



Profession of Physical Therapy-15816

PTHA-1301

RT 2022 Section 2 3 Credits 08/23/2021 to 12/12/2021 Modified 08/17/2021

Course Meetings

Course Modality

Lecture/Lab

Synchronous/Asynchronous

Meeting Days

Friday

Meeting Times

9:00 AM - 12:00 PM

Meeting Location

Online with 3 onsite classes - Coleman Tower 805

Welcome and Instructor Information

Instructor: Michele R Voight

Email: michele.voight@hccs.edu

Phone: 7137187368

What's Exciting About This Course

This course provides you an introduction to your future career. You learn about the history of the profession and the role of the PTA. This course engages in class discussions to voice your perceptions on the role of the PTA, our healthcare system, ethical and legal issues, and working as teams in interdisciplinary care. As the semester moves along, we also use this course as a guide to learn study and test taking strategies to better prepare you for future PTA courses and the National Physical Therapy Examination. We will engage in group work and team building activities to learn about the profession and each other

My Personal Welcome

Welcome to The Profession of Physical Therapy—I'm delighted that you have chosen this program! My passion is physical therapy and how we can better understand our role in the profession to better serve the public. I can hardly wait to pass that knowledge and passion on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your career.

Preferred Method of Contact

HCC Email - Michele.voight@hccs.edu I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

Office Hours

Tuesday, Thursday, 9:00 AM to 12:00 PM, On -Campus - Coleman 422 - Mondays virtual

Course Overview

This course covers introduction to the profession of physical therapy including the historical and current scope of physical therapy.

Requisites

PTHA 1301 requires admission into the Physical Therapist Assistant Program.

Student Learning Outcomes and Objectives

Course Student Learning Outcomes (CSLOs)

All outcomes, objectives, instruction, and activities assume that the student is working under their direction and supervision of a licensed physical therapist. Utilizing information taught and demonstrated in lecture, assigned readings and assignments, the student will be able to demonstrate the following on tests and assignments with at least 75% overall accuracy by the end of the course:

End of Course Outcomes:

The student will be able to describe the history, purpose, and scope of physical therapy; identify the roles and responsibilities of the physical therapist assistant.

Course Objectives:

Upon completion of PTHA 1301, the student will be able to:

1. Describe the history, purpose, and scope of physical therapy.
2. Examine professional behaviors as it pertains to the scope of work of physical therapist assistants and the profession of physical therapy.
3. Examine the role of physical therapy in interprofessional patient care delivery in the health care environment.
4. Interpret ethical, regulatory, and privacy issues related to the delivery of healthcare services.
5. Design and create student e-portfolios.
6. Distinguish the important characteristics of social responsibility and service learning.
7. Identify personal traits and characteristics which can affect effective communication and academic and professional success.
8. Compare and contrast effective study and test taking strategies.

Lesson Objectives:

1. Describe the history, purpose, and scope of physical therapy

- 1.1 Identify and discuss important persons, dates, events and facts about the history of physical therapy, the PTA, the APTA.
- 1.2 Differentiate the professional roles and responsibilities of the PT and PTA.
- 1.3 Examine the scope of work of the PTA under the direction and supervision of the Physical Therapist using the state practice act.
- 1.4 Describe the U.S. and global healthcare delivery systems in general terms.
- 1.5 Compare and contrast current issues facing the profession of physical therapy.
- 1.6 Identify the roles of the PT and PTA in different healthcare settings.

Examine professional behaviors as it pertains to the scope of work of physical therapist assistants and the profession of physical therapy.

- 2.1 Demonstrate professional behavior in all interactions, in the classroom, lab, and in clinical settings.
 - 2.1.1 Demonstrate professional and proficient communication in both written and oral communication.

