

Fall 2021
 PT 402: Professional Communication & Behavior
 UND Essential Studies Capstone Course
 Tuesdays, 1:00 – 2:50 pm
 Faculty: Cindy Flom-Meland, PT, MPT, PhD, NCS

DATE	LECTURE/LAB
August 24 th	Course Introduction Professionalism, APTA / Leadership/Management
August 31 st	Disablement/Enablement Models Documentation (“S”)
September 7 th	Documentation (“O”) Clinical Education Information uploaded to Exxat – HIPAA certificate
September 14 th	Documentation (“A” and writing goals & objectives; “P”)
September 21 st	Documentation; Guide to PT Practice (finish “A”, write “P”) Clinical Education Information uploaded to Exxat – CBC
September 28 th	Documentation; in-class individual assessment of writing “A” Group SOAP Note due 10-1-2021 (needs to be typed)
October 5 th	Documentation (critique and review group SOAP notes) <u>1st SOAP Note Due – Friday, October 8th</u>
October 12 th	Exam I
October 19 th	AMA Style Guide Introduction / Professional Behaviors Clinical Education Information uploaded to Exxat – Blood Borne Pathogens
October 26 th	Stress Management / Professional Issues / Communication
November 2 nd	Ethics Introduction AMA Style Paper due today
November 9 th	Ethics Presentations and Discussion Clinical Education Information uploaded to Exxat – MMR/Hep B/ Tdap/Varicella
November 16 th	Teaching & Learning/Learning Style Inventory
November 23 rd	Patient Education Scenarios / Instructional Episodes <u>2nd SOAP Note Due today</u> Clinical Education Information uploaded to Exxat – Health Insurance
November 30 th	<u>Who Moved My Cheese</u> (book activity)
Week of December 6 th	<u>Final Exam - TBD</u> Clinical Education Information uploaded to Exxat – CPR certification (if you are current)

Course Title and Number: PT 402: Professional Communication & Behavior

Description: Lecture and practice in inter-professional and interpersonal communication including professional behavior, ethics, patient education, and documentation.

Department Offering the Course:

Physical Therapy

Credit Hours: 2 credit hours

Instructor:

Cindy Flom-Meland, PT, MPT, PhD, NCS

Clock Hours and Schedule:

Lecture:

Discussion:

Schedule: Tuesdays 1:00-2:50 pm

Course Prerequisites:

Registered in Professional Physical Therapy curriculum.

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, 7D1, 7D4, 7D5, 7D13, 7D14; Bloom's: Cognitive – comprehension, application; Affective – responding)
2. Recognize and apply the ethical decision-making process and ethical practice and professional behavior. (SRE 7B, 7D1, 7D4, 7D5, 7D6; Bloom's: Cognitive – knowledge, comprehension, application; Psychomotor – set, guided response; Affective – receiving, responding)
3. Identify signs of stress and/or burnout and discuss and employ some appropriate management techniques. (SRE: 7D4; Bloom's: Cognitive – comprehension, application; Psychomotor – complex overt response; Affective – responding, valuing)
4. Describe and apply the Professional Behaviors and their relation to physical therapy practice. (SRE: 7B, 7D5; Bloom's: Cognitive – comprehension, application; Affective - receiving)
5. Recognize and discuss physical therapy licensure in the United States. (SRE: 7D1, 7D4, 7D5, 7D24, 7D25, 7D28, 7D29, 7D34, 7D36, 7D39, 7D43; Bloom's: Cognitive – comprehension; Affective – receiving)
6. Recognize and discuss jurisdictional practice acts, rules & regulations, and jurisprudence exams. (SRE: 7D1, 7D4, 7D5, 7D25, 7D29, 7D34, 7D36, 7D39, 7D43; Bloom's: Cognitive – comprehension; Affective – receiving)
7. Discuss and recognize the importance of professional involvement in the APTA and further career development. (SRE: 7D5, 7D13; Bloom's: Cognitive – comprehension; Affective – receiving)
8. Demonstrate the basic use and components of the *Guide to Physical Therapist Practice*. (SRE: 7D20, 7D24, 7D25, 7D28; Bloom's: Cognitive – knowledge, comprehension)

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: 7D20, 7D32; Bloom's: Cognitive – knowledge, comprehension)

