



HEALTH SCIENCES
CENTER OF EXCELLENCE

PHYSICAL THERAPIST ASSISTANT PROGRAM

Spring 2019
PTHA 2339: PROFESSIONAL ISSUES
CRN #: 18104

Lecture/Lab: M/W 7:30 pm – 9:00 pm Room PTHA Lab 805 (additional scheduled hours as appropriate. Refer to course schedule)

3 credit hours: 2 hours lecture and 2 hours lab/16 weeks (64 contact hours)
Web Enhanced Course

INSTRUCTORS

Lead: Michele Voight, PTA, MPA

CRN#: 18104

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Office hours: M & TH 9:00 am- 12:00 pm; T & W 1:00 pm – 4:00 pm and by appt.

Room 422

COURSE DESCRIPTION

This course covers the discussion of professional issues and behaviors related to clinical practice and preparation for transition into the workforce.

END-OF-COURSE OUTCOMES

The student will be able to prepare for licensure and future employment. The student will create a professional development plan that identifies short and long-term goals. The student will identify legal, ethical, and professional behaviors. The student will be able to analyze special contemporary practice niches and integrate with previous learning for clinical application.

CREDIT

3 semester hours

PREREQUISITES

PTHA 2431, 2435

COREQUISITES

PTHA 1267, 2266

REQUIRED TEXTBOOKS

1. Class materials and Eagle Online materials
2. PEAT exam

RECOMMENDED TEXTBOOKS:

1. A Guide To Success, Physical Therapist Assistant's Review for Licensure: Scott M. Giles, PT, MS
2. PTA Examination Review and Study Guide: Susan B. O'Sullivan

STUDENT LEARNING OUTCOMES AND OBJECTIVES

This course is designed to facilitate the transition of the student from the PTA student role to an employee in a physical therapy department. 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 and class activities, assigned readings and assignments, the student will be able to demonstrate the following on tests and assignments with at least 75% accuracy by the end of the course:

Global Objectives

- 1.0** Analyze professional issues including but not limited to organization, operation, and management of physical therapy clinics and professional behaviors.
- 2.0** Formulate strategies to transition into the workforce.
- 3.0** Participate in professional development activities.
- 4.0** Demonstrate critical thinking during clinical integration activities.

Enabling Objectives

1.0 Analyze professional issues including but not limited to:

- 1.1 Organization, operation, and management of physical therapy clinics.
 - 1.1.1 Identify reimbursement requirements (both timeline and information) specific to different practice settings.
 - 1.1.2 Identify quality assurance measures that can be employed in specific physical therapy settings.
- 1.2 Professional Behaviors.
 - 1.2.1 Given a scenario with an ethical dilemma, construct an appropriate plan of action.
 - 1.2.1.1 Defend your plan of action using the Standards of Ethical Conduct for the PTA, Guide for Conduct of the PTA, and/or the Values Based Behaviors for the PTA.
 - 1.2.1.2 Decide when abuse or fraud should be reported to the appropriate authorities.
 - 1.2.2 Identify violations of appropriate PT practice as per the state practice act/rules, Standards of Ethical Conduct for the PTA, Guide for Conduct of the PTA, and/or the Values Based Behaviors for the PTA.

2.0 Formulate strategies to transition into the workforce.

- 2.1 Construct a resume, cover letter and thank you letter.
- 2.2 Design a five year professional development plan to be employed after licensing to facilitate lifelong learning and career development.
 - 2.2.1 Include opportunities for future participation in community and professional organizations as a licensed PTA.
- 2.3 Discuss your role as a licensed PTA in the education of future PTA students.
 - 2.3.1 Compare experience with your clinical instructors to the model clinical instructor as determined by APTA's Performance Assessment for Clinical Instructors.
 - 2.3.1.1 Identify gaps in model versus realistic clinical instructor behavior and provide behavior examples to remedy the difference(s).
- 2.4 Practice the employment interview process utilizing mock interviews with local hiring professionals.
- 2.5 Prepare for NPTE licensure exam.
 - 2.5.1 Demonstrate competence with on-line and on-site NPTE strategy sessions.
 - 2.5.2 Demonstrate competence with PTA education curriculum on mock board exams.
 - 2.5.3 Successfully complete comprehensive exams in Anatomy, Physical Agents/ Basic Patient Skills, Pathology, Therapeutic Exercise, Rehabilitation Management, and Data Collection.