- 2.2 Explain the importance of participation in the professional organization at the local, state and national level.
- 2.3 Compare and contrast APTA documents including the Core Values, Values Based Behaviors for the PTA, Standards of Ethical Conduct for the PTA, Guide for Conduct of the PTA, and Code of Ethics of the PT.
 - 2.3.1 Interpret situational ethics scenarios and create action plans that demonstrate sound moral reasoning based upon APTA professional documents.
- 2.4 Identify and discuss opportunities for professional development for the PTA
 - 2.4.1 Explore leadership opportunities in the profession and community.
- 2.5 Identify the role of the PTA in evidenced-based practice in contemporary treatment of the patient.
- 2.6 Explore cultural experiences and values and the importance of culture in patient care delivery.
- 3. Examine the role of physical therapy in interprofessional patient care delivery in the health care environment.**
 - 3.1 Identify the role of the PT and PTA as a part of the healthcare team.
 - 3.2 Discuss the roles and responsibilities of members of the healthcare team, such as OTs, COTAs, SLPs, case managers, etc.
 - 3.3 Discuss effective leadership and communication characteristics and how these impact relationships with other members of the healthcare team.
 - 3.4 Examine interprofessional core competencies found in the Interprofessional Education Collaborative (IPEC).
- 4. Interpret legal, regulatory, and privacy issues related to the delivery of physical therapy and health care services.**
 - 4.1 Identify rules pertaining to physical therapy practice according to the Texas Board of Physical Therapy Examiners.
 - 4.2 Apply the TX PT rules in scenario-based learning.
 - 4.3 Compare and contrast different state PT practice acts.
 - 4.4 Identify the PTA's responsibilities regarding HIPAA, OSHA, and bloodborne pathogens.
- 5. Design and create student e-portfolios.**
 - 5.1 Identify the components of a portfolio
 - 5.2 Develop an e-portfolio in Canvas that demonstrates professional growth and future professional goals.
- 6. Distinguish the important characteristics of social responsibility and service learning.**
 - 6.1 Describe social responsibility.
 - 6.2 Differentiate between service learning and volunteerism.
 - 6.3 Begin the development of a service-learning project.
- 7. Identify personal traits and characteristics which can affect effective communication and academic and professional success.**
 - 7.1 Identify your style of communicating with other students and faculty.
 - 7.2 Analyze the current stage of your professional behaviors.
 - 7.3 Identify what types of learning situations are best for you.
 - 7.4 Identify your personality traits and apply characteristics to personal and school situations.
- 8. Compare and contrast effective study and test taking strategies.**
 - 8.1 Learn and practice how to change inappropriate learning habits and behavior.

8.2 Develop time management strategies.

8.3 Improve reading comprehension using metacognition strategies.

8.4 Identify effective notetaking.

☰ Departmental Practices and Procedures

Students must earn a final cumulative grade of $\geq 75\%$ in order to pass technical courses in the Physical Therapist Assistant curriculum. If a student does not earn a $\geq 75\%$ in the lecture or lab portion of a PTHA course, the resulting final grade is an "F" in the course.

Grading Scale for all PTHA/HPRS Courses:

90 - 100	A
80 - 89	B
75 - 79	C
70 - 74	D
69 and below	F

HCC PTA Program Grading Scale and the "Incomplete" grading policy can be found on the PTA Program website in the student handbook, pg. 25:

<https://www.hccs.edu/programs/areas-of-study/health-sciences/physical-therapist-assistant/>

Student Conduct

There is an abundance of material to learn in a limited amount of time. Mutual respect during lecture and lab time will promote a better learning environment. The following considerations need to be remembered:

