

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA 130

Professional Conduct and Communication

2 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA Physical
Therapist Assistant Program Director

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Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA130 Professional Conduct and Communication

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better
- B. Credit hour award: 2
- C. Description: This course builds on information first presented in the Introduction to Physical Therapy course. More in-depth discussions are facilitated regarding legal and ethical concepts guiding behaviors, patient-practitioner interactions to include psychosocial, cultural, and spiritual issues, principles of patient teaching and learning, written, verbal, and nonverbal communication with supervising physical therapists, other health care professions, and patients, and reading and applying evidence-based practice. This course will also introduce elements necessary for entering and remaining in the workplace such as creating a resume, job interview skills, performance evaluations, and participation in healthcare quality assurance and improvement processes. A grade of “C” or better is required in this class to progress to Clinical Experience I. (Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Paraphrase information found in a patient chart.	Summative Written Examinations Written Assignments Class Discussion/Activity
Create a resume in preparation for clinical experiences.	Written Assignments
Prepare professional answers to expected interview questions.	Mock Interview
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Written Assignments Class Discussion/Activity
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Summative Written Examinations Written Assignments Class Discussion/Activity
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Summative Written Examinations Written Assignments Class Discussion/Activity
Explain how to implement the plan of	Class Discussion/Activity

care developed by the physical therapist to achieve short and long term goals and intended outcomes. (3.3.2.6.)	Summative Written Examinations Written Assignments
Demonstrate competence in performance of components of data collection skills, specifically standardized pain questionnaires. (3.3.2.8., 3.3.2.8.22.)	Classroom Discussion/Activity
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and report this to the supervising physical therapist. (3.3.2.9.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations
Identify when intervention should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations
Report any changes in the patient's status to the supervising physical therapist. (3.3.2.11.)	Classroom Discussion/Activity Summative Written Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations
Explain desired outcomes to patients, family members, and caregivers to achieve goals based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Discussion/Activity
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Summative Written Examinations
Performs healthcare literature database searches. (3.3.2.18.)	Written Assignments
Explain therapy related concepts to other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19.)	Oral Presentation

Identify career development and lifelong learning opportunities, including possibilities in the realm of clinical education, and begin to prepare for entry into the health care field. (3.3.2.27-28.)	Written Assignments
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III. OUTLINE OF TOPICS

- A. Knowing Self/Knowing Others
 - 1. Client-Professional Relationships
 - 2. Creating Inviting Environments of Care
 - 3. Attitudes, Stigma, and Prejudice in Health Care Delivery
- B. Patient Education, Communication, and Behavior Modification
 - 1. Communication Skills/Strategies Used in Patient Education
 - 2. Mindfulness
 - 3. Patient Education and Health Communication Factors and Strategies
 - 4. Patient Education Related to Literacy, Health Literacy, and Numeracy
 - 5. Patient Education and the Internet
 - 6. Written Communication Strategies to Improve Patient Teaching and Learning
 - 7. Communication with Patients Who Have Limited English Proficiency
 - 8. Basic Communication Strategies in Patient Education for Older Adult
 - 9. Sources and Levels of Conflict
 - 10. Conflict Resolution Strategies
 - 11. Behavioral Modification Factors in Patient Educations
 - 12. The Importance of Motivation in Patient Education
- C. Factors Affecting Communication with Patients
 - 1. Loss and Grief
 - 2. Chronic Sorrow
 - 3. Coping Skills
 - 4. Psychosocial Adaptation Strategies
- D. Family Systems
 - 1. Roles and Responsibilities Within the Family System
 - 2. Developing Caregiver Skills
 - a. Caregiver Burden
 - b. Caring for the Caregiver
 - c. Relationships Between Professional and Family Caregivers
- E. Conditions That Challenge Patient Communication and Care
 - 1. Disabilities
 - 2. Chronic Conditions
 - 3. Psychiatric Disorders
 - 4. Self-Destructive Behaviors
 - 5. Abuse and Neglect
- F. Basic Concepts of Patient Education
 - 1. Patient Education versus Health Education
 - 2. The Patient-Centered Care Model

