Course Description: This course will explore current local, regional, state, national and global issues and trends in health care and their effects on the delivery of physical therapy services. This course will promote awareness of ethical issues in the health care delivery systems, role and function of professional allied health careers, cultural competency, and issues related to actual encounters by students during their clinical affiliation time. Students will develop an understanding of how current issues will reflect on their learning outcomes and potential future as health professionals, helping them become more aware as they are in the clinic. It will also allow them to have a greater appreciation for health and wellness and their role in creating a public perception as a physical therapist.

Students will be expected to be on-line at least three times per Tues-Mon week.

Learning Outcomes/Objectives: Upon completion of this course the student will appreciate alternative viewpoints and approaches when confronted with health care issues demonstrated when they:

1. Are able to recognize and discuss components of selected health care issues on a competent level, using at least two research articles to back up their comments. 7D1, 7D4, 7D5, 7D8, 7D9, 7D10, 7D12
2. Can discuss the selected ethical and health issues, including their impact on the therapist and the practice of physical therapy. 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D11
3. Document the issues and concerns or positives associated with your CI’s teaching style, effectiveness and their impact on your learning in the outpatient environment. 7D12
4. Can propose alternative solutions to the problems that are presented in their clinical setting, and present rationale for the selection of a particular course of action that would allow the therapist to adhere to legal and ethical issues, based on the APTA guidelines for ethical practice. 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D10, 7D11, 7D12, 7D16

5. Using on-line resources to discuss and present points that will be backed by recent research relative to the point they are trying to put forth for the topic of discussion. 7D9

6. Review of literature and resources related to the health care issue and its impact on physical therapy in today’s health care environment. 7D1, 7D4, 7D5, 7D6, 7D9, 7D16, 7D25, 7D28, 7D38, 7D41, 7D42, 7D43

7. Understand global, national, regional, state, local health care issues from reimbursement to delivery of care, recognizing differences between different systems of care, and pointing out pros and cons of each. 7D1, 7D4, 7D5, 7D6, 7D9, 7D16, 7D25, 7D28, 7D38, 7D41, 7D42, 7D43

8. Begin the lifelong process of developing culturally competent physical therapists for diverse populations, which includes understanding the relationships between culture, ethnicity, socioeconomic status, health benefits and behaviors. Communication skills and the ability to interact with the health care delivery system. 7D1, 7D4, 7D5, 7D6, 7D7, 7D10, 7D11, 7D12, 7D15, 7D16, 7D23, 7D24, 7D26, 7D28, 7D34, 7D42, 7D43

9. Recognize the impact of taking part in acts of social responsibility to improve the health status of individuals and communities. 7D12, 7D13, 7D14

10. Having a plan to integrate in order to communicate with customers relative to patient quality of care, outcomes and overall needs and future care for patients, including doctors and other referral sources, insurance companies, and the patient’s themselves. 7D6, 7D7, 7D8, 7D10, 7D11, 7D16, 7D23, 7D24, 7D26, 7D28, 7D30, 7D31, 7D32, 7D34

11. The student will begin the process of determining best practice outcome measures to determine patient progress with the set standard of care. 7D31

12. Students will advocate for their patients and profession during the clinical practicum providing information on how their clinic is or is not advocating for the clientele they serve. Students will write a letter advocating for further patient needs. 7D14

**CAPTE Required Elements with related weekly assignment:**

1. The student will describe a technique, program or modality they have not had contact with previously. The student will research the effectiveness of this product and discuss, using research to back up their thoughts.
   CAPTE elements addressed: 7D1, 7D4, 7D5, 7D9, 7D10, 7D11, 7D12

2. The student will demonstrate, through composition of information and discussion related to the use of modalities including research on their effectiveness for given diagnosis. 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27c

3. The student will demonstrate, through discussion with classmates on researched information on how chronic pain is different than acute pain and how assessment and treatment may differ with regards to these types of pain.
   CAPTE elements addressed: 7D6, 7D7, 7D8, 7D9, 7D10, 7D11,7D12, 7D17, 7D18, 7D19, e, g, j, k, l, n, o, p, q, s, t, u, v, 7D20, 7D22,7D23, 7D24, 7D26, 7D27d,h, 7D28, 7D31

4. The student will present, via video, a patient case including 5 researched outcome measures directly related to the patient diagnosis, demonstrating validity and reliability of those measures chosen.
The student will construct an opinion on the productivity expectations within their current clinical setting and present this opinion to their professor only. The opinion should be backed with research of normal expectations relative to the profession and setting, they should include potential solutions to noticed inequities or differing expectations.

CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D9, 7D10, 7D11, 7D12, 7D13, 7D14, 7D15, 7D16, 7D17, 7D18, 7D20, 7D22, 7D23, 7D24, 7D26, 7D28, 7D30, 7D31, 7D38

The student will assemble a plan to approach marketing referral or potential referral sources in order to relate the effectiveness of the services their clinic provides, use research to back up your plan.

CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D9, 7D10, 7D12, 7D16, 7D24, 7D40, 7D43

The student will critically assess the use of support staff, including legal and ethical uses of PT technicians and physical therapist assistants, within their clinical setting and use research to organize their expectations and discuss their thoughts within the online discussion board.

CAPTE elements addressed: 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D11, 7D25, 7D29, 7D36, 7D37, 7D38, 7D39, 7D40, 7D41, 7D42, 7D43

The student will create, through a posted mock letter to a payor source, a request for continued visits not included in pre-approved visits. The student will use researched topics to back up their request for continued care; the student should regard potential long-term costs, potential for re-injury, etc...

CAPTE elements addressed: 7D1, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D10, 7D11, 7D12, 7D16, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D32, 7D36, 7D42

The student will integrate their attitudes regarding pro bono services with those of their clinical experiences to discuss their thoughts, including possible visits not covered by insurers that the therapist feels may be vital to their outcomes. The student will research this topic and design a response.

CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D12, 7D13, 7D14, 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D32, 7D34, 7D36, 7D42

The student will assemble a case study based on a clinical presentation during the musculoskeletal practicum, including a patient history and assessment the student must then decide on 5 outcome measures that demonstrate the patient’s progress through objective measurement. The student will provide research of each outcome measure and their statistical significance relative to the client they have chosen to write about.

CAPTE elements addressed: 7D1, 7D4, 7D5, 7D9, 7D10, 7D11, 7D16, 7D17, 7D18, 7D19 all, 7D20, 7D21, 7D22, 7D23, 7D27, 7D30, 7D31, 7D37
**Teaching Methods/Learning Activities:** As the students are off campus at clinical affiliation sites performing clinical duties, this course will be taught on-line.

**Weekly Discussion:** There will be assigned one module per week for you to read, research and respond with a well-organized, well-written, and well-thought-out contribution to begin a discussion. The students must respond in a timely, well-written and proofed response with “at least two research articles” to back their stance in AMA format. The responses will be in different forms, possibly pro vs. con debate, video, simple comment..., following the format of the provided rubric for each response.

The rubric for this assignment is posted with your syllabus. This is the true meat of your grade, and your participation and thoughtful consideration is very important to your success in this class. You will have one week for each response and group response. Each week starts at midnight on Monday and runs through the following Tuesday, this allows a weekend to perform research and responses. Please remember that on-line discussions are without emotional context, be polite and respectful with each response.

**Journal:** The journal will be a one-on-one, on-line discussion with your instructor only. Your classmates and group mates will not have access to what you write. Please follow the same rubric as the discussion board, your participation and thoughtful consideration is very important to your success in this class. For the journal you will have one week to respond to the question in the journal section of the blackboard. Your week begins on Monday at midnight and runs through the following Tuesday, which allows for a weekend to perform research and responses. Please remember your on-line etiquette. Your response will also require two articles to back up your thoughts.