STUDENT LEARNING OUTCOMES AND OBJECTIVES (continued)

3.0 Participate in professional development activities.

- 3.1 Represent student physical therapist assistants at professional events including TPTA Southeastern District meetings, conferences, and community volunteer events.
- 3.2 Create a professional activity planner.
- 3.3 Write a self-reflection of each professional activity.
- 3.4 Analyze the process of continuing competency to maintain licensure in the state of Texas.
 - 3.4.1 Evaluate a continuing competency course offering.
- 3.5 Identify opportunities for specialized practice within the profession of physical therapy.
 - 3.5.1 Summarize information from guest lecturers in various practice areas including reproductive health, aquatic therapy, and kinesiotaping.

4.0 Demonstrate critical thinking during clinical integration activities.

- 4.1 Locate, read, and apply current healthcare research literature to support a patient's treatment within the PT plan of care.
- 4.2 Compare and contrast various cultural beliefs and behaviors regarding healthcare, family and interpersonal interactions.
 - 4.2.1 Link cultural beliefs and behaviors to the delivery of physical therapy services.
- 4.3 Given a patient scenario, defend treatment choices using current knowledge and clinical reasoning specific to the patient and practice setting within the plan of care developed by the PT based upon clinical presentation and scope of PTA practice.
 - 4.3.1 Design interventions within the PT plan of care that complies with all federal, state, and institutional legal requirements for patient care and fiscal policy.

ATTENDANCE POLICY

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.

***** This means, if you have a “79” average at the end of the semester and you have more than one (1) absence, you will fail the class.**

GRADING POLICIES

Grade Ranges 90 – 100 = A 80 – 89 = B 75 – 79 = C 0 – 74 = F

Withdrawal

The last day for administrative/student withdrawal is posted on the HCC website. Any student not withdrawn by the posted date will receive the grade earned.

GRADING POLICIES (continued)

Score Computation

For individual exams, grades will be rounded according to standard principles as follows:

- A grade of 74.4 will be recorded at 74
- A grade of 74.5 will be recorded at 75

Academic Honesty

Students can be dismissed from the program for cheating on any graded exams or assignments. Students dismissed for cheating will not be allowed readmission to the PTA Program. Cheating includes the following, but not limited to:

- Videotaping or taking pictures of any exam or during class times without express consent of the instructor
- In possession of a cell phone during an exam or during class times without express consent of the instructor
- Copying answers from another student
- Using any technology to look up answers during an exam
- Any homework or class assignment specified to be completed individually is subject to the Academic Honesty Policy

TESTING, GRADING & COURSE REQUIREMENTS

The grand average grade for this course is based on the following components:

Grade Basis	% of 190 pts.	Comments
Assignments: <ul style="list-style-type: none">- <u>Quality Assurance Project</u>- <u>Ethical Dilemma Scenario</u>- <u>Professional Points Project/Planner</u>- <u>On-line board review assignments</u>- <u>In-class assignments/class participation (in-class and EO)</u>- <u>Clinical Instructor Project</u>- <u>Cultural Awareness Project</u>- <u>Continuing Competence Project</u>- <u>Student Evaluation of Presentations</u>	<u>15</u> <u>15</u> <u>15</u> <u>15</u> <u>10</u> <u>10</u> <u>15</u> <u>15</u> <u>5</u>	The course is web enhanced and continues throughout the entire semester. It is expected that you come to class prepared to discuss the topic assigned and check email and EO at least every 48 hours for updates, discussion, and class assignments. Participation grades will be determined by in class discussion and EO discussion groups as assigned (see EO discussion group rubric)
Portfolio: <ul style="list-style-type: none">- To include professional development plan (<u>10 pts</u>), final self – reflection (<u>10 pts</u>), updated professional resume (<u>5 pts</u>), cover letter, thank you letter and job fair critiques (<u>5 pts</u>).	<u>30</u>	Collection of work due at the end of the semester.
PTA Curriculum Comprehensive Exam Board Review Mock Exam PTA Review Exams (Course Finals)	<u>10</u> <u>15</u> <u>20</u>	-Must achieve a 75% on one of the 2 review exams in order to successfully complete the program. -Review Exams (Course Finals) – The first grade earned will be what is used to calculate your grade. Must earn a 75% on each test in order to successfully complete the course