- Students need to take responsibility and use the rest room as frequently as necessary during breaks to limit the disturbance created by leaving class during class time.
- Students need to refrain from conversation with their neighbors during class time.
- Students need to respect the decision of an instructor to table a conversation during class time to enable the instructor to complete class lecture/lab material.
- All electronic devices must be turned off and stored during all class lectures, labs, and tests unless otherwise notified by the instructor. Students may use laptops for course material delivered electronically with instructor permission.
- No visual, auditory, or any other kind of electronic reproductions of class presentations, homework, and activities may be made without the permission of the class instructor and those appearing or heard in the reproductions. This does not include the reproduction of classroom or lab activities for teaching or grading purposes.
- No food or drink (excluding water) is allowed in the classroom or laboratory area.
- All laboratory equipment is to be cleaned following use and returned to the proper storage area. Electronic equipment is checked and calibrated annually. Equipment should not be used if the calibration/check sticker is out of date. Students are responsible to notify the Program Director immediately if a past due date is found on a piece of equipment or if a piece of equipment is not working properly.
- All students will be used to simulate patients in case scenarios. If a student is injured during the course of class or lab, they must

inform the instructor immediately and report the incident on the Student Accident Report within 24 hours of the incident.

- Students must follow the PTA Lab Guidelines & Safety Policy at all times.

Instructional Materials and Resources

Instructional Materials

The [HCC Online Bookstore \(https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks\)](https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

Textbook Information

The textbook listed below is *optional* for this course.

"The Role of the Physical Therapist Assistant: Regulations and Responsibilities"

(2nd edition) by Holly M. Clynch PT, DPT, MA, GCS (F A Davis). ISBN-13: 978-0-8036-5816-5

Course Requirements

Assignments, Exams, and Activities

Written/Oral Assignments

Students will be assigned written assignments on the weekly topic. Assignments will be due each Thursday by 11:55 CST. An additional online discussion may be required. The online discussion requirement will be stated in the calendar and will include a discussion rubric. Each written assignment and online discussion are linked to the course objective listed on the course calendar. In addition, each student will complete an e-portfolio using Canvas, create an Infographic to promote physical therapy, and participate in a hot topic debate. See grading formula for value of assignments.

Quizzes

Students will be assigned weekly quizzes either in class or online. Students will be required to have a cumulative quiz average of 75% to pass the course. See grading formula. Students will have only one attempt for each quiz. Students are expected to complete each quiz individually. Any collaboration on quizzes is a violation of the Academic Integrity Policy located in the student handbook.

Online Scheduled Activities

Each student is required to participate in class activities and discussion. Class activities will include worksheets on the class topic, peer assessments, and group discussions. Students will receive participation points based on in-class contribution. See grading formula.

Final Exam

PTHA 1301 will have one exam which will be a comprehensive final exam. The exam will consist of 75 multiple choice questions and an essay portion. The exam will be held during the last week of the course and will be taken on computer using the Canvas system. Each student must pass the final exam with a 75% to pass the course. The multiple-choice portion of the exam is worth 80% and the essay portion is worth 20%. Students will only be allowed one attempt at the exam and the exam will be taken online through Canvas using Respondus lockdown browser.

Students who are absent from the final exam without discussing their absence with the instructor in advance will receive an exam grade of "zero" and a course grade of an "F". With instructor notification of an absence prior to the start of the exam, a student may take a makeup exam the day the student returns to class. If a makeup exam is not completed at the time arranged by the instructor,

the student will receive a final exam grade of “zero” and a course grade of an “F”. Any absence from a test results in (-10 % Pts.) from the overall grade, regardless if the absence is excused or not.