**Video Presentation:** This is a presentation that will be due on the fourth week of your class. Please send me a short video, 3-5 minutes in length, describing the patient outcomes you are planning to use for your fall research paper, as well, include a short history of the type of patient you are hoping to include for this paper. As you prepare this video, please keep in mind that the outcomes you plan on using must be appropriate for the type of patient you are choosing. That is, don’t use a pain scale if the patient pain is well controlled, or lower extremity functional outcome measure if the patient’s issues may not be meet that criteria. This will be a very important part of your upcoming fall research class, choose well. Please include the reliability and validity of each test from a reliable source. Please include five measures.

**Abstract:** Each student must also complete a patient case report abstract based on an interesting musculoskeletal patient they came in contact with during their clinical experience. This abstract must include a literature review and the outcome measures they plan to use for their fall research class and paper. The video assignment earlier in
the course requiring you to begin choosing your outcome measures should have prepared you for this section. You must now also include the patient, their history, and the outcome measures and how they relate back to that patient. Please include at least 5 references in AMA format.


Tentative schedule: See Attached.

Evaluation method: Each assignment will count 20 points toward their total grade. There are 200 points available as sorted below.

- Weekly discussion board forums 20 x 7 weeks= 140
- Journal 20 points
- Video Presentation 20 points
- Abstract 20 points

Final grade 200/2=grade out of 100.

Students in this doctorate level class must achieve 80 or above to obtain mastery and pass the course.

On-Line Learning:
Technical assistance: IT Help Center 325-942-2911 ext. 1
In the virtual classroom, it is regarded just as the face to face classroom, respect and etiquette will be monitored and rude or inappropriate comments will not be tolerated. Please proof read any and all comments for potential for context issues. Be polite just as you would in a face to face conversation, any on-line comments that may be offensive will receive one on-line warning followed by a phone call from the professor on the next offense. A third offense will be met with potential academic action including possible dismissal from the program.

The Angelo State University Honor Code:
Our students believe that ASU students should maintain complete honesty and integrity in their academic pursuits. The Honor Code at ASU is located at www.angelo.edu/forms/pdf/honorcode5.pdf and describes expected academic behavior of both faculty and students, and it consists of an agreement between the student and the academic community to foster academic integrity, to value student educational goals, and to maintain the positive academic reputation of ASU. Angelo State University expects all students and faculty to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

ASU students and faculty will not participate or condone
- Plagiarism
- Cheating
- Fabrication of data
- Misrepresentation of information
- Misuse of library materials
- Misuse of technology
- Conspiring with others to commit these acts

ASU students are responsible for understanding the Honor Code as well as the individual academic requirements and stipulations for each course. This includes carefully reading the Angelo State University Student Handbook and reading the syllabus of each course. Students should ask for clarification of any ambiguous aspect of the syllabus. To facilitate this code of ethical conduct, ASU has an Academic Integrity Committee, a committee composed of both students and faculty, which has the responsibility of reviewing cases of suspected academic dishonesty which may be brought to it. The committee’s membership of students and faculty reinforces ASU’s commitment to academic integrity in and out of the classroom.

**Doctorate Level of Professionalism**

It is expected that each student will act in accordance to the standards set forth by our profession, including ethical, comprehensive decision making relative to how they wish to be perceived as a Physical Therapist.

Attendance and promptness in all classroom and laboratory sessions is a critical component in the development of professional behaviors. Students are expected to be on time for all course activities. Students with any combination of three [3] unexcused absences or tardy arrivals to class will be penalized 1% on their final course grade. Thereafter, 1% will be deducted for each subsequent unexcused absence or tardy arrival.

Continual problems with attendance and tardiness will be directed to the student’s academic advisor and, if necessary to the Academic Committee for action.

Just as in your face to face classrooms absences and late entries will not be tolerated. Failure to attend on-line discussions and activities may lead to the above listed actions for this course.

**RELIGIOUS HOLY DAYS**

Faculty will provide accommodations for student absences for observance of a religious holy day(s) (OP 10.19). Students should make every effort to inform a faculty member at the beginning of the semester regarding these absences.