A grade of Incomplete (I) will be given in PTHA 2339 if ANY project or homework is not submitted.
TESTING, GRADING & COURSE REQUIREMENTS (continued)

****As a reminder without this course being completed, the State Board of Physical Therapy Examiners will not receive a letter stating the student is eligible to sit for the exam.**

In order to pass the course a student must have:

- **75% average grade or better for the final overall grade**
- **No outstanding grades of zero (0) on record**

The final grand average is then calculated based on all grades listed above. If you receive a failing grade or if you have questions or concerns about a grade, you must contact the instructor by email. Any grade adjustments must be made within 48 hours after receiving the grade.

COURSE REQUIREMENTS- EXAMS

A PTA Comprehensive Exam will cover material taught over the two years of the program in computer format. The final exam will consist of a NPTE Practice Exam and Assessment Tool (PEAT). The exams will simulate the NPTE for the PTA in length and types of questions. The exams will be administered on computer and will be conducted in the same manner that the NPTE is conducted. The PTA Comprehensive Exam will be given in March; the PEAT will be given in May following the 3 days of board preparation. One of the two tests must be passed with a grade of 75. If a grade of 75 is not achieved, the student will receive a grade of Incomplete (I) for the class. The student will be required to re-take a comprehensive exam following a remediation. The requirements to complete the course must be completed by the end of the next semester (Fall 2019). If the requirements are not completed, the grade of an Incomplete turns into a Failing grade (F).

Each student will be required to take exams in the following subjects: **Functional Anatomy, Patient Skills (Basic Patient Care and Physical Agents), Data collection, Rehab, Pathology, and Therapeutic Exercise.** The students must pass each test with a 75% or above. If a student fails a test or multiple tests OR does not take a test, they must retake the tests at a time to be determined by the instructor. If a student does not pass a second time OR fails to take a test, the student will receive a remediation plan and re-take the test following completion of the remediation. The tests must be completed by the end of the spring 2019 semester. The student will receive a grade of Incomplete (I) until all tests are passed with a score of 75% or higher. A grade of Incomplete must be completed by the end of the next semester (Fall 2019).

Online Board Test Prep Quizzes: You will be assigned online quizzes according to the course calendar and EO. You must complete **all** assigned quizzes to receive credit.

Exam Absences

Absence during an in-class quiz or failure to complete a quiz online by the deadline will result in a grade of zero (0), with no exceptions. Absence for a theory exam results in a ten (10) point deduction from the earned grade. All absences will be treated equally, regardless of the reason.

The student must be prepared to take the missed theory exam the day the student returns to school. It is the responsibility of the student to email the lead instructor and schedule the reexam. If the student fails to email the lead instructor within 24 hours of the originally scheduled exam time, the student will receive a grade of zero (0) for the theory exam. However, it is best practice to email the instructor **BEFORE** the originally scheduled exam time. If the student is absent during the scheduled retest, a grade of zero (0) will be given. Makeup theory exams may be paper and pencil or computer based

exams covering the original content in any question format including essays. If the student knows in advance that he/she will be absent, arrangements should be made with the lead instructor and a ten (10) point deduction from the earned grade will apply.

Exam and Quiz Tardiness

There will be strict adherence to the exam and quiz time. A student who arrives late will sacrifice that portion of the total theory exam time. Theory exams and quizzes will be stopped at the scheduled time. Any student who does not stop at the scheduled time will receive a grade of "0".

