

**PT 8322**  
**Professional Issues II**  
**Physical Therapy Program**  
**School of Health Sciences**  
**Oakland University**  
**Winter 2018**

**Course Description:** This course prepares students for aspects of their professional roles as physical therapists including consultation, advocacy, professional development and direction and supervision of physical therapist assistants and support personnel. This seminar will address legislative, legal and ethical issues.

**Course Instructor:** Kris Thompson, PT, MPH, PhD  
**Office:** 3077 Human Health Building  
**Phone:** 248 370-4041 (main PT office phone)  
**E-mail:** kathomps@oakland.edu  
**Office Hours:** Monday Noon-1 pm or by appointment.

**Course Schedule:** Monday 9:00 am – Noon;

Friday, March 16, 2018 11:00 – 2:00 pm  
IPE Opioid & Pain Management Workshop –Lunch included  
Oakland Center Banquet Rooms

Friday, March 23, 2018 8 am – 4:30 pm  
MPTA Student Conclave  
Kellogg Center E. Lansing MI

**Location:** 5036 Human Health Building  
**Credits:** 3 credits  
**Clock hours:** 42 contact hours  
**Course Prerequisites:** PT 531

**Course Objectives:** At the completion of the course the student will be able to  
Professional, Legal, Legislative and Ethical Issues; Advocacy

1. Identify, analyze and evaluate articles, published studies, web sites, and information on current professional issues and practice.
2. Demonstrate professional behavior in the classroom, clinic and other settings.
3. Demonstrate entry-level competencies in the professional/generic abilities.
4. Demonstrate the core values of the profession including accountability, altruism, compassion/caring, integrity, professional duty, and communication in all interactions with patients, clients, family members, caregivers, other health care providers, students and payers.

5. Be able to analyze, discuss and take a position on current issues in the profession including legislative, educational, practice and professional issues.
6. Influence legislative and political processes.
7. Demonstrate advocacy skills and leadership skills.
8. Analyze potential employment opportunities in regard to ethical practice, legal practice, appropriate use of personnel, referral arrangements and billing practices.
9. Advocate on behalf of the profession and participate in activities that promote the profession of physical therapy.
10. Analyze situations and practices which may compromise a physical therapist's duty toward a patient or present a conflict of interest.
11. Define pro bono expectations in the profession and describe how to implement pro bono services in physical therapy practice.
12. Synthesize information from APTA documents, legal documents, and the state practice act to describe expectations and a rationale for physical therapists to provide pro-bono services.
13. Discuss issues related to the implementation of pro-bono services in physical therapist practice.
14. Discuss professional and societal responsibilities for advocacy and ethical behavior.
15. Demonstrate legal and ethical behavior, consistent with the standards of Practice, the Code of Ethics and the Michigan Physical Therapy State Practice Act; in the classroom, clinic and other settings.

#### Professional Development, Continued Competence

16. Evaluate and determine goals and a plan for professional development.
17. Analyze and debate the legal, ethical and professional requirements to maintain and demonstrate continued competence.
18. Create and present a professional portfolio.

#### Consultation and Research

19. Describe the role of the consultant.
20. Describe models and the process of consultation.
21. Design, implement and evaluate an effective and appropriate consultation on a professional issue.

22. Describe the components of written research reports and research power-point presentations

#### Direction and Supervision, Inter-professional Education, Collaboration and Teamwork

23. Explain and justify the use of support personnel, given various case scenarios, according to legal and ethical guidelines
24. Determine and provide rationale for those components of interventions and patient/client management that may be directed to the physical therapist assistant considering the needs of patients/clients, the ability of the PTA, the state practice act, practice, guidelines/policies/code of ethics, reimbursement policies and facility policies.
25. Describe and analyze the concepts, competencies, models and practices of inter-professional education.
26. Demonstrate the ability to respectfully and effectively collaborate with physical therapist assistants and other health care professional students in learning activities, projects and patient care activities.
27. Compare and contrast the education, preparation, licensing, roles and responsibilities of physical therapists, physical therapist assistants and other health care professionals.

28. Demonstrate effective peer and self-assessment, leadership, team and group membership skills.
29. Use peer and self-assessment to recognize the consequences and impact of behavior and to change behavior appropriately.

