
COURSE DESCRIPTION:

Introduction and practice for students in their role as professionals in the health care setting. Emphasis is placed on professional core values, professional behaviors, ethics, and interpersonal and interprofessional communication skills in the healthcare environment.

DEPARTMENT OFFERING THE COURSE:

UND School of Medicine and Health Sciences - Department of Physical Therapy

CREDIT HOURS: 2 Credit Hours

ABOUT THE PROFESSOR & CONTACT INFORMATION:

Name: Cindy Flom-Meland, PT, MPT, PhD, Board Certified Neurologic Clinical Specialist
Course lead

Phone: (701)777-4130

Email: cindy.flom.meland@und.edu

Office Location: UND-SMHS Suite E321, Room E343

Student Hours: Send email to schedule an appointment.

COURSE CONTACT HOURS:

Schedule: Tuesdays/Thursday 8:30 – 9:20 AM

Lecture, Discussion, and Small Group Activities

COURSE PREREQUISITES:

Registered in the professional Physical Therapy program.

COURSE OBJECTIVES:

A. Following completion of this course, the student will be able to:

1. Discuss and internalize professionalism in physical therapy and the 'Core Values' put forth by the APTA through the development of indicators and behaviors for the class interpretation of the core values. (SRE: 7B, 7B1, 7B2, 7B3; Bloom's: Cognitive – understand, apply; Affective – responding; PG: 1; Thread: Professionalism)
2. Recognize and apply the ethical decision-making process and ethical practice and professional behavior. (SRE 7B, 7B1, 7B3; Bloom's: Cognitive – knowledge, understand, apply; Psychomotor – set, guided response; Affective – receiving, responding; PG: 1; Thread: Professionalism)
3. Identify signs of stress and/or burnout and discuss and employ some appropriate management techniques. (SRE: 7B1; Bloom's: Cognitive – understand, apply; Psychomotor – complex overt response; Affective – responding, valuing)
4. Describe and apply the Professional Behaviors and their relation to physical therapy practice. (SRE: 7B, 7B1; Bloom's: Cognitive – understand, apply; Affective – receiving; PG: 1; Thread: Professionalism)

5. Recognize and discuss physical therapy licensure in the United States. (SRE: 7B1, 7B3, 7D6, 7D7, 7D14, 7D16, 7D18, 7D21, 7D25; Bloom's: Cognitive – understand; Affective – receiving)
 6. Recognize and discuss jurisdictional practice acts, rules & regulations, and jurisprudence exams. (SRE: 7B1, 7B3, 7D7, 7D16, 7D18, 7D21, 7D25; Bloom's: Cognitive – understand; Affective – receiving)
 7. Discuss and recognize the importance of professional involvement in the APTA and further career development. (SRE: 7B1, 7B2; Bloom's: Cognitive – understand; Affective – receiving; Thread: Professionalism)
 8. Demonstrate the basic use and components of the *Guide to Physical Therapist Practice*. (SRE: 7D2, 7D6, 7D7, 7D14; Bloom's: Cognitive – knowledge, understand)
- B. The student will recognize proper documentation as utilized in physical therapy and be able to:
1. Explain why record-keeping is essential to physical therapy. (SRE: 7D2, 7D15; Bloom's: Cognitive – knowledge, understand)
 2. Discuss the meaning of each section of the physical therapy Problem-Oriented SOAP note. (SRE: 7D2, 7D15; Bloom's: Cognitive – knowledge, understand)
 3. Prepare a physical therapy clinical note in problem-oriented form (SOAP format) when given pertinent information in the physical therapy patient situation. (SRE: 7D15; Bloom's: Cognitive – apply)
 4. Identify and use common abbreviations used in physical therapy documentation. (SRE: 7D15; Bloom's: Cognitive – understand, apply)
 5. Correctly utilize AMA style in professional writing. (SRE: 7C1; Bloom's: application – produce)
- C. The student will describe and apply disablement/enablement models and be able to:
1. Identify and describe the ICF model. (SRE: 7C1, 7D3; Bloom's: Cognitive – knowledge, understand)
- D. Identify basic educational principles particularly as they apply to patient and future student education.

