ANGELO STATE UNIVERSITY
Archer College of Health and Human Services
Doctor of Physical Therapy Program

PT 7234: Education and Communication for the Physical Therapist
Summer 2019

CREDITS: 2 – 0 – 0

COURSE DESCRIPTION
This course covers fundamentals of education and communication for the physical therapist. Students will be introduced to principles of communication and factors that influence effective interaction. The effect of electronic means of communication will be discussed. Students will also be introduced to basic principles of educational theory, effective teaching strategies and learning assessment. Each student will generate written and oral communications and will plan and deliver an educational unit related to physical therapy.

COURSE COORDINATOR: Heather Braden, PT, MPT, PhD, GCS
Phone: (325) 942-2581
Fax: (325) 942-2548
Email: hbraden@angelo.edu

OFFICE HOURS: By email appointment, instructor will respond in 24 hours on Monday-Thursday and by the following Monday if emailed on a Friday

ONLINE CLASS: Meets completely online using Blackboard

CLOCK HOURS: 33 clock hours

COURSE PREREQUISITES: Successful completion of previous DPT coursework

CO-REQUISITES: None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Doctor of Physical Therapy Program. Computer access requirements are further delineated in the Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Doctor of Physical Therapy Student Handbook should be reviewed before taking this course.
COURSE OBJECTIVES- At the end of this course, the students will have demonstrated mastery of the subject by being able to:

| • Demonstrate a learning experience effectively via audio-visual and writing to a target audience (by matching material and appropriate learning activities depending on age group, cultural background, and education level for variety of healthcare situations. (7D7, 8, 12, 27h) | Video assignment, Quiz 1 |
| • Write effective educational objectives appropriate for a targeted age group and educational level. (7D7) | Written portion of video assignment, Quiz 1 |
| • Employ appropriate active listening skills including the use of appropriate personal body language and the proper response to the body language of others. (7D12) | Video assignment, Quiz 1 and 2 |
| • Describe the impact of technology and electronic media on communication and instruction in health care. (7D7) | Quiz 2 |
| • Deliver effective feedback in a variety of situations implementing change talk methods. (7D8) | Quiz 2, Video assignment |
| • Apply appropriate techniques from course instruction to the design of effective patient/caregiver education for the clinic that develops communication skills serving clients/families. (7D7, 8) | Video assignment, Discussion Boards |
| • Differentiate the stages of learning (7D12) | Quiz 1, Discussion Boards |

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

TEACHING METHOD/PHILOSOPHY:
• Teaching methods/learning activities are all online and incorporate learning via video and written presentations, Blackboard, peer discussion/role play, creation of exercise programs, reading assignments, and problem solving.
• Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with peers.
• *Please note: Rubrics for all assignments and activities are located at the end of this syllabus.
• Schedule with respective due dates is available as a subsequent document.

Discussion Board
The students enrolled in PT 7234 are organized into groups called online learning communities. For weeks two and three, each group will be given a topic that is covered in the readings and be asked to problem solve, answer, and respond to group members’ ideas and plans for the topic. You may read your text and modules, research additional ideas online, and then respond with a well-organized, well written, and well thought out contribution to begin or respond to the discussion. Topics include determining active teaching strategies and preferred methods of motor learning. Students must respond in a timely, well written and proofed response following the format of the provided rubric for each response. The rubric for this assignment is posted at the end of this syllabus. Participation and thoughtful consideration is very important to your success in this class. Follow the course schedule closely for DUE dates of group leader posts, group response posts, and individual follow up posts. As a group, you may wish to begin the discussion board the following week or weekend so you have ample time for research and responses. Please remember that on-line discussions are without emotional context, be polite and respectful with each response.

Video Assignment
This is a presentation that will be due as noted on the course calendar at the end of this syllabus, but, submission before the due date is encouraged. **Use the Video Assignment instructions in Blackboard to properly submit both written and video component of assignment.** Choose a video no more than 2 minutes in length that can be used to teach a concept to a target audience/pt of your choice. The target audience/pt is not motivated nor interested in participating up to this point. The concept you are teaching must be physical therapy related. You may use a prepared video or make one yourself. You may sign out the PT department camera, borrow one from IT, or use your own personal device to make a video and/or to record the educational session. The video assignment will be submitted in blackboard for evaluation.