**Required Materials:** Three ring binder or folder for professional portfolio or laptop or electronic device for an on-line professional portfolio.

**Required books:** *Ethical Dimensions in the Health Professions*. by Regina Doherty and Ruth Purtilo. Fifth Edition. Elsevier Saunders. 2011. Or Sixth Edition 2015. Note: this was the required textbook for PT 531 Professional Issues I. Selected readings will also be assigned and available on Moodle or are from books used in other courses.

**Useful websites include:**

APTA [www.apta.org](http://www.apta.org)

MPTA [www.mpta.com](http://www.mpta.com)

Michigan Legislature [www.michiganlegislature.org](http://www.michiganlegislature.org)

Federation of States Boards (FSBPT, National PT Exam) [www.fsbpt.org](http://www.fsbpt.org)

**Grading and Course Requirements:**

A. Consultative Group Project 30%

Class members will complete a consultative group project. Possible consultative projects will be presented at the beginning of the semester. Projects will be presented to the class and tentative dates have been set for presentation. Consultative groups will be responsible for all components of the project including:

1. Submit an interest survey on 1/8/18. Projects will be assigned by 1/15/18.
2. Determine the need for the assigned project (survey, focus groups, etc) or administer pre-test. Complete MPTA Sponsor CEU application form and summary of needs assessment. Submit the MPTA Sponsor application with required materials as listed in the application and a summary of the needs assessment to the course instructor at least 2 weeks prior to presentation. Submit through Moodle). Submit the required materials as a word document. The objectives for the presentation and the bibliography will be posted on Moodle. The course instructor will approve the application for PDR/CEUs.
3. Presentation, materials and activities for project to course instructor at least 1 week prior to presentation. All presentations must include written educational objectives, an activity, resources, reference list and an evaluation, post-test or activity to measure the objectives completed by the students in the course. A sign-in sheet and a PDR/CEU certificate are also required. Give Dr. Thompson the sign in sheet the day of the presentation.
4. Provide consultative service and complete project on assigned date. See tentative course syllabus for project dates.
5. Evaluate project, evaluate group members, and complete 1-2 page written summary as outlined in the project assignment. Submit the written summary and group member evaluation to Dr. Thompson. The summary and evaluation should be turned in together and can be placed in the Dr. Thompson's mailbox in the main PT office. Due two weeks following the presentation.

### B. Oral exams 30%

Students will participate in oral exams. Local physical therapy administrators and supervisors responsible for hiring entry-level staff physical therapists will examine students. Students will demonstrate an in-depth understanding of material covered in the course including, for example: current professional issues; delegation and supervision of personnel; legislative, legal and ethical issues; their roles as a physical therapist; responsibilities for continued competency, leadership, teamwork, inter-professional collaboration and advocacy; and for demonstrating professional, ethical, and legal behavior. Students will be able to analyze, synthesize and clearly articulate appropriate responses to case scenarios presented in the oral exam. Students will be able to articulate their plans and goals for professional development and present their professional portfolios. Students will be able to demonstrate professional behaviors, appropriate dress and effective communication skills for the oral exams. Oral exams are scheduled for Tuesday, April 10, 2018 from 8:30 am- Noon.

### C. Professional portfolio and PDRs 25%

Students will complete a professional portfolio that reflects their professional development to date, their plans and goals for professional development and their accomplishments, achievements, strengths, capabilities and interests. An assessment of abilities, characteristics and preferences for leadership, team work and inter-professional collaboration will be included in the portfolio. Portfolios will be presented during the oral exams. Final portfolios can be handed in the day of the oral exam and are due no later than April 16, 2018.

#### Possible total points for Portfolio and Professional Development Requirements:

Portfolio possible 80 points and PDRs 20 possible points for a total of 100 points

4.0 or more PDRs = 20 points

3.9 PDRs = 18 points

3.8 PDRs =16 points

3.7 PDRs =14 points

3.6 PDRs =10 points

Less than 3.6 PDRs =0 and not able to sit for the oral exam.

