



PTHA 1301 The Profession of Physical Therapy (Hybrid)

Course Syllabus: Fall 2023

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

Instructor: Dr. Nancy Wilson, PT, DPT

Office: UHS 105

Phone: 903-434-8323

Email: nwilson@ntcc.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30 – 4:30	9:00 – 11:00	1:30 – 4:30	9:00 – 11:00	By appointment	

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: 3 credit hours. This course introduces the profession of physical therapy including the historical and current scope of physical therapy; and, the role of the physical therapist assistant. Six hours of lecture each week.

Prerequisite(s): Admission to program

COURSE LEARNING OUTCOMES

1. Demonstrate knowledge of the history, purpose, settings, and scope of physical therapy.
2. Recognize the education, roles, and responsibilities of the physical therapist assistant and the physical therapist.
3. Describe the expected PTA interaction with other disciplines and patients.
4. Recognize professional *Core Values*, professional standards, Practice Act, and expected ethical behaviors of the PTA.
5. Explain the basic history, structure, resources, and function of the APTA and the TPTA
6. Describe HIPAA
7. Discuss patient’s rights
8. Identify common legal and ethical issues in physical therapy
9. Define types of laws/regulations impacting physical therapy
10. Describe the cultural and spiritual impact on PT intervention.
11. Demonstrate relevant communication principles and skills used by the PTA.
12. Explain purposes of PT documentation/elements, Evaluation, CPT codes, & ICD 10
13. Construct adequate documentation i.e. SOAP note, Discharge note, Incident Report, etc.
14. Apply accurate billing codes/charges relevant to specific interventions and/or insurance types.
15. Implement basic research methodology and terminology related to EBP.
16. Examine professional literature that facilitates professional development.
17. Analyze, pronounce, spell and define medical terms using common combining forms, suffixes, and prefixes

GENERAL OBJECTIVES

Objectives will be evaluated using self and instructor assessment rubrics targeting professional behaviors.

The student:

1. Attends all classes and arrive on time.
2. Listens attentively to instruction in class and lab
3. Projects professional image (dress/hygiene) in class, lab, field trips and field experiences
4. Discusses the potential implications of non-attendance and tardiness in the classroom.
5. Participates voluntarily in class and lab sessions.
6. Demonstrates professional behavior in interactions with instructors/students during classroom and lab activities.
7. Demonstrates acceptance and application of faculty feedback on written, oral and practical exams.
8. Participates in the professional organization through attendance of a national, state, or district activity.
9. Recognizes the need for participation in events to promote access to or awareness of physical therapy.
10. Acknowledges and describes errors and discuss correct responses upon completion of practical exam and skill check.

Specific Objectives:

Upon completion of this course on a written examination with 75% proficiency, the student will be able to:

<p>Chapter 1: History of PT and the PTA:</p> <ol style="list-style-type: none">1. Identify key events in the early development of the physical therapy profession. (CLO 1)2. Discuss the factors that led to the creation of the physical therapist assistant position. (CLO1)3. Describe the initial concerns and issues related to PTA task delegation and skill performance. (CLO 1) (CLO 2)4. Identify historical and current trends in demands for PTA services and PTA educational program enrollment. (CLO 2) (CLO 3)	<ol style="list-style-type: none">1. Exam2. Exam, Article review and discussion of "Remembering the Reconstruction Aide"3. Exam4. Exam
<p>Chapter 2: Physical Therapist Practice Settings:</p> <ol style="list-style-type: none">5. Describe the purpose and content of the American Physical Therapy Association's <i>Guide to Physical Therapist Practice</i> (CLO 4)6. Describe typical practice settings in which PTs and PTAs are employed (CLO 1)7. Explain how PTAs are utilized in various practice settings and with different patient populations. (CLO 1) (CLO 2)8. List other professions and health-care providers with whom PT and PTAs must commonly interact. (CLO 2)	<ol style="list-style-type: none">5. Exam, Quiz6. Exam7. Exam8. Exam

