



COURSE OUTLINE

Course Number
PTA 232

Course Title
Professional Development

Credits
2

Hours:
Lecture/Lab/Other
2/0/0

Co- or Pre-requisite
Pre = PTA 227

Implementation
Semester & Year
Fall 2023

Catalog description:

Explores the professional association, ethics, fraud and abuse of physical therapy services and payment, research, quality assurance, career development, lifelong learning, how to present an in-service to colleagues, and preparation of a cover letter and resume.

General Education Category:
Not GenEd

Course coordinator: (Holly Kaiser, 609-570-3478,
KaiserH@mccc.edu)

Required texts & Other materials:

Recommended:

1. Plack & Driscoll (2017), Teaching and Learning in Physical Therapy 2nd ed, SLACK, ISBN 978-1-63091-068-6
2. Gabard, (2011), Physical Therapy Ethics 2nd ed. FA Davis, ISBN 978-0-8036-2367-5

Course Student Learning Outcomes (SLO):

1. The learner will develop and refine skills that will enable competent and ethical practice of physical therapy
2. The learner will develop skills that will enable him/her to be a full participant in the team healthcare environment

Course-specific Institutional Learning Goals (ILG): [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college's commitment to general education. Below is a complete list of Mercer's Institutional Learning Goals which incorporate the state's general education goals. Retain on this course outline the ILGs which pertain to your course and ***delete those that are not a central part of the course.***]

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Physical Therapist Assistant Program (PLO)

Cognitive:

The learner will be able to successfully:

- C1. List the benefits of APTA membership to PTA students and practicing PTAs*
- C2. Identify PT practice that is consistent with the Guide for Conduct of the PTA and Standard of Ethical Conduct*
- C3. Develop, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values*
- C4. Determine individual, organizational, and societal realms for an ethical case scenario. *
- C5. Identify APTA Standards of Ethical Conduct for the PTA that relate to provided ethical case scenarios. *
- C6. Identify the appropriate authorities with which suspected cases of fraud and abuse related to the utilization of and payment for physical therapy services should be reported*
- C7. Describe practices that would constitute fraud and abuse related to the utilization of and payment for physical therapy services should be reported*
- C8. From a list of articles, identify research methods for each*
- C9. Identify research methods that would eliminate a research article from being used in clinical decision making processes
- C10. Identify career opportunities for PTAs*
- C11. Identify three continuing education courses of interest*
- C12. Identify appropriate and inappropriate information and format for a professional resume and cover letter
- C13. Describe telehealth practice in the field of physical therapy
- C14. Differentiate between types of research, including: qualitative, quantitative, experimental, quasi-experimental, survey, within group, between group, and correlation studies
- C15. Differentiate between well-constructed and poorly-constructed learning objectives
- C16. Determine methods utilized in physical therapy for quality assurance measures*
- C17. Outline the development of the profession of physical therapy from its origin to today
- C18. Describe the Guide to PT Practice and its relevance to the practicing PTA*
- C19. Summarize the Medicare "8 minute rule" *
- C20. Compare the origins of the physical therapy profession to current practice
- C21. Understand the "Patient Bill of Rights" and its importance in healthcare settings*
- C22. Predict the impact on healthcare if the triple aim is not achieved
- C23. Compare "Vision 2020" with "Beyond Vision 2020" and discuss the use of these documents in the PT profession
- C24. Relate Medicare's 8 Minute Rule to patient scheduling
- C25. Relate the triple aim with value-based healthcare
- C26. Differentiate between the types of patients typically receiving physical therapy today different from those who received physical therapy when the profession began
- C27. Relate the role of rehabilitation professionals in achieving the triple aim
- C28. Analyze value-based healthcare from the client perspective and the healthcare provider perspective

Psychomotor:

The learner will be able to successfully:

- P1. Create a marketing product to educate future PTA students about the benefits of APTA membership
- P2. Create a PowerPoint (or equivalent presentation tool) that meets the standards of a professional in-service