Minimum required to sit for the Oral Exam:

3.6 Professional Development Requirements PDRs

You must have at least 3.6 PDRs to sit for the oral exam. 1 CEU is equivalent to ten hours of continuing education. 1 CEU equals 1 PDR. If PDRs are not provided in CEUs then the course instructor will determine the equivalent PDRs. You must attend the PT/PTA Meeting, MPTA Student Conclave, the Mock House of Delegates, IPE Opioid/Pain Management workshop, IPE project, Human Trafficking/Domestic Abuse Class. PDRs and Continuing Education CEUs require documentation such as signing in for an event, brochure, handouts, certificates, letters, etc. Students must have PDR/CEU documentation in the portfolio along with the list of completed Professional Development Requirements/Continuing Education PDRs/CEUs.

Continuing Education CEUs: Students can earn PDRs/CEUs by attending class and fulfilling requirements to earn class CEUs (for example attendance, case study, quiz or both). In addition you can earn PDRs/CEU's by doing the following activities related to class content, professional

development and/or professional development issues: requirements to earn class PDRs/CEUs (for example attendance, case study, quiz or both). In addition you can earn PDRs/CEU's by doing the following activities related to class content, professional development and/or professional development issues:

Campus Activities (Examples):

- ✓ Career Fair (1 hour max)
- ✓ Career services activities – interview skills, job searching, preparing resumes etc.
- ✓ Event attendance- Guest speakers on current issues, world affairs, health care.
- ✓ Professional Development Meetings and Activities (Examples):
- ✓ Attending professional meetings including Eastern District meetings, MPTA meetings, volunteering for professional association activities or writing legislators
- ✓ Writing a paper on an area of interest
- ✓ Reading additional articles on an area of interest- doing an annotated bib or paper
- ✓ Attending career, career activities, professional development activities at workplace
- ✓ Completing Professionalism Modules in the professionalism series through APTA on-line learning center that you have not previously completed. (Free CEUs for members)

PDR Plan: Students will outline a written plan to complete PDRs by the third week class, January 22, 2018. PDR plan must include the following: name, detailed list of proposed Professional Development Requirements/Continuing Education CEUs. Approved PDR/CEU provider: Kris Thompson, PT, PhD. Please submit the plan on the course Moodle website.

D. Inter-professional education (IPE) Project. 15%

Each student will participate in an inter-professional education (IPE) project with students from the nursing and medical schools. Students will complete the assigned project, effectively collaborate with their nursing and medical school partner(s) and complete pre-post surveys, reflection activities and pre-post luncheons/meetings.

**Grading Scale:**

GP Numerical	Letter	Percent	GP Numerical	Letter	Percent	GP Numerical	Letter	Percent
4.0	A	100 - 96	2.9	C	79	1.9	D	69
3.9	A	95	2.8	C	78	1.8	D	68
3.8	A	94	2.7	C	77	1.7	D	67
3.7	A	93 - 92	2.6	C	76	1.6	D	66
3.6	A	91 - 90	2.5	C	75	1.5	D	65
3.5	B	89	2.4	C	74	1.4	D	64
3.4	B	88	2.3	C	73	1.3	D	63
3.3	B	87 - 86	2.2	C	72	1.2	D	62

3.2	B	85 - 84		2.1	C	71		1.1	D	61
3.1	B	83 - 82		2.0	C	70		1.0	D	60
3.0	B	80-81						0.0	E	59 and below

**Professional Behavior:** Professional behavior and a commitment to professional development is expected of each student physical therapist. Each student should review the professional behavior requirements and document their progress.

**Attendance Policy:** Students are expected to be on time and in class for each session that they have scheduled for PDRs/CEUs. In the case of illness or emergency please call the P.T. Department (248) 370-4041 or email the instructor at kathomps@oakland.edu prior to class. It is the student’s responsibility to obtain the missed information.

**Academic conduct statement:** Students are expected to adhere to the procedures for Academic Conduct described in the University Graduate Catalog. Please read and refer to the University Graduate Catalog, Policy on Academic Conduct. This policy states that “All members of the academic community . . . are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and ones work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned.” Examples of cheating include “cheating on exams, using books and/or notes when not authorized to do so, copying from someone else’s work or ideas without giving that person credit . . . Both direct quotations and paraphrases must be documented. Even if students rephrase, condense, or select from another person’s work, the ideas are still the other person’s and failure to give credit constitutes plagiarism of another’s idea.” This policy will be applied in this and all courses in the Physical Therapy Program. Students found guilty of academic misconduct by the university will be subject university sanctions and to sanctions from the program by the Physical Therapy Promotion and Honors Committee including probation, suspension or dismissal.

