7, 7D8, 7D10, 7D12, 7D13, 7D14, 7D15, 7D21, 7D24, 7D28, 7D38, 7D41, 7D43  5%

**Grading Scale:**  
A 90-100  
B 80-89  
C 70-79  
D 60-69  
F 59 and below  
(Per program policy, grades round up at .95)  
(Late assignments will incur a 25% per day late deduction.)
Format:
This course is designed to balance in-class guided learning activities and self-exploration of content outside of class. Development of professional skills and depth of understanding will occur through interactive classroom sessions, group scaffolded assignments progressing through the semester, independent assignments, guest experts to solidify clinical application of content, reflection on self and community, inter-professional interaction, and peer discussion. Students’ dedication and contribution to course discussions and projects will be demonstrated through appropriate preparation, timely completion of assignments, consultation with course faculty with any questions, and respectful communication with peers, health care colleagues, and faculty.

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.

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.

Course Policies
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 - Any requests for accommodation must be made through Martha Bledsoe, Disability Services Coordinator at Carroll University. Appropriate accommodations will be made once notification has been received from Ms. Bledsoe.

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).

Further class policies regarding attendance, assignments, academic standards, and general conduct are in accord with those outlined in the DPT Program Student Handbook.
New Learning Management System

Effective Fall 2017 Carroll is changing Learning Management Systems from eLearning to Canvas. You can access Canvas through my.carrollu.edu just like you accessed eLearning. The Canvas link is located on the left side of the screen under Quick Links. A Canvas tab will also replace the current eLearning tab.

There’s an app for that!
The Canvas by Instructure app is the mobile version of Canvas that helps you stay current with your courses anywhere you go. Available for iOS and Android devices.

Need help with Canvas?
There are several ways that you can get help using Canvas:

1. Click the Canvas Help button on the home page of any course.

   ![Canvas Help button]

2. Call the Canvas Support Hotline (available 24/7)
   (844) 358-6885

3. Click the Help button on the Canvas Menu bar and click Chat with Canvas Support. (Also available 24/7.)

4. Click Search the Canvas Guides in the Help Menu and search for an answer.

   ![Help menu]

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PTH 620: Professional Practice III
Fall 2017
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>9/8</td>
<td>Course Overview</td>
<td><strong>Assignment #1:</strong> “What is Public Health?” Worksheet, <strong>Due 8am 9/8/17</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>9/15</td>
<td>Needs Assessment using the PRECEDE-PROCEED Model</td>
<td><strong>Assignment #2:</strong> Reflection on Inequity, <strong>Due 8am on 9/15/17</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>9/22</td>
<td>Out of Class</td>
<td></td>
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<tr>
<td><strong>Week 4</strong></td>
<td>9/29</td>
<td>Practice Management Stations: What do PTs need to know to optimize practice?</td>
<td><strong>Assignment #3:</strong> Defining the Problem, <strong>Due 8am 10/6/17 (SR)</strong></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>10/6</td>
<td>Risk management and Policies &amp; Procedures in the Health Care Setting</td>
<td><strong>Assignment #4:</strong> Educational &amp; Organizational Diagnoses &amp; ICF Causal Pathway, <strong>Due 12noon 10/20/17</strong></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>10/9, Auditorium 10-11:30a</td>
<td>Orthotics Day: No class on Friday 10/13</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>10/20</td>
<td>Group Work Day- open discussion with Dr. North</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>10/27</td>
<td>Cultural Competency in Practice</td>
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**Conceptualize the health of individuals and populations within a societal context and explore efforts to address and improve health through program planning initiatives.**

**Develop an understanding of the complexity of the business of health care with regulatory, financial, and risk management considerations through application of policies and procedures, marketing, and assessment techniques for contemporary practice.**

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Pursue professional development through growth in self-awareness, employee readiness, advocacy empowerment, and interprofessional collaboration.
| Week 9         | Career services- Resumes and Interviews 8:00a & 11:00a  
|               | Carroll Guest: Torrie Boduch  
|               | Confessions of a Health Care Recruiter 9:00a & 10:00am  
|               | Guest: Brian Weidner, Owner of PT Career Tree | --- | Assignment #5: Intervention Planning & ICF Causal Model, Due 8am 11/3/17 |
| Week 10       | Employee Readiness:  
|               | Human Resources- What does a PT need to know about employment?  
|               | What do employers want & need in an employee... not a PT? Millennial considerations | Update Exxat online clinical education profile, focusing on the “resume-like” components | --- |
| Week 11       | Interview Day!  
|               | PT Career Tree collaboration | Prepare for interview and bring copy of cover letter and resume if desired | Assignment #6: Marketing & Dissemination, Due 8am 11/17/17  
|               | | Assignment #8: Interview, occurs in class/on site | |
| Week 12       | OFF FOR THANKSGIVING | | Assignment #7: Evaluation Gantt Chart Due midnight 11/26/17 |
| Week 13       | Advocacy & Legislation: The impact of health care policies on health care | Read APTA Grassroots Advocacy Toolkit assigned sections | --- |
| Week 14       | Career Development & Life Long Learning and Interprofessional Education & Collaborative Practice | TBD | Assignment #9: Legislative Memo, Due 8am 12/8/17  
|               | | Assignment #10: Interprofessional Plan with MOT Due on a rolling basis (1 wk after each student’s bowling experience) (SR) |
| FINALS        | Presentations: 12noon-3pm for All Students CGS Auditorium & LL15 | See Final Presentation assignment document for details | Assignment #12: Final Presentation Due 12noon 12/15/17 |

This schedule and its content are subject to change at the discretion of the course coordinator.