TESTING, GRADING & COURSE REQUIREMENTS (continued)

Assignments – see course calendar for due dates

1. Portfolio:

- a. The student will establish short and long term career goals and five year professional development plan; a specific format is not required however, an example will be provided on EO, create a professional resume, and design a cover letter and appropriate thank you letter. The resume must be rewritten until it is professionally acceptable according to the guidelines presented in the resume lecture. Covers letters are to be addressed to the employers you will speak to at the "Job Fair". Thank you letters are to be written and sent to the same employers. A copy of the professional development plan, resume, cover and thank you letters should all be added to your portfolio. **You will be required to bring in your initial resume to class on January 8th and turn in a hard copy resume in draft form after resume lecture - see calendar for due date.**
- b. Critique forms will be provided for the Job Fair, students will perform an interview process critique and self - critique by utilizing employer critiques to analyze their performance and resume and interview improvement needs.
- c. A final copy of resume with all recommended changes will be submitted for credit prior to the job fair as well as any corrected versions of the resume to be included in the portfolio at the end of the semester.(Be prepared to hand out copies of your resume to your interview persons.)

2. Ethical Dilemma Scenario:

- a. **PURPOSE:** The purpose of this assignment is to apply the Texas PT Act/Rules, Standards of Ethical Conduct for the PTA and Value-Based Behaviors for the PTA in an ethical dilemma scenario. It is important for the clinician to apply professional and ethical standards to a simulated ethical dilemma that may be encountered in the clinical environment.
- b. **Instructions:** Use the instructions and scenario found on Eagle Online to complete the assignment. **The assignment is due by April 5, 2019 5:00 pm.**

3. Quality Assurance Project:

- a. **Purpose:** Familiarize the student with Quality Assurance process in the clinical setting
- b. **Instructions:** Complete the form found on EO utilizing one of the two clinical settings assigned in the spring semester. This assignment should be **TYPED and will be due no later than April 22nd at 5:00 pm.**

4. In-Class Assignments

- a. **The Management project:** (Management lecture) The purpose of this project is to inform students of the development of a department and cost that occur in a department.
- b. **Research Assignment:** (Research lecture) Describe the meaning of each research section when evaluating an APTA journal article
- c. **Clinical Integration:** Group scenarios- turn in individual completed treatment choices and why those choices were made.
- d. **Class participation:** Participate in class activities, lab and field trips (This includes attendance.

See Attendance Policy regarding the requirements of the course).

5. Professional 100 Point Project: Complete professional activities, submit a professional activity planner – Certificate of Activity (CoA) with a **written summary/assessment of the activity**. A required proof of attendance is needed for each activity. Submit your CoA in your portfolio – **Due April 29th at the beginning of class.**

Activities that are included are as follows:

- a. SED/PT meeting: 25 points Meetings are being held in February, March, and April
 - b. Aquatics lab = 25 points
 - c. Participation Chevron Houston in the Marathon: 25 points
 - d. Participation/Volunteering in a fun run that benefits a charitable organization. Preferably an organization that is relevant to the profession of physical therapy. (Must be pre-approved)
 - e. With departmental/faculty approval and arrangement, weekend observation/shadowing of a PT/PTA. (not a place of current or previous employment or clinical facility). Maximum points allowed would be 25 points. (5 points per hour).
 - f. May suggest other professional activities, however all suggestions need to be faculty approved to count towards the 100 points.
6. Continuing Competence Project: Students will be required to evaluate (1) Continuing Competence course (CCU) These CCU courses can be found on APTA, TPTA, CCU Company mailings. The CCU evaluation form, assignment instruction and grading rubric found on Eagle Online. **Due Date By: March 8th, 2019 1:00 pm.**
 7. Student Evaluation of Presentations: Complete an evaluation on each presenter in the course. The Presentation Evaluation form will be used. (Introductory Materials) Evaluations will be turned in before Attendance Certification paper is stamped. Evaluation of course may include a quiz which will be graded. To receive credit for attendance, the student must receive a quiz grade $\geq 80\%$.
 8. Cultural Awareness Project: **Due Date March 5th, 2019.** Students will be placed in a pre-determined group and assigned a topic. Each group will research their topic in relation to cultural awareness and sensitivity. Each group will be responsible for a 10 min. presentation followed by a 5 min. class discussion and a collaborative research paper. The purpose of this assignments is to inform yourselves and your audience of cultural sensitivity issues that may be factors that influence or guide your patient communication and care. Groups complete instructions, and rubric found on EO
 9. Clinical Instructor Project: Each student will be required to role model a Clinical Instructor's (CI) behavior and perform a self-assessment using the clinical education tool (form provided on Eagle Online). Along with the self-assessment, a detailed description of expected clinical instructor behaviors will be required. **Due Date April 12th, 2019.**