**Accommodations /Disability support services statement:** Any student with a documented disability needing academic accommodations is required to speak with the Office of Disability Support Services to make arrangements. The office is located in room 106 North Foundation Hall. For information or to make an appointment call 370-3266.

**Emergency Preparedness:** All students are encouraged to become familiar with the Oakland University Emergency Preparedness Website, Policies and Procedures. OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies.

- 1) Register for these notifications at oakland.edu/uts/emergencynotification.
- 2) Sign up to receive text message alerts in the event of a major campus emergency by visiting the **Emergency Notification** Web site (Grizz ID and valid OU e-mail address required)
- 3) Know how to contact the OUPD in the event of an emergency:

- Call **911** from any campus phone
  - Call (248) 370-3333 from a cell phone
  - Text the dispatch office at **911@oakland.edu**
  - E-mail the dispatch office at **911@oakland.edu**
- 4) Know how to **submit anonymous tips** online in non-emergency situations.

### **Tentative Course Schedule:**

#### **Monday 1/8/2018 Introduction and Consultation Process**

.3 CEU Overview of course

Review of course syllabus

Overview of class projects, overview of PDRs/CEUs

Consultation: Process of consultation, Models of consultation; Roles of consultants.

Reading Assignments (RA): on Moodle: The PT as Consultant. Contract Issues.

*PT Magazine* July 2007. Encouraging the Entrepreneur in Every PT. by M.

Wojciechowski PT in Motion Dec. 2011

**Thursday 1/11/2018** IPE Project –Partners in Care. Luncheon Noon – 1:30pm O’Dowd Second floor lecture rooms. Please wear name tag and OU polo.

**Monday 1/15/2018** Martin Luther King Day. No class.

#### **Monday 1/22/2018 Inter-professional Education, Professional Development, Portfolios**

.3 CEUs

Inter-professional education and teamwork.

Professional roles, responsibilities, professional development, continued competency and portfolios.

Resumes, CVs, professional development plans and goals

Portfolio development; captions and artifacts in portfolios.

Reading Assignments (RA) on Moodle:

APTA Professional Development Position. Considerations for Practice Opportunities and Professional Development.

Inter-professional Core Competencies.

The Continuing Competence Initiative. by Mark Lane. From the FSBPT website. Struggling With the Notion of Competency by Zubin Austin, BSc.PhM, PhD From the FSBPT website.

Michigan Public Health Code: The Physical Therapy Practice. The Michigan PT Board: Administrative Rules.

**Monday 1/29/2018** Domestic Abuse and Human Trafficking

.3 CEUs

Identification types and venues for human trafficking. Identify victims of human trafficking and domestic abuse. Recognize the warning signs of human trafficking in health care settings, and identify resources for reporting the suspected victims of domestic abuse and human trafficking.

Guest speakers from Haven in Oakland County and with expertise in Human Trafficking.

Video – on Human Trafficking. *Making the Invisible Visible*

Required class.

RA:

Review the following websites:

Heavenly Hope: <http://heavenlyhopeinternational.org/>

MI Administrative Rules for PDRs: Human Trafficking PDR requirement

Haven: <https://www.haven-oakland.org/>

Michigan Government Websites:

Michigan Department of Health and Human Services

[http://www.michigan.gov/mdhhs/0,5885,7-339-73971\\_7119\\_71039---,00.html](http://www.michigan.gov/mdhhs/0,5885,7-339-73971_7119_71039---,00.html)

and Office of the Attorney General – Human Trafficking

[http://www.michigan.gov/ag/0,4534,7-359-82917\\_81399---,00.html](http://www.michigan.gov/ag/0,4534,7-359-82917_81399---,00.html)

**Monday 2/5/2018**

.3 CEUs

Ethical Practice and Good Citizenship (.1 CEU)

Pro-bono physical therapy (.1 CEU)

Resume Discussion and Critique (bring 3 copies of updated resume to class .1 CEU)

RA: Ethical Practice – APTA Code of Ethics and Guide to Professional Conduct. *Ethical Dimensions in the Health Professions* by Doherty and Purtilo: Chapters on Surviving Professional Life Ethically, Living Ethically as a Member of the Inter-professional Care Team, Living Ethically Within Health Care Organizations and Professionals as Good Citizens. Pro-Bono Readings to be determined.