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Mandatory Discussions	10%		Discussion rubric available in Canvas
Written Assignments	5%		The course is a web enhanced flipped classroom style course. It is expected that you come to class prepared to discuss the topic as assigned and complete all written assignments as assigned in the course calendar and Canvas.
Quizzes	10%		Due to the format of this course. You will complete a quiz on the weekly content. Students must earn ≥75% (75 points) on the exam to pass the course.
Class Participation	5%		Participation grades will be determined by in-class discussion and group worksheets.
Professional Behaviors	5%		Professional behaviors are a key element in the PT Profession. Video cameras will remain on during the virtual classes. Electronic devices such as laptops and cell phones are to be used for course educational content use only. All phones must be on silent and not used for personal reasons during class times. Any class recordings cannot be reproduced on any public media. Hourly 10 min. breaks will be given by the instructor to attend to personal needs. Students are not to leave the classroom (virtual) without permission from the instructor. All students are expected to communicate with classmates and the instructor in a respectful and professional manner at all times.
Infographic	10%		Physical Therapy Month Celebration through Marketing. See rubric and instructions in Canvas
Debate Presentation & Peer/Self Assessment	15%		Students will participate in a health care hot topic debate. Debate teams and topics are assigned by the instructor. Instructions and rubric are located in Canvas
e-Portfolio	15%		Students will design and create an e-portfolio in Canvas. Instructions and rubric are located in Canvas
Final Exam	25%		Comprehensive Final Exam (multiple choice and essay) Students must earn ≥75% (75 points) on the exam to pass the course

* Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

Missed Assignments/Make-Up Policy

All assignments and quizzes are due at or before the stated due date in the course calendar or Canvas. Makeup quizzes or assignments will not be accepted after the due date/time. It is the responsibility of the student to be informed of course expectations and manage course requirements in an efficient and effective manner.

Academic Integrity

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>
[\(https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/\)](https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/)

Attendance Procedures

Students are expected to be on time and remain present for the entire class. Being on time, staying throughout the entire class, and exemplary attendance go hand in hand with professionalism. Students who do not abide by course attendance requirements show a lack of strong personal commitment. Each student is allowed one (1) absence per course per semester without penalty. For each additional absence per class, the final overall course grade will be lowered by five (5) points. Three (3) tardy arrivals (up to 20 minutes late) or early departures (less than 20 minutes) will equal one absence. Students who arrive more than 20 minutes after the start of class or leave more than 20 minutes before the end of class will be considered absent. Lab and lecture classes of the same course are considered separate for the purpose of attendance. Only one (1) absence can be accrued per course per day. All absences will be treated equally, regardless of the reason, and if any absence occurs, the student is responsible for the missed class content and assignments. Professional courtesy means the student should call the program department (713-718-7391) and leave a voicemail or email the lead instructor if they will be late or absent for class.

Instructor's Course-Specific Information

Students will be notified of grades in Canvas. The student's cumulative grade may not display correctly due to the Canvas system and correct grade percentage distribution. If a grade is in question, the student should contact the instructor for clarification. Feedback on assignments will be provided within one week of the due date unless otherwise notified by the instructor.

Devices

Recording devices and cell phones are only allowed with instructor permission. Computers are allowed in class to use for course instructional materials only. Any violation of the electronic device policy will result in dismissal from class and an absence.

Faculty Statement about Student Success

Success in this course takes a 2-way street. Effort on your part and the faculty. Communicate with the lead instructor immediately if you are struggling or have questions. This course is designed for independent learning with additional material and discussions supplied by the instructor. Staying up to date with the course content and assignments will help with your success.

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

HCC Policies and Information

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook <https://www.hccs.edu/resources-for/current-students/student-handbook/> (<https://www.hccs.edu/resources-for/current-students/student-handbook/>) In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/> (<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/>)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<https://www.hccs.edu/departments/police/campus-carry/> (<https://www.hccs.edu/departments/police/campus-carry/>)

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID \(https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/\)](https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<https://www.hccs.edu/departments/institutional-equity/> (<https://www.hccs.edu/departments/institutional-equity/>))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <https://www.hccs.edu/support-services/ability-services/> (<https://www.hccs.edu/support-services/ability-services/>)

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu (<mailto:Institutional.Equity@hccs.edu>)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/> (<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/> (<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <https://www.hccs.edu/online/> (<https://www.hccs.edu/online/>)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap> (<https://eagleonline.hccs.edu/login/ldap>)

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](https://www.hccs.edu/resources-for/current-students/student-handbook/) (<https://www.hccs.edu/resources-for/current-students/student-handbook/>)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

EGLS3

The EGLS³ ([Evaluation for Greater Learning Student Survey System](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/) (<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> (<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](https://www.hccs.edu/resources-for/current-students/tutoring/) (<https://www.hccs.edu/resources-for/current-students/tutoring/>) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <https://library.hccs.edu> (<https://library.hccs.edu>).