**Students with Disabilities:**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing ADA@angelo.edu, or by contacting:

Mrs. Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX  
Dallas.Swafford@angelo.edu

When a student states he or she could meet the program’s technical standards with accommodation(s), the Office of Student Affairs will confirm that the stated condition qualifies as a disability under applicable laws. If the condition qualifies as a disability, the University will determine if it agrees that the student can meet the technical standards with reasonable accommodation. The ruling will include whether or not the accommodation requested is reasonable. Factors to be taken into account are whether or not the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation. Students are required to read and sign the DPT program’s technical standards (DPT Program Student Handbook Appendix I) form and to update their responses on this form if their health status changes.

A student who requires accommodation to meet the technical standards must obtain verification by the Office of Student Affairs that proper reasonable accommodation is available for the student to meet the standard. The program will not provide accommodation without such written verification. Accommodations that affect the student’s clinical education are subject to approval by the clinical site.

Please see Assignments tab for class schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk.</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Due Date</th>
<th>Group Discussion Format</th>
<th>Details</th>
</tr>
</thead>
</table>
| **1**  | **Opens 6/10** | **Course Orientation** Due Midnight 6/17/2019 Respond to two group mates by 6/19/2019 | • Review START HERE page  
• Review Course Syllabus, departmental handbook, ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course, handbook, and ASU’s policies.  
• Post to Self-Introduction discussion board  
  ▪ Demonstrate through written statement the efficacy or lack of efficacy of a modality or technique used in your affiliated clinic, please include two articles to back up your thoughts in AMA format. Respond to two group mates with your thoughts as well.  
  ▪ Review rubric prior to turning in to make sure you have included everything required. |
| **2**  | **Opens 6/17** | **Group Discussion Format** Due 6/24/2019 Midnight Respond to two groupmates by 6/26/2019 | • Due 6/24/19 by midnight.  
• Please go to Group discussion format for topic module two. You have a patient come to the clinic with a diagnosis of “chronic pain”, 1. How are you going to assess the patient differently than other patients, 2. How are you going to treat the patient differently than other patients? Please cite at least two articles backing up your thoughts. Please review the rubric to make sure you are including everything required.  
• Review the rubric prior to turning in to make sure you have included everything. |
| **3**  | **Opens 6/24** | **Group Discussion Format** Due 7/1/2019 Midnight Respond to two group mates by 7/3/2019 | • Due 7/1/2019 by midnight.  
• Please go to Group discussion format for topic three. You have been at your clinic a couple of weeks. Please take time to assess your CI’s teaching style. Is it effective, or is something wanting in their ability to communicate with you? Is their feedback appropriate? Do they make you feel more confident? Please find two articles that assist with defining how learning and teaching styles might be more effective in the clinical setting.  
• Please review the rubric to make sure you are including everything required. |
| **4**  | **Opens 7/1** | **VIDEO Format** Due 7/08/2019 midnight | • This assignment is a video format that will be due 7/08/19 by midnight.  
• Please come up with 5 outcome measures that you plan on using in your research paper that will be due this fall. Please think about the type of patient you will choose and then define why the measures you have chosen fit this patient.  
• Please provide an appropriate article for each measure demonstrating reliability and validity numbers.  
• If you do not have a webcam, you can convert your MP3 to MP4 using the instructions on the blackboard. |
<table>
<thead>
<tr>
<th>Opens</th>
<th>Date</th>
<th>Format</th>
<th>Due Date</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| 7/08  | 5    | Journal | 7/15/2019 | ● Please go to the Journal tab on blackboard, this assignment will be due 7/15/2019.  
● This is a one-on-one assignment between you and I; discussing patient assignment, productivity expectations, and possible solutions. Please sight two articles supporting your thoughts and cite in AMA format.  
● Use the same rubric as the discussion board for your thoughts. |
| 7/15  | 6    | Group Discussion | 7/22/2019 midnight | ● This is due 7/22/2019 by midnight.  
● Please go to the Group tab for this module. This module has to do with marketing your skills and clinic in the outpatient setting. Please find two articles supporting your thoughts, you may use less scientific journals in this realm.  
● Please respond to two group mates as well, check rubric prior to your submission. |
| 7/22  | 7    | Group Discussion | 7/29/2019 | ● This is due by 7/29/2019 at midnight.  
● Please go to the Group tab for this module. This module we will discuss the use of support staff in your clinic, what are the expectations from office staff to techs, ATC, PTA etc..., please sight two articles supporting your thoughts.  
● Please respond to two group mates as well, check rubric prior to submission. |
| 7/29  | 8    | Group Discussion | 8/5/2019 midnight | ● This is due by midnight 8/7/2019.  
● Please go to the Group tab for this module. This module deals with the roll of insurance companies and decisions you make that can affect payment. Please cite two articles that support your thoughts.  
● Please respond to two group mates as well, check rubric prior to submission. |
| 8/5   | 9    | Group Discussion | 8/12/2019 | ● This is due by 8/12/2019 by midnight.  
● Please go to the Group tab for this module. This module discusses the use of free care, or indigent care. Is it beneficial for the clinic or detrimental? Please find two articles supporting your thoughts.  
● Please respond to two group mates as well, check rubric prior to submission. |
| 8/12  | Abst | Essay | 8/19/2019 | ● This is due by 8/19/2019  
● See Assignments tab. This project will set you on your way with your fall research class.  
● Please define the history and diagnosis of the patient you have chosen for your MS case report. Please define your outcome measures and how they relate to the diagnosis and history of the patient you have chosen.  
● Please provide at least five cites in AMA format. |