**Monday, 2/12/2018 Supervision and Teamwork: PT and PTAs 8:30 -11:30 am.**

.3 CEUs

Meet with PTA's from Macomb Community College at Macomb Community College

MCC Organizer: Robert Mele, PT, PhD, ACCE Macomb Community College

Consultation project and required class

RA: on Moodle: Delegation and supervision of PTA's

Recipe for Effective Teamwork: Why some PT/PTA pairings thrive to patients' ultimate benefit.

By Sanaz Holcomb, PTA, BS. PT Magazine.2009: Vol 17 Issue

Considerations for Physical Therapy Service Delegation: Follow these steps to decrease risk and best serve patients and clients. By Paul Welk, PT, JD PT Magazine.2008:Vol 16 Issue 1.

Problem Solving Algorithms used by PTAs in Patient Client Supervision in PT in Motion.

Direction and Supervision Algorithms.



**Monday 2/19/2018 Winter Break – No class**

**Monday 2/26/2018 Class presentations and group consultation projects**

No in class meeting. IPE Partners in Care visits scheduled in January/February/March. IPE Partners in Care project. .45 CEU.

**Monday 3/5/2018 Class presentations. Group consultation projects.**

.3 CEUs

1) Current issues –Professional, legislative, and regulatory at the national and state level (.1 CEU)

2) Advocacy- Methods, Tools and Resources to advocate and be involved at the national and state level, Purpose and functions of PACs at the state and national level, How to talk to legislators (.1 CEU)

3) Mock House of Delegates – New Delegate Orientation and Issues caucus led by Chief Delegates (.1 CEU)

Nominations for class speaker at the December PT Recognition Ceremony.

RA: To be determined by presenters.

**Monday 3/12/2018 Mock House of Delegates.**

.3 CEU

Delegate Caucus

Mock House of Delegates

Election of speaker for PT Recognition Ceremony

Required class.

RA: To be determined by presenters.

**Friday, 3/16/2018 IPE Opioid and Pain Management Workshop and Lunch 11 am -2 pm**

.3 CEU

IPE Workshop 11:00 am – 2:00 pm

OU Banquet Rooms

Required class.

**Monday, 3/19/2018**

BTG is scheduled. Professional Issues II Class rescheduled to Friday, 3/16/18.

No class for Professional Issues II on Tuesday, March 20, 2018

**Friday 3/23/2018 MPTA Student Conclave 8 am – 4:00 pm**

.5 PDRs/CEUs

MPTA Student Conclave. Kellogg Center. E. Lansing MI. Required class. .5 PDRs/CEUs

Saturday March 24, 2018 MPTA Spring Conference E. Lansing MI- Optional for additional PDRs.

**Monday 3/26/2018**

BTG is scheduled. Professional Issues II Class rescheduled to Friday, 3/23/18. MPTA Student

Conclave. No Professional Issues II on Tuesday, March 27, 2018.

**Monday 4/2/2018 Class presentations. Group consultation projects.**

.25 CEU

- 1) Leadership (.15 CEU)
- 2) Interviewing and job searching (.1 CEU)
- 3) Oral Exam review and practice (1/2 hour)

RA: To be determined by presenters.

**Tuesday 4/10/2018 Oral Exams**

Oral exams will be scheduled for 30-35 minutes from 8:30 am- 12:00 pm. You must have documented at least 3.6 PDR/CEUs to sit for the oral exam. Students should bring their professional portfolios and be appropriately dressed for the oral exams.

**Monday, 4/9/2018 and Wednesday 4/11/2018 IPE Debriefings and Lunch. 12:00-12:45 pm**

Half of the class will go each day. Dates will be assigned. Meet in O'Dowd Hall.

**Monday 4/16/2018 Group Project Presentation on NPTE and Conclusion of Course**

Consultation Project Presentation: NPTE Board exam - applying, preparation and passing, prevention of cheating. Preparing for the NPTE and Licensure.

Guest Speaker: Grad Class members of 2017.

RA: To be determined by presenters.

Final portfolios are due

On-line course evaluation should be completed prior to final exam period.

KT: 1.02.2018