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <https://www.hccs.edu/resources-for/current-students/supplemental-instruction/> (<https://www.hccs.edu/resources-for/current-students/supplemental-instruction/>).

Resources for Students:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>
(<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>)

Basic Needs Resources:

<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/> (<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/>)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/> (<https://www.hccs.edu/resources-for/current-students/communicable-diseases/>)

Instructional Modalities

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

2 to 3 classes this fall will be held

In-Person (P)

Safe, face-to-face course with scheduled dates and times - see course calendar

Course Calendar

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Week	Date	Today's Discussion Topic	Learning Activities	Course Obj.	Assignment in preparation for next week's class	Due Date
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1	8/27	<p>Let's get started!</p> <ul style="list-style-type: none"> • Introductions • Syllabus Review • How to work EO-CANVAS and a flipped course • REACH • What's your personality color • E-portfolio • Service Learning <p>SCHEDULED on-campus</p> <p>Room 805 Coleman Tower</p>	<ul style="list-style-type: none"> • Examples of how to use Canvas and flipped learning • Discuss why REACH was instituted and the importance of participation • Identify your personality color • Compare and Contrast service learning and volunteerism • <i>Example of how to create an e-portfolio</i> 	<p><i>Obj: 2.1,5.1;5.2; 6.1, 6.2, 6.3, 7.1, 7.4 7.2</i></p>	<p>Communication Skills and Service Learning</p> <ul style="list-style-type: none"> • Syllabus Quiz • Handbook Quiz • Persistence Questionnaire <p>Service Learning</p> <p>Video</p>	<p>Before 9/2/21</p> <p>@ 11:55 PM</p>
2	9/3	<p>Communication Skills and Service Learning</p> <ul style="list-style-type: none"> • Professional Behavior Lecture • Grit Lecture <p>SYNCHRONOUS/SCHEDULED</p>	<ul style="list-style-type: none"> • Compare and contrast professional behaviors through discussion • Discuss the importance of Grit 	<p><i>Obj: 7.1, 7.4, 7.2</i></p>	<p>Communication Skills - Continued</p> <ul style="list-style-type: none"> • Professional Behavior Questionnaire <p>Health Care Delivery System - EO</p> <ul style="list-style-type: none"> • Assignment: videos (7); • PPT Review – voice-over • Posted EO weekly assignment. • Required paper – online submission • Eagle Online (EO) Quiz 	<p>Before 9/9/21</p> <p>@ 11:55 PM</p>
3	9/10	<p>Health Care Delivery System</p> <p>SYNCHRONOUS/SCHEDULED</p>	<ul style="list-style-type: none"> • Group worksheet • Review take home points from videos and ppt. • Regroup and Reflect 	<p><i>Obj: 1.4; 2.1.1</i></p> <p>Referenced</p> <p>Kaiser Family Foundation</p>	<p>History of Physical Therapy & The Role and Responsibilities of the PTA</p> <p>Posted EO</p> <ul style="list-style-type: none"> • Posted on-line ppt. and 5 videos • Read PTA Today's • Posted EO weekly assignment <p>EO - Quiz</p>	<p>Before 9/16/21</p> <p>@ 11:55 PM</p>
4	9/17	<p>History of Physical Therapy & The Role and Responsibilities of the PTA</p> <p>SYNCHRONOUS/SCHEDULED</p>	<ul style="list-style-type: none"> • Group worksheet • Review take home points from videos and ppt. • Regroup and Reflect 	<p><i>Obj: 1.1;1.2;1.3;1.5</i></p> <p>Ch. 1: Clynch, H.</p>	<p>How to be a Successful Student</p> <p>Click on the "How to be a successful student" toggle on the EO home page to see the assignments to prep for the next class.</p>	<p>Before 9/23/21</p> <p>@ 11:55 PM</p>