Refer to attendance policy and course requirements for student expectations. All Rubrics and assignment instructions and forms will be on EO under PTHA 2339 assignment tab.

TESTING, GRADING & COURSE REQUIREMENTS (continued)

Homework

Homework may be assigned throughout the semester. Homework may be graded based on completion and/or quality of the work. Feedback may or may not be given based upon the assignment. Assignments are to be done individually unless otherwise specified. Homework assignments as assigned by the instructor must be turned in at the beginning of the class on the due date. Any homework assignment turned in **after the beginning of class on the due date will receive a grade of zero (0).**

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

The material in this course will be taught by a combination of lecture, discussions, demonstrations, and hands-on practice. At times, students will work in larger groups. Students should be prepared for class by reading assigned materials prior to class.

Instructional Aides

Computerized presentations, textbooks, handouts, demonstration, models, films, computerized programs, dry erase board, and actual physical therapy equipment will be used in this course. No instructional aids, especially actual PT equipment, may be used without permission of the instructor.

Providing for Individual Differences

Each student will be treated as an individual with unique learning needs. Study groups are encouraged. Labs can be open upon request at other than classroom time for further practice sessions during the weekday, depending on availability of the lab and an instructor to supervise. Instructors have scheduled office hours for individual conferences.

Safety

Each student will be apprised of fire exits, extinguisher, disaster and fire drills. Equipment is calibrated and checked for electrical safety by an outside agency each year before the section of the course on such equipment begins.

Class Participation

It is necessary for satisfactory course completion that each student demonstrate the APTA Value-Based Behaviors for the PTA. These skills are the foundation for success in the physical therapy field. This course is a capstone course to assist in the transition to the physical therapy workforce.

EARLY ALERT

The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem (s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

COURSE EVALUATION

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of researched-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of Houston Community College Student System online near the end of the term.

SERVICES TO STUDENTS

Coleman College students have many resources available to help them succeed. The Learning Success Center on the first floor of the Coleman College campus offers many services including free tutoring services, Texas Medical Center Library Orientation, weekly workshops for remediation, stress management and test anxiety workshops. The link to the Learning Success Center is: <http://coleman.hccs.edu/about-us/learning-success-center/>. In addition, student success coaches are also available on the fifth floor to assist with any stresses, academic or personal, that may affect academic success. Students should seek out these services as needed.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

SERVICES TO STUDENTS WITH DISABILITIES

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office (<http://www.hccs.edu/district/students/disability-services/ada-counselors/> or 713-718-7376 for Coleman). Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addresses promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

TEXAS HOUSE BILL 1508

Texas HB 1508 requires the following information be given to students. If you are applying for

admission to a program that prepares an individual for an initial occupational license or certification and/or if you later decide to change to a program that prepares you for an initial occupational license or certification, in accordance with state law, please be advised of the following:

1. An individual who has been charged or convicted of an offense or who is on probation may not be eligible for issuance of an occupational license or certification upon completion of the educational program.
2. It is the responsibility of the individual to immediately report to the program any change in status that would affect that individual's eligibility to apply for a license or certification.
3. Local, state or national licensing and certification authorities may issue additional guidelines related to criminal history. Applicants should contact their respective licensing or certification authority for more details.

