COURSE OUTLINE

Course Number
PTA 226

Course Title
PTA Seminar I

Credits
2

Hours: lecture/Lab/Other
2/0/0

Pre-requisite
PTA 107, PTA 112

Co-requisite
PTA 224

Implementation
Fall

Catalog description:
Review and discussion of clinical experiences using a case study approach. Topics include documentation, professional growth and development, quality assurance concepts, and negotiation skills for employment opportunities.

Recommended texts/other materials:

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Revision date: Fall 2016

Course coordinator: Holly Kaiser, 609-570-3478, Kaiserh@mccc.edu

Information resources:
This course makes use of the required texts for the course and in addition, uses the resources of the Web.

Course Competencies/Goals:
Following the successful completion of this course with a grade of C+ or higher, the learner will be able to:
1. Describe effective, therapeutic communication with patients and members of the health care team, and techniques for conflict resolution within the clinical setting
2. Compare the stages of patient psychosocial adjustment to disability
3. Use the SOAP note format to document physical therapy intervention within the physical therapist’s plan of care
4. Define the components involved in provision of physical therapy services within a clinical setting including HIPPA, reimbursement, quality assurance, and regulatory issues

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
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 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

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.

Units of study in detail:

<table>
<thead>
<tr>
<th>Units</th>
<th>Goals:</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>1,4,5,7,8,9, A,B,C,D,E,F,G</td>
<td>CG1, CG3, C3, P1, A5</td>
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<tr>
<td>Unit 2</td>
<td>1,4,5,7,8,9, A,B,C,D,E,F,G</td>
<td>CG1, A1, A2, A3, A4, A5</td>
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<tr>
<td>Unit 3</td>
<td>1,4,5,8,9, A,B,C,D,E,F,G</td>
<td>CG1, CG4, C9, A5</td>
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<tr>
<td>Unit 4</td>
<td>1,4,7,8,9, A,B,C,D,E,F,G</td>
<td>CG1, CG4, C1, A5</td>
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<tr>
<td>Unit 5</td>
<td>1,4,5,8, A,B,C,D,E,F,G</td>
<td>CG4, C1, C2, C4, C6, C8, A5</td>
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<tr>
<td>Unit 6</td>
<td>1,4,8, A,B,C,D,E,F,G</td>
<td>P3, A2, A5</td>
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<td>Unit 7</td>
<td>1,4,5,7,8, A,B,C,D,E,F,G</td>
<td>CG2, C10, A5</td>
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<td>Unit 8</td>
<td>1,4,8, A,B,C,D,E,F,G</td>
<td>CG1, C5, C7, P2. A1, A2, A5</td>
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<td>Unit 9</td>
<td>1,4,8, A,B,C,D,E,F,G</td>
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<td>Unit 10</td>
<td>1,4,8, A,B,C,D,E,F,G</td>
<td>P3, P4, A2, A5</td>
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</tbody>
</table>

Learning Objectives have been identified in each of the following domains of learning:
The student will be able to...
Cognitive/Knowledge
The student/learner will be able to successfully:
1. describe the health care team, principles of time management and quality assurance, and issues relating to reimbursement
2. outline career ladders in physical therapy
3. describe the necessary components for patient documentation
4. describe the roles of the State Board of Physical Therapy and the American Physical Therapy Association
5. discuss the differences between verbal and nonverbal communication
6. describe situations when the direction to perform an intervention is beyond the scope of practice for a PTA
7. describe communication strategies to open discussion with the PT regarding patient status or changes in treatment progression
8. review and discuss local state practice acts to cognize when the direction to perform an intervention is beyond the scope of a PTA
9. recognize what information should not be discussed in public places
10. recognize the stages of psychosocial adjustment to disability

Psychomotor
The student/learner will be able to successfully:
1. Write patient treatment notes in SOAP note format
2. Demonstrate through improvisation and role-play the contrast between effective and non-effective communication, both verbal and non-verbal
3. Communicate with guest speakers in a professional, respectful manner
4. Read a case study from a peer reviewed journal and provide an analysis of the format and information in preparation for the case study assignment for the first clinical affiliation

Affective
The student/learner will be able to successfully:
1. display communication styles utilized in the clinical setting
2. appropriately communicate with classmates and guest speakers in class, lab and small groups demonstrating empathy and professionalism
3. Attend class consistently and punctually
4. Appropriately discusses grades and other concerns with the instructor, demonstrating respect and listening to feedback when offered
5. Demonstrate evidence of preparation prior to class by reading the required reading and bringing in preparatory questions provided each week.

Evaluation of student learning

<table>
<thead>
<tr>
<th>% of grade</th>
<th>Activity</th>
<th># within course</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Written Exams</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Quizzes</td>
<td>2</td>
</tr>
<tr>
<td>NA</td>
<td>Article Reviews</td>
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<tr>
<td>46</td>
<td>Assignments</td>
<td>4</td>
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<tr>
<td>NA</td>
<td>Presentation(s)</td>
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<tr>
<td>5</td>
<td>Generic Abilities Assessment</td>
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<tr>
<td>NA</td>
<td>Practical Exam</td>
<td>0</td>
</tr>
<tr>
<td>NA</td>
<td>Competency Tests</td>
<td>0</td>
</tr>
</tbody>
</table>
**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](http://mlink.mccc.edu/omb/OMB210.pdf)