5	9/24	<p><u>How to be a Successful Student</u></p> <p>SYNCHRONOUS/SCHEDULED</p> <p><u>On – Campus Coleman Tower 805</u></p> <p>9:00 AM – 12:00 PM</p>	<ul style="list-style-type: none"> Class activities to include reading comprehension, study, and test taking strategies. 	<p><i>Obj:</i></p> <p>7.3; 8.1; 8.2; 8.3; 8.4</p>	<p><u>APTA/TPTA/SED</u></p> <p><u>PT/PTA Relationship & Promotion of PT</u></p> <ul style="list-style-type: none"> Posted EO ppt. and 5 videos Posted EO weekly assignment APTA Professional Document (4) review: Core Values; Value-based Behavior; Code of Conduct (PT/PTA) <p>EO – APTA Quiz</p> <p>Infographic – Promotion of PT (due 10/14) - PT Month Activity</p>	<p>Before 9/30/21</p> <p>@ 11:55 PM</p>
6	10/1	<p><u>APTA/TPTA/SED</u></p> <p><u>PT/PTA Relationship & Promotion of PT</u></p> <ul style="list-style-type: none"> PT/PTA Relationship Promotion of the Profession APTA Professional Documents <p>SYNCHRONOUS/SCHEDULED</p>	<ul style="list-style-type: none"> Compare and Contrast the APTA Professional Documents – Group Worksheet Promoting the profession during PT Month Regroup and Reflect 	<p><i>Obj:</i></p> <p>2.1;2.1.1;2.2;2.3</p> <p>Ch. 3 & 9: Clynch, H. (2017)</p>	<p><u>Leadership and Professional & Professional Development for the PTA</u></p> <ul style="list-style-type: none"> Posted Weekly Assignment Review ppt. voiceover & 3 videos Mandatory Discussion - Nominate your Leaders! <p>EO Quiz</p>	<p>Before 10/07/21</p> <p>@ 11:55 PM</p>
7	10/8	<p><u>Leadership and Professional Development for the PTA</u></p> <p><u>Synchronous/Scheduled</u></p>	<ul style="list-style-type: none"> Group worksheet Review take home points from videos and ppt. Class officer elections Regroup and Reflect 	<p><i>Obj:</i></p> <p>2.4; 2.4.1</p>	<p><u>What does the Law say?</u></p> <ul style="list-style-type: none"> License, Law and Liabilities Posted on-line PPT and the Texas Practice Act/Rules Posted Weekly Assignment EO – Quiz – Jurisprudence 	<p>Before 10/14/21</p> <p>@ 11:55 PM</p>
8	10/15	<p><u>What does the Law say?</u></p> <ul style="list-style-type: none"> Review the Texas Practice Rules Communicate <p>SYNCHRONOUS/SCHEDULED</p>	<ul style="list-style-type: none"> Class Discussion on violation of the rules Compare and Contrast different States practice rules Examples in the communicate Regroup and Reflect 	<p><i>Obj:</i></p> <p>4.1;4.2;4.3</p> <p>Ch. 4 & 10: Clynch, H. (2017)</p>	<p><u>Health Care Physical Therapy Settings</u></p> <ul style="list-style-type: none"> Listen to ppt. voice-over EO Quiz – Settings Mandatory Discussion on PT settings 	<p>Before 10/21/21</p> <p>@ 11:55 PM</p>