The student will be able to:

1. Develop a conceptual framework for writing and using instructional objectives. (SRE: 7D13; Bloom's: Cognitive – apply)
2. Explain the three domains of learning. (SRE: 7B, 7D13; Bloom's: Cognitive – understand)
3. Specify the three general levels of learning domains. (SRE: 7B, 7D13; Bloom's: Cognitive – knowledge)
4. The student will be able to describe four basic learning styles. (SRE: 7B, 7D13; Bloom's: Cognitive – understand)
5. Discuss the purpose and importance of patient and family education, including individual and cultural differences. (SRE: 7B, 7B1, 7D3, 7D13; Bloom's: Cognitive – understand; Thread: Multicultural Education)
6. Differentiate trends in society and health care, which influence the teaching of patients and family. (SRE: 7B1, 7D6, 7D13; Bloom's: Cognitive – understand, apply, analyze; Thread: Multicultural Education)
7. The student will be able to practice and appraise the teaching-learning process. (SRE: 7B, 7D13; Bloom's: Cognitive – understand, apply, analyze)
8. Prepare and practice a teaching session. (SRE: 7B, 7D13; Bloom's: Cognitive – apply, Psychomotor – set)

9. Evaluate a teaching-learning session. (SRE: 7B, 7D13; Bloom's: Cognitive – evaluate)
10. Communicate effectively, expressively, receptively, and professionally when engaged in physical therapy practice. (SRE: 7B, 7B1, 7C2; Bloom's: Affective – responding; PG: 1; Thread: Professionalism)

Essential Studies Goals:

The primary learning goal this class will address is *Written Communication*. This course addresses the Essential Studies learning goal of Written Communication. This means it is about developing and expressing ideas in writing or with a mix of words, data, and images. You can expect to work in different genres and styles of writing as you develop your written communication skills in this course. The course will also address the following:

Thinking and Reasoning (Critical Thinking, quantitative Reasoning, Creative Thinking)
SOAP notes/documentation

Communication (Written, Oral)
SOAP notes/documentation, Ethics skit/presentation

Information Literacy
SOAP notes/documentation, Ethics skit/presentation

Diversity
Patient education scenarios

COURSE SCHEDULE AND OUTLINE OF CONTENT:

See attached schedule

DESCRIPTION OF TEACHING METHODS AND LEARNING EXPERIENCES:

Teaching methods in this class include:

Lecture – traditional lecture.

Discussion/collaborative work – students work collaboratively on one group SOAP note and then individually; students are given scenarios of clinical cases as related to patient education to discuss in small groups; discussion of self-management.

Presentations – students work in groups to develop a presentation on ethics.

COURSE MODE OF DELIVERY:

Synchronous, in-person

MATERIALS – TEXT, READINGS, & SUPPLEMENTARY READINGS:

American Physical Therapy Association: Guide to Physical Therapy Practice, 4.0

Johnson, S: Who Moved My Cheese

METHODS OF STUDENT EVALUATION:

In this course, your learning will be assessed in the following ways:

- Written examinations
- SOAP note documentation
- Assignments
- Presentations

GRADING SCALE:

Grading Scale	Breakdown
A 90% to 100%	[Reflections – 5%]
B 80% to 89.9%	[Quizzes – 10%] [3 Exams – 30% (10% each)]
C 76% to 79.9%	[Assignments – 15%]
F < 76%	[Final Presentation – 40%]

For more information on grading policies, please refer to the [UND-PT Scholastic Standards Document](#)

COURSE ACCESS & TECHNICAL REQUIREMENTS

This course was developed and will be facilitated utilizing Blackboard. For access go to:

<http://blackboard.UND.edu> and log in with your NDUS.Identifier. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account Webpage](#)