2. Discuss the meaning of each section of the physical therapy Problem-Oriented SOAP note. (SRE: 7D20, 7D32; Bloom's: Cognitive – knowledge, comprehension)
 3. Prepare a physical therapy clinical note in problem-oriented form (SOAP format) when given pertinent information in physical therapy patient situation. (SRE: 7D32; Bloom's: Cognitive – application)
 4. Identify and use common abbreviations used in physical therapy documentation. (SRE: 7D32; Bloom's: Cognitive – comprehension, application)
 5. Utilize AMA style in professional writing within the text and in developing a reference list. (SRE: 7D7; Bloom's: Cognitive – application)
- C. The student will describe and apply disablement/enablement models and be able to:
1. Compare and contrast the ICF and Nagi models. (SRE: 7D10, 7D21; Bloom's: Cognitive – comprehension, application, analysis, synthesis, evaluation)
- 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: 7D12; Bloom's: Cognitive – application)
2. Explain the three domains of learning. (SRE: 7B, 7D12; Bloom's: Cognitive – comprehension)
3. Specify the three general levels of learning domains. (SRE: 7B, 7D12; Bloom's: Cognitive – knowledge)
4. The student will be able to describe four basic learning styles. (SRE: 7B, 7D12; Bloom's: Cognitive – comprehension)
5. Discuss the purpose and importance of patient and family education, including individual and cultural differences. (SRE: 7B, 7D5, 7D8, 7D12; Bloom's: Cognitive – comprehension)
6. Differentiate trends in society and health care, which influence the teaching of patients and family. (SRE: 7D5, 7D12, 7D24; Bloom's: Cognitive – Comprehension, Application, Analysis)
7. The student will be able to practice and appraise the teaching-learning process. (SRE: 7B, 7D12; Bloom's: Cognitive – comprehension, application, analysis)
8. Prepare and practice a teaching session. (SRE: 7B, 7D12; Bloom's: Cognitive – application, Psychomotor – set)
9. Evaluate a teaching-learning session. (SRE: 7B, 7D12; Bloom's: Cognitive – evaluation)
10. Communicate effectively, expressively, receptively, and professionally when engaged in physical therapy practice. (SRE: 7B, 7D5, 7D7; Bloom's: Affective – responding)

Essential Studies Goals:

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

Outline of Contents and Assigned Instructor:

See attached course syllabus.

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. An e-book has been uploaded into Bb.

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

3. AMA Style Paper:

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 correct use of AMA style in professional writing. Please see syllabus for due date and rubric for grading criteria.

4. Ethics Presentation:

You will all be assigned to a group (TBD) 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 syllabus for the date of the presentation and rubrics for grading criteria.

5. Clinical Education Information - Exxat:

This is information that will be needed for your clinical experiences. Some of the information will be collected this semester and the remainder will be collected later. The items underlined are to be submitted Fall 2021: CPR certification; TB Skin test; Evidence of immunity to Measles, Mumps, Rubella, and Rubella; Hepatitis B Vaccine (completion or waiver date); Tdap; Varicella Vaccine or titer; Education on HIV/Aids, blood borne pathogens, and OSHA; HIPPA; electronic CPI training; Student Information updated in Exxat; proof of health insurance.

Description of Teaching Methods and Learning Experiences:

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.

Methods of Student Evaluation / Grading:

The letter grade is given is based on performance on written examinations, SOAP note documentation, and presentations.

GRADING:

1. SOAP notes	25%	Grading Scale: 90-100% A 80-89% B 76-79% C <76% Unsatisfactory
2. Ethics Presentations	5 %	
3. Assignments	5 %	
4. Exxat – clinical documents	5 %	
5. AMA style paper	8 %	
6. Exam I and Exam II	52%	
Total	100%	

Grades based on:

SOAP CRITERIA: (19 points total)

Computer generated	
Header (name, date, MD, dx)	1__
S --	2__
O --	2__
A --	3__
P --	2__
Signature line	1__

Connected	2__
Concise & Precise	1__
Readable, legible, spelling	2__
Errors handled correctly	1__
Overall impression	2__

Ethics Presentation: (20 points)

Organization	5 points
Thoroughness	5 points
Presentation	5 points
Professionalism	5 points

AMA Style Paper (15 points)

Correct use & citation of ref #1	3 points
Correct use & citation of ref #2	3 points
Correct use & citation of ref #3	3 points
Correct method for quote(s)	3 points
Spelling, grammar, etc.	3 points

Required and Recommended Readings:

American Physical Therapy Association: Guide to Physical Therapy Practice
Johnson, S: Who Moved My Cheese

Academic Integrity:

In accordance with the rules concerning scholastic dishonesty in the Code of Student Life* at the University of North Dakota, I affirm that I understand these rules and I agree to comply with them.