Most health care programs require all students, admitted to the program, to submit to a national background check which may include fingerprinting. Applicants are encouraged to review all applicable eligibility requirements related to the respective occupational license or certification. Questions related to eligibility requirements should be directed to the individual program and applicable licensing or certification authority.

The instructor reserves the right to modify the syllabus as needed during the semester. Any modifications will be announced during class time.

PTHA 2339 – Professional Issues – Capstone Course
Spring 2019

Monday	Tuesday	Wednesday	Thursday	Friday, Saturday
<p>January 7</p> <p>9:30 – 11:30 Introduction to the course Syllabus and Schedule <u>Room 805</u> 12:30 – 4:30:Computer Lab</p> <p><u>Anatomy Exam</u></p> <p>PEAT EXAM Purchase = \$79.00 cash due by January 12th</p>	<p>January 8 Topic: Resumes and Interviewing Instructor: Dr. Peggy Gleeson 9:00 – 11:30 – BRING RESUMES - Mandatory</p> <p><u>Room 805</u></p> <p><u>Clinical Integration:Acute</u> Both Labs 1:00 – 4:00 In-class assignment</p> <p>Obj: 2.1; 2.2; 4.3; 4.3.1</p>	<p>January 9</p> <p>Topic: <u>Kinesiotaping</u></p> <p>Instructors: Brad Eng and Lindsay Martinez</p> <p>Lab 1: 8:00 – 12:00 Lab 2 12:30 – 4:30</p> <p><u>Room 805</u></p>	<p>January 10</p> <p>8:30 – 12:00:Computer Lab</p> <p><u>Patient Skills Exam (PTHA 2250):</u> (Physical Agents and Basic Patient)</p> <p>1:00 – 4:00 – Both Labs Topic: <u>Aquatics</u> Instructor: Kelly Sacky and Donna Plewa-Allen <u>Room TBD</u> Obj: 2.5.3; 3.5, 3.5.1</p>	<p>January 11 Topic: <u>Reimbursement Lecture</u> 9 -12:00 (All) In-class assignment Obj: 1.1.1 <u>Room:- TBD</u> Topic: <u>Bariatric Lecture-</u> 1:00 – 3:30 –All Labs Instructor- Andy Chowdhury</p> <p>January 12th – SATURDAY Aquatics Lab Lab 1 - 7:45 – 10:00 Lab 2 – 9:45 – 12:00</p> <p>Obj: 1.1.1; 1.1.2; 3.1</p>

Monday	Tuesday	Wednesday	THURSDAY	Friday & Sunday
<p>January 14</p> <p>Topic: <u>Bariatric Lab</u> Instructor: Andy Chowdhury Lab 1: 8 -12 Lab 2 12:30 – 4:30 Bed Lab</p> <p><u>Ther. Ex Exam –Computer Lab</u> Lab 1: 12:30 – 3:30 Lab 2: 8:30 – 11:30 1st draft of Resume Due – hard copy</p> <p>Obj: 2.5.3; 3.5, 3.5.1</p>	<p>January 15</p> <p>TOPIC: <u>What do I really need to know?:</u> 9:00 – 12:00 – All – (Miller)</p> <p>TOPIC: Mac Review and Role as a CI Lecture: 1:00 – 2:30 – All (Voight & Parikh)</p> <p>Room: TBD</p>	<p>January 16 Topic – Research 9 - 12:00 — (All) In class assignment Room: TBD</p> <p><u>Clinical Integration:Neuro</u> Both Labs 1:00 – 4:00 In-class assignment</p> <p>Obj: 1.1; 4.3; 4.3.1</p> <p>Room:805</p>	<p>January 17 Topic: <u>Management of a PT clinic:</u> Instructor: Voight 9:00 – 12:00 In-class assignment Obj: 1.1</p> <p>Room: TBD <u>Clinical Integration: Ortho:</u> Both Labs 1:00 – 4:00 In-class assignment</p> <p>Obj: 4.1;4.3;4.3.1 Room 805</p>	<p>January 18 Pathology Exam – Computer lab 9:00 – 12:00 – Both labs</p> <p>Topic: Pelvic Health – Dr. Julie Brewer 1:00 – 3:00 (All) Room: TBD</p> <p>January 20th – Sunday Marathon- Massage Required – at least a 2 hour commitment after 10:00 AM</p> <p>Obj: 2.5.3; 3.5; 3.5.1; 2.3</p>