Visit the [UND Technical Requirements](#) webpage for more information. Students are expected to use their official UND email in the course. For technical assistance, please contact [UND Technical Support](#) at 701.777.2222

ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence tools are allowed in this course as approved by the instructor(s). Students are required to disclose if they use AI-generated text or images and how they apply it in their work. Failure of students to acknowledge their use of AI or using fabricated information could result in their violation of the Academic Integrity Policy. Students must ensure the originality of their work, maintain academic integrity, and avoid any type of plagiarism. The students need to understand the material and complete assignments on their own, using AI tools as a supplement rather than a replacement for their work. Students should not use sources that are cited by AI tools without having read them because generative AI tools can either create fake citations or cite a real piece of writing, but the cited content may be inaccurate. The faculty reserves the right to use various plagiarism-checking tools in evaluating students' work, including those screening for AI-generated content, and impose consequences accordingly.

For more information on AI Policies, please visit [Artificial Intelligence Resources](#).

Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Assistant Vice President for Equal Opportunity and Title IX/ADA Coordinator, 401 Twamley Hall, 701.777.4171, UND.EO.TitleIX@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 230 S. Dearborn St., 37th Floor, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

The full [Notice of Non-discrimination](#) is available online through Equal Opportunity & Title IX.

Accessibility Statement

The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to this class and your program, please contact <https://und.edu/student-life/student-disability-resources/index.html> to engage in a confidential discussion about accommodations for the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with [Student Disability Resources](#) at the start of their program. More information can be obtained by email, UND.sdr@UND.edu, or by phone at 701.777.2100.

Religious Accommodations

UND offers religious accommodations, which are reasonable changes in the academic environment that enable a student to practice or observe a sincerely held religious belief without undue hardship on the University. Examples include time for prayer or the ability to attend religious events or observe a religious holiday. To request an accommodation, complete the [student religious accommodation request form](#). To learn more, please consult UND's [Religious Accommodations Policy](#) or contact the [Equal Opportunity & Title IX Office](#).

Pregnancy Accommodations

Students who need assistance with academic adjustments related to pregnancy or childbirth may contact the [Equal Opportunity & Title IX Office](#) or Academic Affairs to learn about your options. Additional information and services may be found at [Pregnancy Resources and in UND's Protections for Pregnant and Parenting Students and Employees Policy](#).

Reporting Discrimination, Harassment, or Sexual Misconduct

If you or a friend has experienced sexual misconduct, such as sex-based harassment, domestic violence, dating violence, or stalking, please contact the [Equal Opportunity & Title IX Office](#) or UND's Title IX Coordinator, Donna Smith, for assistance at 701.777.4171 or donna.smith@UND.edu.

You may also contact the Equal Opportunity & Title IX office if you or a friend has experienced discrimination or harassment based on a protected class, such as race, color, national origin, religion, age, disability, sex, sex characteristics, sexual orientation, gender identity, genetic information, pregnancy, marital or parental status, veteran's status, or political belief or affiliation.

Faculty Reporting Obligations Regarding Discrimination, Harassment, or Sexual Misconduct

It is important for students to understand that faculty are required to share with UND's Equal Opportunity & Title IX Office any incidents of potential sexual misconduct or of discrimination or harassment based on a protected class that they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the [Equal Opportunity & Title IX](#) webpage.

Health and Safety

UND is committed to maintaining a safe learning environment and asks students and instructors to be flexible when necessary to promote quality learning experiences.

Please do not attend an in-person class or lab if you are feeling ill or if you have been directed by health professionals to stay home.

- If you are not able to attend class or lab, please notify your instructor as soon as possible and discuss options for making up any missed work.
- If you will have an extended absence due to serious illness or other uncontrollable circumstances, you may request an absence notification through [Community Standards and Care Network](#).
- If your instructor is ill, they may need to cancel class or temporarily move your course to online delivery.

