COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 227</td>
<td>PTA Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Hours: lecture/Lab/Other: 3/0/0

Pre-requisite:
P TA 107

Co-requisite:
P TA 210

Implementation: Fall

Catalog description:

This course provides the learners with an overview of the healthcare system and the specific roles of professionals in healthcare fields. Topics include medical terminology, psychosocial aspects of disability; medical documentation; professional growth and development; evidence based practice; and communication skills.

Recommended texts/other materials:

<table>
<thead>
<tr>
<th>Required:</th>
<th>Required:</th>
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</table>

Revision date: Fall 2020

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.
- **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.

**Units of study in detail:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Goals:</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Medical Documentation for the PTA</td>
<td>1,4,5,7,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td>The Qualities of a PTA Student (Generic Abilities, Professional &amp; Academic Integrity, Self-Assessment, Giving and Receiving Feedback)</td>
<td>1,4,5,7,8,9 A,B,C,D,E,F,G</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>HIPAA &amp; Cultural Competence</td>
<td>1,4,5,8,9 A,B,C,D,E,F,G</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td>Reimbursement in Healthcare (Medicare, Medicaid, Insurance and Billing)</td>
<td>1,4,7,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 5</strong></td>
<td>Diversity of Practice Settings, Professional Designators and Regulatory Issues</td>
<td>1,4,5,8 A,B,C,D,E,F,G</td>
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<tr>
<td>Unit</td>
<td>Topic</td>
<td>Learning Objectives</td>
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<tr>
<td><strong>Unit 6</strong></td>
<td>Psychosocial Aspects of Illness &amp; Adjustment to Disability</td>
<td>1,4,5,7,8 A,B,C,D,E,F,G C1.1-1.2, C1.5, C1.7, C1.12-1.15, C1.24, C1.28, C3.9, C1.25, C2.5, C3.3, P1.1, P2.1, P3.1-3.2, P4.1, A1.1-1.9</td>
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<tr>
<td><strong>Unit 7</strong></td>
<td>Types of Communication, Effective Communication</td>
<td>1,4,8 A,B,C,D,E,F,G C1.17, C2.4, C2.11, C3.10, C4.7, C5.4, P4.6, C1.25, C2.5, C3.3, P1.1, P2.1, P3.1-3.2, P4.1, A1.1-1.9</td>
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<tr>
<td><strong>Unit 8</strong></td>
<td>Conflict Resolution, Active Listening and Assertiveness</td>
<td>1,4,8 A,B,C,D,E,F,G C1.18-1.19, C1.22, C2.1, C3.2, C1.25, C2.5, C3.3, P1.1, P2.1, P3.1-3.2, P4.1, A1.1-1.9</td>
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<tr>
<td><strong>Unit 9</strong></td>
<td>Maximizing Effectiveness as a PTA (Research, Evidence-Based Practice, Case Studies)</td>
<td>1,4,8 A,B,C,D,E,F,G C1.19-1.21, C5.3, P4.4, C1.25, C2.5, C3.3, P1.1, P2.1, P3.1-3.2, P4.1, A1.1-1.9</td>
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*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:

**C1. Knows specific facts (Remember)**
- C1.1 Describe the principles of time management and quality assurance
- C1.2 Outline career ladders in physical therapy
- C1.3 Recall which parts of Medicare cover various services
- C1.4 Determine the documentation responsibilities that differ between PTs and PTAs
- C1.5 Relate quality assurance methods to physical therapy practice
- C1.6 Describe the necessary components for patient documentation
- C1.7 Understand the many types of plagiarism and the consequences of plagiarism
- C1.8 Describe the attributes of a professional that differentiate a professional from other workers
- C1.9 Discuss methods of demonstrating professional and academic integrity
- C1.10 Recognize how to protect Protected Health Information
- C1.11 Describe issues relating to reimbursement
- C1.12 Describe the members of the health care team and their roles in rehabilitation
- C1.13 Describe the roles of the State Board of Physical Therapy and the American Physical Therapy Association
- C1.14 Describe situations when the direction to perform an intervention is beyond the scope of practice for a PTA
- C1.15 Review and discuss local state practice acts to cognize when the direction to perform an intervention is beyond the scope of a PTA
- C1.16 Describe the diversity of physical therapy practice settings and various professional designators
- C1.17 Recognize the stages of psychosocial adjustment to disability
- C1.18 Discuss the differences between verbal and nonverbal communication
- C1.19 Describe communication strategies to open discussion with the PT regarding patient status or changes in treatment progression
- C1.20 Discuss the process for reporting to the appropriate authorities suspected cases of abuse of vulnerable populations
- C1.21 Outline the appropriate steps to report suspected cases of fraud and abuse related to the utilization of and payment for PT services
- C1.22 Describe appropriate use of social media use as a PTA student and licensed PTA
- C1.23 Understand how PT treatment sits into an episode of care and the medical model
- C1.24 Identify regulatory bodies that impact the delivery of physical therapy services
- C1.25 Discuss current issues in healthcare policy as it relates to the field of physical therapy
- C1.26 Outline the development of the profession of physical therapy from its origin to today
- C1.27 Describe the Guide to PT Practice and its relevance to the practicing PTA
- C1.28 Summarize the Medicare “8 minute rule”