- P3. Create an in-service sign-in sheet that meets the standards of a professional in-service
- P4. Present an in-service, using visuals, eye contact and quality voice production
- P5. Create a policy and procedure, and associated documents, related to quality assurance for an assigned topic*
- P6. Develop three personal career goals in SMART goal format
- P7. Complete the APTA Values Based Behaviors self-assessment tool*
- P8. Complete an analysis of the completed APTA Values Based Behaviors self-assessment tool*
- P9. Participate in discussion pertaining to strong and weak resumes and cover letters
- P10. Create a resume and cover letter suitable for use in pursuit of the first PTA position after graduation
- P11. Utilize patient-sensitive language in verbal and written communication*

Affective

The learner will be able to successfully:

- A1. Receive Phenomenon
 - A1.1 Listen to others with respect
 - A1.2 Receive feedback professionally
 - A1.3 Attend class consistently
 - A1.4 Arrive to all classes and clinicals prior to the start time
- A2. Respond to Phenomenon
 - A2.1 Participate in class
 - A2.2 Know the safety rules and practice them
 - A2.3 Respond to feedback in a professional manner
 - A2.4 Prepare for lectures, labs and clinicals ahead of time
- A3. Value
 - A3.1 Demonstrate sensitivity to individual and cultural differences
 - A3.2 Show an ability to solve problems
 - A3.3 Inform PTAP faculty of matters one feels strongly about
- A4. Organize
 - A4.1 Recognize the need for balance between educational and personal priorities
 - A4.2 Accept professional ethical standards, as evidenced by following them
 - A4.3 Prioritize times effectively to meet educational and personal needs
 - A4.4 Complete and submit all assignments, assessments, and required documents on time
- A5. Internalize
 - A5.1 Show self-reliance when working independently
 - A5.2 Cooperate in group activities
 - A5.3 Revise judgments and changes behavior in light of new evidence and feedback
 - A5.4 Value people for who they are, not how they look
 - A5.5 Identify sources of stress and implement effective coping behaviors
 - A5.6 Demonstrate a commitment to the physical therapy profession

x = documented in CAPTE Standards

Units of study in detail – Unit Student Learning Outcomes:

Unit	ILG:	Course Objective:
Professional Association	1, 4, 5, 9, 10, 11	C1, P1, A1-9
Ethics	1, 4, 5, 9, 10, 11	C2, C3, C4, C5, A1-9
Fraud & Abuse	1, 4, 5, 9, 10, 11	C6, C7, A1-9
Research	1, 4, 5, 9, 10, 11	C8, C9, C14, A1-9
In-Service	1, 4, 5, 9, 10, 11	C15, P2, P3, P4, A1-9
Quality Assurance	1, 4, 5, 9, 10, 11	C16, P5, A1-9
Career Development & Lifelong Learning	1, 4, 5, 9, 10, 11	C10, C11, P6, A1-9
Telehealth	1, 4, 5, 9, 10, 11	C13, A1-9
APTA – Values Based Behaviors	1, 4, 5, 9, 10, 11	P7, P8, A1-9
Cover Letter & Resume for PT	1, 4, 5, 9, 10, 11	C12, P9, P10, A1-9

Evaluation of student learning:

Assessment	Timeline	Percentage
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APTA membership tool	Week 1	5%
Ethics group scenario	Week 2	8%
Fraud & Abuse quiz	Week 3	8%
Research assignment	Week 4 & 5	10%
In-Service assignment	Week 6 & 7	10%
Quality Assurance assignment	Week 8	10%
Career Development & Lifelong Learning assignment	Week 9	5%
APTA – Values Based Behaviors assignment	Week 10	5%
Resume assignment	Week 11	10%
Cover Letter assignment	Week 12	10%
Telehealth	Week 13	5%
Discussion Post Assessment	Week 14	5%
Weekly Discussion Posts	Ongoing	5%
Generic Abilities	Ongoing	4%
Total		100%