Please contact [Student Health Services](#) if you have health questions by calling 701.777.4500 or visiting myhealth.und.edu

Fall 2024
 PT 602: Communication and Professionalism in Practice
 UND Essential Studies Capstone Course
 Tuesdays/Thursdays, 8:30 – 9:20 am
 Faculty: Cindy Flom-Meland, PT, MPT, PhD, NCS
 Jessica Barczy Zorn, PT, DPT

DATE	LECTURE/LAB
August 27 CFM	Course Introduction; APTA / Leadership/Management
August 29 JBZ	Professionalism – Core Values
September 3 JBZ	Enablement Model - ICF
September 5 CFM	Documentation Introduction (“S”)
September 10 CFM	Documentation (“S” and “O”)
September 12 CFM	Documentation (“O” and “A”)
September 17 CFM	Documentation (writing goals & objectives)
September 19 CFM	Documentation (finish “A”; “P”)
September 24 CFM	Documentation – Guide to PT Practice (finish “P”) Group SOAP Note due by today
September 26 CFM	Documentation (critique SOAP notes)
October 1 CFM	Documentation (review group SOAP notes)
October 3 CFM	Documentation; in-class individual assessment of writing “A” <u>1st SOAP Note Due – Friday, October 4th</u>
October 8 JBZ	AMA Style Guide Introduction
October 10 JBZ	Stress Management AMA Style Assignment due today
October 15/17	Exam I - exact day TBD
October 22 CFM	Professional Behaviors
October 24 JBZ	Ethics Introduction
October 29 JBZ	Ethics Introduction continued & presentation planning
October 31	Ethics Presentations and Discussion

November 5 JM	LGBTQ+ Inclusion Practice & Care (10:30 -12:30, E312)
November 7	No class today due to 2-hour session on Nov. 5
November 12 CFM	Professional Issues / Communication <u>2nd SOAP Note Due today</u>
November 14 JBZ	Teaching & Learning
November 19	No Class
November 21 CFM	Learning Style Inventory
November 26 CFM	Patient Education Scenarios
November 28	No Class, Thanksgiving Holiday break
December 3 CFM	Instructional Episodes
December 5	No Class
December 10 CFM	<u>Who Moved My Cheese</u> (book activity)
December 12 CFM	<u>Who Moved My Cheese</u> (book activity)
December 16-20	<u>Final Exam</u> - date TBD (Friday is reserved for re-takes)

ASSIGNMENTS:

1. SOAP notes:

You will be asked to write three SOAP notes in this class. The first note will be a group SOAP note that will be written with a small group of classmates. This note will not be graded, but will serve as a learning experience to better acquaint you with the note writing process. At your request, you will be supplied with some objective information. The other two SOAP notes will be completed individually and will be graded (see attached Rubrics).

For all three notes, you will be responsible to come up with a patient dx, history information, and the assessment and plan portions of the note. I will assist you with the objective information as needed. Please see your syllabus for the due dates of the two individual SOAP notes.

2. Book:

You will be required to read the text titled Who Moved My Cheese. The book is the property of the Department of Physical Therapy and there will be a sign-up sheet to check out the book. You will be allowed to borrow the book for one week's time. Failure to return the book either on or before its due date will result in a 5% deduction in your grade for each day it is late.

There will be an in-class small group activity and discussion based on this book. Please stay tuned for group assignments and time. Please see your syllabus for the date of this discussion.

3. AMA Style Assignment:

Following instruction in AMA style, each student will write an individual paper on any topic (does not need to be PT related) in order to demonstrate the correct use of AMA style in professional writing. Please see the syllabus for the due date and the rubric for grading criteria.

4. Ethics Presentation:

You will all be assigned to a group (see listing in Blackboard – course documents) and a topic. It will be your group's responsibility to research the topic and put together a skit/presentation to perform before the class. If you would like any props for your presentation please let me know as we may have the items you are looking for in the department. See the syllabus for the date of the presentation and rubrics for grading criteria.