Discussion Grading Rubric
<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>Unacceptable 1</strong></th>
<th><strong>Acceptable 2</strong></th>
<th><strong>Good 3</strong></th>
<th><strong>Excellent 4</strong></th>
<th><strong>Your Score</strong></th>
<th><strong>Comment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>No participation</td>
<td>Participates only once</td>
<td>Participates 2 of 3 required posts</td>
<td>Participates more than 3 required posts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial assignment posting</td>
<td>Does not post assignment</td>
<td>Posts adequate information with superficial thought and preparation; does not address all aspects of task requested.</td>
<td>Posts well developed, addresses all aspects requested, lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task requested.</td>
<td></td>
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</tr>
<tr>
<td>Content contribution of follow-up postings</td>
<td>Does not respond to any other student’s initial posts.</td>
<td>Posts shallow response that agrees/disagrees/repeats but does not add substantive information to the discussion.</td>
<td>Elaborates on existing posts with further comment or observation or experience, posts information that is correct</td>
<td>Posts factually correct reflective and substantive contribution; advances discussion; demonstrates analysis of others’ posts; extends meaningful discussion building on previous posts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References and support</td>
<td>Includes no references or supporting experience</td>
<td>Uses personal experience, but no references.</td>
<td>Incorporates one reference.</td>
<td>Incorporates at least two references and relevant personal experience.</td>
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</tr>
<tr>
<td>Clarity and mechanics</td>
<td>Posts long, unorganized or inappropriate content, with multiple errors</td>
<td>Communicates in professional manner with some errors in clarity or mechanics</td>
<td>Contributes valuable content with minor clarity or mechanical errors</td>
<td>Contributes to discussion with clear, concise comments in easy to read style free of grammar and spelling errors.</td>
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</tbody>
</table>

**Total (20)**

**Groups for PT 7233**

2019


**Group 1**
Jenna Boehm
Tyler Van Bastian
Kaitlyn Collins
Jesus Martinez
Ryan Reid
Rachel Davis
Addison Bennett

**Group 2**
Daniel Chan
Justin Ebmeyer
Rylie Kohls
Joseph DiMercurio
Tim Hofmann
Chelsea Davis
Megan Tomlin

**Group 3**
Maci Colley
Cory Harrison
Sydney Young
Morgan Reynolds
Sterling Eckert
Darian Glenn

**Group 4**
Emily Adkins
Dillon Smith
Kallee Whitehead
Elizabeth McDaniel
Sascha Smith
Kaylyn Leland