Quizzes
These timed quizzes cover materials from the required textbook chapters. The quizzes are open note, open book and materials, but they are an INDIVIDUAL effort. Complete the quizzes on your own with no classmates present. Pay close attention to which chapters are covered on each quiz. The quizzes are case-based and scenario based to apply the knowledge you have read in chapters, covered in module slides, and practiced with others as instructed in the module slides. The quizzes are due by the due date as noted on the course calendar at the end of this syllabus. You may submit quizzes early. Only one submission is allowed. Pay attention to the total time allowed to submit the quizzes, and submit prior to the time expiring.

REQUIRED TEXTS AND MATERIALS
IMPORTANT UNIVERSITY DATES
May 20             First Day of Class/Semester
June 21  Last Day of Class/Semester

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on
his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the
right to deny additional access to course assignments lost due to compatibility issues. Students
are responsible for reviewing the guidelines posted in this course regarding accessing
Blackboard assignments. Problems in this area need to be discussed with faculty at the time of
occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via
email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage
(http://www.blackboard.angelo.edu) Select “Test your Browser” option.

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough
  environmental scans).
- Refer to Angelo State University’s Distance Education website for further technology
  requirements: http://www.angelo.edu/distance_education

Testing via Respondus™ Monitor
- Access to quizzes will be through Respondus™ Lockdown Browser and will be video
  recorded via Respondus™ Monitor [See Other Required Materials for a list of needed
equipment]. Use of another electronic device is prohibited.
- There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice
  quiz over ASU trivia that is not graded. These tools will be available to the student to assure
  accessibility. Students are highly encouraged to go through these practice quizzes in
  advance of taking a graded quiz. This process will allow you to become familiar with the
  technology associated with testing and improve the testing environment. These quizzes,
  instructional videos, and more information regarding Respondus Monitor can be found under
  the Respondus Monitor Help tab in your Blackboard course.
- Technical Assistance: If you have any technical problems associated with the test (i.e.
  webcam problems, lock down browser problems) you should contact the IT Department and
  ask the person who assists you to add my name, Dr. Braden, Kristin Stanley, and E-

Learning to the ticket. By doing so, we will receive updates. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

- **Other Notes:**
  - Be sure not to mute your microphone. It is important that the audio be on.
  - Be sure to have a light source in front of or next to your computer monitor. If your image is dark and difficult to see on the “Student Photo” step, please add lighting to the front of your computer and retry.
  - Make sure that on the “Student Photo” step, you are nicely framed so your face and shoulders can be seen as well as some of the background.
  - *****Use an Ethernet cord to “hard wire” your computer to the router helping to ensure you will not lose connection with Blackboard.

**GRADING SYSTEM**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale will be used to assign final course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89% = MASTERY</td>
</tr>
<tr>
<td>F</td>
<td>79% and below</td>
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</tbody>
</table>

**EVALUATION AND GRADES**

Graded assignments, activities and percent of the overall course grade:

Criterion-referenced methods will be used to evaluate all course activities. Graded activities will consist of the following:

- 25% – Discussion Board/Participation
- 25% – Video Assignment (written and video parts)
- 25% – Individual Quiz 1 over Ch 1-7 (not a group effort)
- 25% – Individual Quiz 2 over Ch 8-13 (work on your own, not a group effort)

100%

Students must achieve a minimal competency level of 80% for the course. Students who fail to achieve this level of performance may be provided with remediation and/or may be given the opportunity to repeat the activity or will be subject to course failure, determined at the discretion of the course coordinator.