I will not:

- a) receive any additional information or assistance for any exam other than what was provided during class or approved tutor sessions
- b) copy from another student's test
- c) collaborate with or seek aid from another student who may have previously taken the exam
- d) knowingly use, buy, sell, steal, or solicit in whole or in part the contents of any exam
- e) bribe another person to obtain information about any exam

Department of Physical Therapy Honor Code Pledge:

"Upon my honor as a professional student in the physical therapy program at the University of North Dakota, I pledge that I will not give nor receive unauthorized aid on written examinations, laboratory practical examinations, written assignments, take home assignments or clinical assignments"

Examination disclaimer: "I affirm that I have adhered to the Honor Code in this assignment"

A. Forms of Academic Dishonesty. Academic dishonesty includes, but is not limited to:

1. Copying or distributing examination items
2. During testing, using crib notes or various forms of technology not authorized by faculty
3. Copying another student's written paper or examination, with or without their knowledge
4. Helping someone else cheat on a test
5. Communicating or collaborating during a test by electronic means such as instant messaging, telephone, texting, smart watches, or social media.
6. Discussing test items or answers (written or laboratory) with students who have not yet taken the examination
7. Cutting and pasting text from any source without giving proper citation to that source
8. Plagiarism of any materials
9. Fabricating or falsifying written materials
10. Falsely reporting information or actions in clinical or classroom laboratories
11. Submitting the same paper, or a substantially similar paper, for the requirements of more than one course without the approval of the instructor(s) concerned
12. Submitting term papers or assignments written by another person
13. Consenting to having one's work used by another student as his or her own
14. Collaborating on a project (in person or via electronic means) when the instructor asked for individual work
15. Using a false excuse to obtain an extension on a due date or delay an examination
16. Depriving other students of necessary course materials by stealing books, periodicals, or other materials from libraries, AV centers, etc.

If problems occur, students are required to work through channels of communication to resolve the problem before going to the chair or dean. The channel is student, instructor, chair, associate dean health sciences, and dean. rev 2/06, 5/06, 5/07, 4/08, 5/09, 5/10, 5/11, 8/13, 8/14, 8/15, 8/16, 8/19

Notice of 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, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, UND.EO.TitleIX@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Disability Access Statement

Contact your course instructor to request disability accommodations, discuss medical information, or plan for an [emergency evacuation](#).

To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at [Disability Services](#), 280 McCannel Hall, or 701.777.2664.

Reporting Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu or go to [Title IX](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence 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 the victim of sexual violence, you can find information about confidential support services at [Title IX](#).

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly.

For directions on how to make your syllabus and other course materials accessible, go to Blackboard > Services > Atomic Learning > Creating an Accessible Syllabus (for technical assistance with Atomic Learning, contact UND Tech Support at [UND Tech Support](#)).

COVID-19 SPECIAL STATEMENT:

All members of the University community have a role in creating and maintaining a COVID-19 resilient campus. There are several expectations from the School of Medicine and Health Sciences that require compliance, including: Wear face coverings during interactions with others and in the classroom; Wash hands often and use hand sanitizer; Properly clean spaces; and, if you are experiencing any symptoms, Stay home and call your health care provider. Students who fail to comply with any of the COVID related requirements will not be permitted in the classroom and may be subject to disciplinary action. We encourage all members of the University community to model positive behavior both on- and off-campus. Any changes in the SMHS COVID related requirements will be communicated to you through the Friday weekly email "For your health" from the Dean's office and email from the program director or chair.

Students who test positive for COVID-19 are expected to immediately self-isolate/quarantine. If you have tested positive for COVID-19 we strongly recommend that you report the information to the Office of Student Rights and Responsibilities at 701.777.2664 or online at <https://veoci.com/veoci/p/w/ss2x4cq9238u>. Doing so will ensure students have the support they need to continue with their academic goals and to protect others. The policy related to COVID-19 may change throughout the semester due to community spread and updated CDC guidelines. Please check the policy frequently and ask faculty if you have any questions.