**C2. Comprehends basic concepts and principles (Understand)**
- C2.1 Discuss the differences between verbal and nonverbal communication
- C2.2 Differentiate between reimbursement terms
- C2.3 Relate medical documentation to state law
- C2.4 Differentiate between personal and professional relationships
- C2.5 Demonstrate an understanding of medical terminology by using it appropriately in submitted assignments and discussions for class work
- C2.6 Describe the use of evidence-based decision making in patient care
- C2.7 Discuss the qualities of a culturally competent healthcare provider and the effects of cultural competence on patient outcomes
C2.8 Describe Medicare and Medicaid regulations that impact physical therapy practice and reimbursement
C2.9 Describe reimbursement issues related to the post-acute physical therapy setting
C2.10 Differentiate between the role of the Physical Therapist (PT) and the Physical Therapist Assistant (PTA) in written assignments and in discussions
C2.11 Distinguish between various types of therapeutic boundaries
C2.12 Compare the origins of the physical therapy profession to current practice
C2.13 Understand the “Patient Bill of Rights” and its importance in healthcare settings
C2.14 Predict the impact on healthcare if the triple aim is not achieved

C3. Applies basic concepts and principles to new situations (Apply)
C3.1 Predict how Medicare rules impact physical therapy treatment interventions and services
C3.2 Recognize personal biases that may impact role as healthcare provider
C3.3 Relate PTA 227 course material to prior knowledge or knowledge gained in previous courses
C3.4 Differentiate between the three learning domains and categorize various clinical scenarios into the appropriate learning domain
C3.5 Relate the importance of the generic abilities assessment to the qualities of a professional physical therapist assistant
C3.6 Define and compare CPT (current procedural terminology) codes often used in physical therapy
C3.7 Relate advances in technology to current physical therapy practice
C3.8 Compare “Vision 2020” with “Beyond Vision 2020” and discuss the use of these documents in the PT profession
C3.9 Relate Medicare’s 8 Minute Rule to patient scheduling
C3.10 Relate the triple aim with value-based healthcare

C4. Demonstrates the ability to analyze procedures to determine if organizational principles are being followed (Analyze)
C4.1 Determine HIPAA violations based on provided clinical scenarios
C4.2 Relate medical documentation with professional ethics by reading and discussing case studies
C4.3 Relate medical documentation to evidence-based clinical practice
C4.4 Use case studies to identify the aspects of care and communication that may be influenced by culture
C4.5 Differentiate between the types of patients typically receiving physical therapy today different from those who received physical therapy when the profession began
C4.6 Relate the role of rehabilitation professionals in achieving the triple aim
C4.7 Analyze value-based healthcare from the client perspective and the healthcare provider perspective

C5. Applies thinking skills when judging data and performance (Evaluate)
C5.1 Utilize the Paul Elder critical thinking framework to challenge common PT beliefs
C5.2 Utilize case studies to identify relevant HIPAA titles, protected health information, covered entities and potential improvement
C5.3 Utilize decision making algorithms to determine when interventions would and would not be delegated by a PT to a PTA
C5.4 Utilize the state practice act to determine appropriate tasks for unlicensed personnel

C6. Uses knowledge to create new methods necessary to gather data (Create)
C6.1 Create a self-assessment using information from regulatory body documents

Psychomotor
The student/learner will be able to successfully:
P1. Observe professional skills performed by the instructor (Observe)
   P1.1 Observe the course instructor use patient-sensitive language
   P1.2 Observe an information specialist utilize an electronic database to identify a peer reviewed article
   P1.3 Observe examples of medical documentation in a SOAP note format

P2. Copy professional during lab activities, with feedback provided by the course instructor (Imitate)
   P2.1 Utilize patient-sensitive language in verbal and written communication
   P2.2 Utilize an electronic database to identify a peer reviewed article related to a given topic in class
   P2.3 Write portions of a SOAP note using provided patient information

P3. Perform professional repeatedly to make the movements more automatic and smooth (Practice)
   P3.1 Utilize patient-sensitive language in verbal and written communication
   P3.2 Utilize an electronic database to identify peer reviewed articles for assignments
   P3.3 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
   P3.4 Practice self-assessment techniques to maximize personal and professional growth
   P3.5 Practice giving and receiving feedback in a professional manner

P4. Make adjustments in the performance of professional skills in order to perfect these skills (Adapt)
   P4.1 Utilize patient-sensitive language in verbal and written communication
   P4.2 Create an honesty pledge
   P4.3 Debate topics related to health care costs and health services
   P4.4 Demonstrate improvisation and role-play the contrast between effective and ineffective communication and conflict resolution, both verbal and non-verbal
   P4.5 Improve medical documentation to ensure it is complete, meaningful and reproducible
   P4.6 Create a pamphlet for use by PTs and PTAs to understand portions of the state practice act

Affective
The learner will be able to successfully:
A1. Demonstrate professional behaviors consistent with the values of the profession (Generic Abilities)
   A1.1 Utilize professional and respectful communication styles utilized in a professional setting
   A1.2 Demonstrate a commitment to learning by attending class consistently and showing up on time
   A1.3 Demonstrate a commitment to learning by preparing for each class
   A1.4 Demonstrate the ability to manage time and resources effectively by completing assignments in a timely manner
   A1.5 Demonstrate the ability to receive feedback in a non-defensive and receptive manner
   A1.6 Take responsibility for the outcomes of personal and professional actions
   A1.7 Exhibit appropriate and professional conduct consistent with the values of the profession
   A1.8 Identify sources of stress and implement effective coping behaviors.
   A1.9 Demonstrate a commitment to the physical therapy profession

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>12</td>
<td>Quizzes</td>
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</tr>
<tr>
<td>14</td>
<td>Weekly Online Discussions</td>
<td>Continuous</td>
</tr>
<tr>
<td>33</td>
<td>Assignments</td>
<td>3</td>
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</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)

<table>
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<tr>
<th>NA</th>
<th>Presentation(s)</th>
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<tr>
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<td>Generic Abilities Assessment</td>
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<tr>
<td>NA</td>
<td>Practical Exam</td>
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</tr>
<tr>
<td>NA</td>
<td>Competency Tests</td>
<td>0</td>
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