3. Health Care Providers' Instructional Skills
4. Patient Education Strategies to Increase Adherence
5. Predictors of Adherence in Patient Education
6. Barriers to Adherence
7. Patient Education and Empowerment Using a Patient-Centered Approach
- G. Teaching and Learning Theories: Applications to Patient Education
 1. Principles of Teaching and Learning Applied to Physical Rehabilitation
 2. Learning and Motivation in Patient and Health Education
 3. Stages of Development and the Importance of Patient Education
 4. Teaching and Learning for the Late Adult Stage of Development
 - a. Teaching and Learning Considering Cognitive Abilities
 - b. Teaching and Learning Considering Visual Impairments
 - c. Teaching and Learning Considering Hearing Impairments
 - d. Teaching and Learning Considering Family/Caregivers
 - e. Teaching and Learning Considering Patients' Active Participation
 5. Teaching Physical Activities and Exercises to Older Adults
- H. Ethical, Legal, and Cultural Variables in Patient Education
 1. Personal and Professional Values in Patient Education
 2. Interrelated Legal and Ethical Principles in the Context of Patient Education
 3. Cultural Dimensions in Patient Education
 - a. Culture and Verbal Communication
 - b. Culture and Nonverbal Communication
 - c. Cultural Competence and Strategies in Patient Education
 - d. The Process for Developing Cultural Competence
 - e. Guidelines for Teaching and Learning with Diverse Populations
 - f. Culture and Health Disparities
- I. Teaching and Learning Strategies for Motor Performance
 1. The Significance of Motor Learning and Motor Performance
 2. Learning Methods for Motor Performance
 3. Variables of Motor Learning
 4. Application of Motor Learning to Physical and Occupational Therapy
- J. Teaching and Learning Considerations for Wellness, Health Promotion, and Disease Prevention
 1. Concepts of Wellness, Health Promotion, and Disease Prevention in Physical and Occupational Therapy
 2. Delivering Disease Prevention Services in Physical Occupational Therapy
- K. Communication with Physical Therapist and Other Health Care Professionals
 1. Physical Therapist Assistant's Role in a Patient's Plan of Care
 - a. Understand Set Goals
 - b. Adjust Interventions When Appropriate
 - c. Reporting to a Physical Therapist
 1. Patient Changes in Status
 2. When Interventions are not Completed
 3. When Intervention are not within the Physical Therapist Assistant's Range of Work
 2. Direction and Supervision by Physical Therapist

3. Levels of Supervision
- L. Written Communication
 1. Patient Chart
 2. Physical Therapy Evaluation
 3. Legal Considerations
 4. Ethical Considerations
 5. Guidelines for Physical Therapy Documentation
- M. Models of Practice of Physical Therapy
 1. Standards of Ethical Conduct and Guide for Conduct for the Physical Therapist Assistant
 2. Missouri Practice Act
 3. Standards of Practice for Physical Therapy
 4. Provision of Physical Therapy Intervention
 5. American Physical Therapy Association's Vision 2020
- N. Evidence Based Practice
 1. Searching for Evidence
 2. Forming a Research Question
 3. Basic Research Terms
 - a. Reliability
 - b. Validity
 - c. Correlation
 - d. Likelihood Ratio
 4. Case Studies
 5. Surveys and Questionnaires
- O. Entering the Job Market
 1. Developing a Cover Letter and Resume
 2. Networking
 3. Interview Preparation

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies

V. REQUIRED TEXTBOOK(S)

- A. Erickson, M., & McKnight, B. (2009). *Documentation Basic: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Incorporated.
- B. Drench, M.E., Noonan, A. C., Sharby, N. & Ventura, S. H. (2012). *Psychosocial Aspects of Health Care* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- C. Dreeben, O. (2012). *Patient Education in Rehabilitation* (1st ed.). Sudbury, MA: Jones & Bartlett Learning.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources
 - 1. Supplemental textbooks
 - a. Jewell, D. (2011). *Guide to Evidence-Based Physical Therapy Practice* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.
 - b. Curtis, K. & DeCelle Newman, P. (2005). *The PTA Handbook* (1st ed.). Thorofare, NJ: SLACK Incorporated.
 - c. Dreeben-Irimia, O. (2011). *Introduction to Physical Therapy for Physical Therapist Assistants* (1st ed.). Sudbury, MA: Jones & Bartlett Learning.
 - d. Scott, Ron. (2009). *Promoting Legal and Ethical Awareness* (1st ed.). St. Louis, MO: Mosby-Elsevier.
 - e. Portney, L. & Watkins, M. P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
 - 2. Databases including: “Nursing and Allied Health Collection”, “Sports Medicine and Physical Therapy Collection”, and “Medline”
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Oral Presentation(s): 40%
- C. Written Assignments: 20%
- D. Attendance/Participation: 10%
- E. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.