Monday	Tuesday	Wednesday	Thursday	Friday
January 22 – March 1 CE II - Begins				EO Posting every Sunday by 5:00 PM – CE II
Monday	Tuesday	Wednesday	Thursday	Friday
February 11 PTHA 2339 - Begin on-line <u>Board Review</u> through March 3rd Obj: 2.5.1	<u>Must complete ALL Quizzes prior to the specific deadline to earn the possible 15 total points</u>			February 15 1:00 – 5:00 – Mandatory State Board Lecture Location – San Jacinto College Obj: 1.2.2
Monday	Tuesday	Wednesday	Thursday	Friday
February 18 th President's Holiday – No Clinical		February 20 th Final Resume due – submit <i>on CANVAS</i> Obj: 2.1		
Monday	Tuesday	Wednesday	Thursday	Friday
March 4 th <u>Data Collection Exam –</u> (PTHA 2250) Computer Lab 8:30 -11:30 Obj: 2.5.3 <u>1:00 – 4:00 Guest Speaker</u> <u>– TBD</u> Obj: 3.5; 3.5.1	March 5 th <u>Cultural Diversity Day</u> <u>Presentations and lunch</u> 9:00 – 2:00 Obj: 2.1; 2.4	March 6 th <u>Job Fair – 10:00 – 4:30</u> <u>Bring Resumes and Cover</u> <u>Letter</u> <u>Class Pictures</u> <u>Professional Dress</u> Obj: 4.2; 4.2.1	March 7 th Mock Board Exam #1 8:30 – 12:30 Obj: 2.5.2 Macs Review – 1:00 - 2:00	March 8 th Topics: Geriatrics Instructor: Lynn Hernandez 8:00 – 5:00 Obj: 3.5; 3.5.1 Obj: 2.5.2 CCU Project due Obj: 3.4.1
Monday	Tuesday	Wednesday	Thursday	Friday
March 11 th - Spring Break	March 12 th - Spring Break	March 13 th - Spring Break	March 14 th - Spring Break	March 15 th - Spring Break
Monday	Tuesday	Wednesday	Thursday	Friday
March 18 th – April 26 th CE III Begins				

Monday	Tuesday	Wednesday	Thursday	Friday
April 1st PTHA 2239 - On-line Board review part II begins Obj: 2.5.1		April 3 Ethical Dilemma Due by 5:00 PM Obj: 1.2.1; 1.2.1.1; 1.2.1.2	April 12th Clinical Instructor Project Due by 5:00 PM Obj:2.3.1; 2.3.1.1	
Monday	Tuesday	Wednesday	Thursday	Friday
April 15th PTHA 2266 – Professional Behaviors paper		April 17th PTHA 2266 – Pharmacology Project due		
April 22nd PTHA 2339- Quality Assurance project due 5:00 pm Obj: 1.1.2				April 26th – Last day CE III
Monday	Tuesday	Wednesday	Thursday	Friday
April 29th MAC Turn-in 9:00 AM Portfolios Due (PTHA 2339) Obj: 2.1; 2.2; 2.2.1 Board Review 9:30 – 4:30 Obj: 2.5.	April 30 Board Review 9:00 – 4:30 Obj: 2.5.	May 1st Board Review 9:00 – 4:30 Obj: 2.5.	May 2nd Mock Exam II (PEAT) – 8:30 – 12:30 Obj: 2.5.2 Final MAC Check off – 1:00 – 3:00	May 3rd TBD