**ASSIGNMENT SUBMISSION**

Written assignments with greater than two (2) typographical, spelling or grammatical errors will be returned to the student for revision and resubmission prior to grading with ability to achieve only minimal competency (80%) on the resubmission.
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology arise from time to time. If a technology issue does occur regarding an assignment submission, email me at hbraden@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

POLICY ON LATE OR MISSED ASSIGNMENTS
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a penalty of one letter grade per day. (See Graduate Catalog for grade reporting). No papers or postings will be accepted more than five days past the assigned due date.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• Angelo State University Student Handbook located on the ASU website http://www.angelo.edu/student-handbook/
• ASU Undergraduate Catalog located on the ASU website https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog

ACADEMIC HONESTY:
Academic honesty policies and procedures are reinforced throughout all aspects of the professional program. Faculty and students should familiarize themselves with the Angelo State University Code of Student Conduct found in the ASU Student Handbook available on the ASU website (http://www.angelo.edu/student-handbook/). This document, in addition to the information listed below, will be utilized to identify and address academic dishonesty within the program. The Department of Physical Therapy bases student conduct on the APTA Code of Ethics, Guide for Professional Conduct and Standards of Practice (http://www.apta.org/) (Appendix 8), in addition to Professional Behaviors. Specifically, the Department of Physical

**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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

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; this includes a review of whether or not the accommodation requested is reasonable, taking into account 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 RESPONSIBILITY & ATTENDANCE

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

For technical assistance with online issues, call the Technology Service Center at 325-942-2911.

Faculty will respond to email and/or telephone messages about the course content within 24 hours during working hours Monday through Thursday and by the following Monday if emailed on a Friday or over the weekend.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow AMA guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":

• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.
SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

DISCUSSION BOARD GRADING RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>No participation</td>
<td>Partial reply only once</td>
<td>Participates in 1 of the 2 required posts</td>
<td>Participates in 2 required posts (initial and response to 1)</td>
</tr>
</tbody>
</table>

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Good 3</th>
<th>Excellent 4</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, appropriate objective(s)</td>
<td>No written objectives</td>
<td>1 objective</td>
<td>2 objectives</td>
<td>3 appropriate objectives</td>
<td></td>
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**VIDEO ASSIGNMENT GRADING RUBRIC**
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<tbody>
<tr>
<td><strong>Selects appropriate target audience</strong></td>
<td><strong>Does not include target audience</strong></td>
<td><strong>Adequate information with superficial thought and preparation; does not address all aspects of target audience as requested.</strong></td>
<td><strong>Addresses all audience aspects requested, lacks full development of concepts.</strong></td>
<td><strong>Selects appropriate target audience with developed description (patient, caregiver, ethnicity, culture, age).</strong></td>
</tr>
<tr>
<td><strong>Chooses suitable video for target audience</strong></td>
<td><strong>Does not provide video.</strong></td>
<td><strong>Provides video but no reason for choice.</strong></td>
<td><strong>Gives superficial reason for video choice, posts information</strong></td>
<td><strong>Substantive, numerous reasons provided for video choice.</strong></td>
</tr>
<tr>
<td><strong>Uses allotted time effectively on video (&lt; 5 minutes total).</strong></td>
<td><strong>No video submitted.</strong></td>
<td><strong>Video is greater than 6 minutes.</strong></td>
<td><strong>Video is 5-6 minutes and covers requested content.</strong></td>
<td><strong>Video covers all aspects of assignment requested and is &lt;5 minutes.</strong></td>
</tr>
<tr>
<td><strong>Written portion includes change talk and formative assessment methods and reasons.</strong></td>
<td><strong>No written portion submitted.</strong></td>
<td><strong>Written includes change talk but no formative assessment demonstrating what the client/patient learned</strong></td>
<td><strong>Written includes change talk and formative assessment but no reasoning for choosing.</strong></td>
<td><strong>Written includes change talk and formative assessment with reasons these methods were chosen.</strong></td>
</tr>
<tr>
<td><strong>Recorded Video Delivery:</strong> Speaks clearly, non-verbal communication and interacts with client/patient</td>
<td><strong>No video submitted.</strong></td>
<td><strong>Speaks clearly but lacks appropriate non-verbal communication/posture during interview</strong></td>
<td><strong>Speaks clearly, shows non-verbal communication, but lacks interaction and needed feedback</strong></td>
<td><strong>Speaks clearly, uses proper non-verbal communication and posture, and interacts with client/patient.</strong></td>
</tr>
</tbody>
</table>