9	10/22	<u>Health Care Physical Therapy Settings</u> <u>Asynchronous</u>	<ul style="list-style-type: none"> Compare and contrast different health care settings where PT takes place Participate in a discussion on where you see yourself as clinician 	<i>Obj:</i> 1.6; 3.1 Ch. 2: Clynch, H. (2017)	<u>Confidentiality & Culture in Care Delivery</u> <ul style="list-style-type: none"> HIPAA Video & OSHA Video Bloodborne Video Culture Questionnaire EO – Quiz – HIPAA Mandatory Discussion-BI. Borne HIPAA; OSHA; Confidentiality Agreement Document upload into Castle Branch Posted Weekly Assignment	Before 10/28/21 @ 11:55 PM Upload HIPAA/OSHA & confidentiality Due by: 11/04/21
10	10/29	<u>Confidentiality & Culture in Care Delivery</u> <u>Synchronous/Scheduled</u>	<ul style="list-style-type: none"> Class discussion on HIPAA and health care environments – group worksheet Group culture activity with class report Regroup and reflect 	<i>Obj:</i> 4.4; 2.6 Ch. 6 & 7 Clynch, H. (2017)	<u>Interprofessional Patient Care Delivery</u> <ul style="list-style-type: none"> Videos Voiceover PPT Review IPEC Document with assignment Posted Weekly Assignment EO Quiz Mandatory Discussion on IPC 	Before 11/04/21 @ 11:55 PM
11	11/5	<u>Interprofessional Patient Care Delivery</u> <u>Asynchronous</u>		<i>Obj:</i> 3.1;3.2;3.3;3.4	Work in your debate teams!	
12	11/12	<u>Work week</u> <u>Asynchronous</u>	Final Prep - Q & A for Debate	<i>Obj:</i> 1.5; 2.2	<u>Health Care Hot Topic Debate</u> Work in your groups to finalize your paper and prepare speaking points.	Before 11/18/21 @ 11:55 PM
13	11/19	<u>Health Care Hot Topic Debate</u> Class: 9: 00 AM – 12:30 PM <u>SCHEDULED on-campus</u> <u>Room 805 Coleman Tower</u>	5 Debated Topics = 10 teams (40 minutes per topic)	<i>Obj:</i> 1.5;2.2;2.1.1	<u>No Assignment</u>	

14	11/26	No Class Thanksgiving Holiday			Ethics & Evidenced-based Practice for the PTA <ul style="list-style-type: none"> Review 2 ppt. and associated videos Posted Weekly Assignment Read the article on ethics Read the resources on the evidence-based practice. Mandatory Discussion – Ethics Put your final touches on your e-portfolio (Due 12/03)	Before 12/02/21 @ 11:55 PM
15	12/3	Ethics & Evidenced-based Practice for the PTA Synchronous/Scheduled	<ul style="list-style-type: none"> Review and Discuss a peer-reviewed journal article using group worksheet Role play ethical dilemma scenarios Discuss Ethics in relation to research and patient care Regroup and Reflect e-Portfolio Due Final Exam Review 	<i>Obj:</i> 2.5;2.3.1 Ch. 5 & 13 Clynch, H. (2017)	Study for the Final Exam	
16	12/10	Final EXAM Canvas with respondus and lockdown 9:00 AM – 12:00 PM	<ul style="list-style-type: none"> Must earn a 75% on the final exam to pass the course. Multiple Choice and Essay	<i>Obj:</i> 2.5;2.3.1 Ch. 5 & 13 Clynch, H. (2017)	See you in January! Have a good Holiday Break!	

Additional Information

Departmental/Program Information

The PTA Program Handbook, which contains program and professional information and specific program policies can be found:

<https://www.hccs.edu/programs/areas-of-study/health-sciences/physical-therapist-assistant/>

The program recommends student membership to the [American Physical Therapy Association \(http://www.apat.org\)](http://www.apat.org) (APTA). Students who are members have resources to assist with course content, professional and ethical documents, and scholarship opportunities.

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

Michele Voight, PTA, MPA, DHSc Candidate

Program Director

Physical Therapist Assistant

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Or use the provided link for access to the student grievance procedure:

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/>
