



COURSE OUTLINE

Course Number PTA 241	Course Title PTA Seminar III	Credits 1
Hours: lecture/Lab/Other	Pre-requisite PTA 236 PTA Seminar II	Implementation Summer

Catalog description:

Discussion-oriented review of ethical and moral dilemmas in health care and special practice areas within physical therapy, preparation for licensure, and employment as PTAs. Students have the opportunity to meet with a panel of practicing PTAs to discuss employment opportunities.

Required texts/other materials:

Gabard DL, Martin MW, (2011).Physical Therapy Ethics 2nd edition, FA Davis Co. Philadelphia. ISBN978-0-8036-2367-5

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Information resources: This course is delivered online however it requires one 4 hour class session in person prior to the start of the summer session. All other aspects of the class take place online. All assignments are completed and submitted online. The course makes frequent use of the following websites as references in addition to many others.

Website Address	Entity
www.apta.org	American Physical Therapy Association
www.fsbpt.org	Federation of State Boards of Physical Therapy
http://www.njconsumeraffairs.gov/pt/Pages/default.aspx	The NJ Division of Consumer Affairs which is where the NJ State Board of Physical Therapy Examiners can be found along with the NJ Practice Act and other official documents that govern the practice of Physical Therapy in the State of NJ.
www.aptanj.org	The NJ Chapter of the American Physical Therapy Assoc.

Course Competencies/Goals:

Student/learners will be prepared to enter the field of physical therapy as entry level professionals which includes:

- all of the professional obligations involved with obtaining licensure,
- applying for the National Physical Therapy Examination,

dealing with ethical concerns that arise in the clinical setting and preparing for future employment as a physical therapist assistant.

- finalizing a professional resume' for a job
- finalizing responses to interview questions
- preparing a suitable cover letter for a job posting as a PTA

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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

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.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. 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.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Course Learning Objectives:

Following the successful completion of this course, the student/learner will possess the skills in the following domains:

Cognitive/Knowledge

The student/learner will be able to:

1. identify the components that would constitute unethical practice in a physical therapy setting according to the APTA Guide for Professional Conduct for the PTA and make recommendations as to how to handle them should they arise in the clinical environment.
2. identify appropriate information to include in a professional resume' and prepare both a cover letter and resume' suitable for use for the attainment of the first position as a PTA following graduation from Mercer
3. outline the necessary steps to obtain licensure as a PTA in the State of New Jersey and develop a plan for implementation of the process to apply for licensure and to take the examination

Psychomotor

The student/learner will be able to:

1. network with other physical therapist assistants regarding employment opportunities to determine what types of benefits are negotiable during an interview for a PTA's first position
2. locate legal and ethical sites for potential employment as a PTA by networking and researching available sources identifying at least 3 potential sites to send the cover letter and resume', that have been developed

Affective

The student/learner will be able to:

1. defend the merits of professional conduct and deportment by following the procedures outlined within the NJ Physical Therapy Practice Act for the attainment of an application for licensure as a PTA
2. defend the importance of ethical and legal practice as a physical therapist assistant by following through with the procedures for applying to take the licensure examination with the Federation of State Boards of Physical Therapy as soon as possible after graduation from Mercer
3. defend the importance of human interaction and understanding by supporting fellow members of the PTA program class as each of the classmates practices interview skills and navigates the skills necessary to transition from a student to a new graduate

Units of study in detail.

		Goals:	Learning Objectives
Unit 1	Logging Into Online courses Revised Cover Letter & Resume' Job Searching, Networking Advice from Practicing PTAs: Panel	1, 4, A, B, E, F	C1, C2, P1
Unit 2	Professionalism & Ethics	1, 4, 5, 8, 9, A, B, C, E, G	C1, C2, A1
Unit 3	Respect and Caring for Patients	1, 4, 5, 8, 9, A, B, C, E, G	A2, A3
Unit 4	Life Threatening Illness	1, 4, 5, A, B, C, E	A2
Unit 5	Honesty & Conflicts of Interest Integrity and Wrongdoing	1, 4, 5, 9, A, B, C	P1, P2, A2
Unit 6	Applying for Licensure as a PTA The NPTE PTA Licensure Exam	1, 4, A, D, E	C3, P2, A1, A2

Evaluation of student learning:

Grading:

	% of the grade	Number
Assignments	70	7
Presentations	N/A	N/A
Class/ Participation	30	Continuous

Academic Integrity Statement: There is a zero tolerance policy for plagiarism. Any work that violates the MCCC Academic Integrity policy will receive a grade of "0" and the learner will be reported to the

College's Academic Integrity Committee consistent with College policies.
See <http://mlink.mccc.edu/omb/OMB210.pdf>