<p>Chapter 3: The PT/PTA Preferred Relationship:</p> <p>9. Identify key components of the preferred physical therapist/physical therapist assistant (PT/PTA) relationship. (CLO 2)</p> <p>10. Describe PT and PTA educational programs. (CLO 2)</p> <p>11. Explain the responsibilities of each person in an effective PT/PTA team. (CLO 2) (CLO 3)</p> <p>12. Identify APTA standards, policies, and documents that provide guidance regarding PT and PTA interaction. (CLO 4) (CLO 5)</p> <p>13. Discuss strategies for resolving conflict in the PT/PTA relationship. (CLO 7)</p>	<p>9. Exam</p> <p>10. Exam, Assignment</p> <p>11. Assignment</p> <p>12. Group activity, Exam</p> <p>13. Role play, Exam</p>
<p>Chapter 4: Regulatory Requirements for Direction/Supervision of the PTA:</p> <p>14. Identify the various organizations and regulatory bodies that influence the scope of work of the PTA. (CLO 5)</p> <p>15. Discuss the implications for not abiding by the APTA and state standards/positions. (CLO 5)</p> <p>16. Differentiate the levels of supervision assigned by the APTA. (CLO 4) (CLO 5)</p> <p>17. Describe typical licensure requirements for the PTA. (CLO 4)</p> <p>18. Discuss the regulatory requirements that must be considered to provide appropriate supervision of students. (CLO 4) (CLO 5)</p>	<p>14. Exam, APTA/TPTA websites research assignment</p> <p>15. APTA/TPTA websites research assignment group activity</p> <p>16. Exam</p> <p>17. APTA/TPTA websites research assignment, Quiz</p> <p>18. Exam</p>
<p><i>Guide for Conduct of the PTA</i> <i>Value Based Behaviors/core values</i> <i>Generic Abilities</i> <i>Texas Practice Act & PT Rules</i></p> <p>Chapter 5: Ethics and Ethical Behavior in Physical Therapy:</p> <p>19. Define terms related to ethics and ethical theory. (CLO 4)</p> <p>20. Identify categories of ethical issues in physical therapy. (CLO 4)</p> <p>21. Explain key components of ethical behavior. (CLO 4)</p> <p>22. Use the Code of Ethics and Standards of Ethical Conduct for the PTA to give examples of specific ethical behaviors to be</p>	<p>19. Exam</p> <p>20. Exam</p> <p>21. Exam</p> <p>22. Exam, Group assignment and activity</p> <p>23. Exam</p>

<p>demonstrated by the PTs and PTAs. (CLO 2) (CLO 4)</p> <p>23. Describe the decision-making model that can be used to determine appropriate actions when encountering ethical dilemmas. (CLO 4)</p> <p>24. Examine APTA resources for ethical development. (CLO 4) (CLO5)</p> <p>25. Describe the processes of the APTA in dealing with ethical complaints. (CLO 4) (CLO 5)</p>	<p>24. APTA website research assignment</p> <p>25. Exam</p>
<p>Chapter 6: The Patient-PTA Relationship:</p> <p>26. Generate examples of patient rights that are supported by law and the APTA policies. (CLO 5)</p> <p>27. Discuss the responsibility of the PTA in ensuring that patient rights are being maintained. (CLO 2) (CLO 7)</p> <p>28. Describe the intent of HIPAA. (CLO 6)</p> <p>29. Describe how the PTA’s personal and professional values can affect his role as a health-care provider. (CLO 4)</p> <p>30. Explain the importance of verbal and nonverbal communication skills required for developing rapport with patients and peers. (CLO11)</p>	<p>26. Assignment</p> <p>27. Case study, Group discussion, Exam</p> <p>28. Exam</p> <p>29. Case study, Group discussion, Exam</p> <p>30. Group activity and discussion</p>
<p>Chapter 7: The Impact of Culture and Spirituality on the Delivery of PT Interventions:</p> <p>31. Differentiate between cultural awareness, cultural competency, and cultural proficiency. (CLO 10)</p> <p>32. Give examples of the elements that might define an individual’s culture. (CLO 10)</p> <p>33. Define spirituality and religion. (CLO 10)</p> <p>34. Discuss how culture influences one’s preferred communication style. (CLO 10) (CLO 11)</p>	<p>31. Exam</p> <p>32. Exam</p> <p>33. Exam</p> <p>34. Group discussion</p>
<p>Communication:</p> <p>35. Perform clear oral and written communication skills. (CLO11)</p>	<p>35. EBP Presentations</p>
<p>Chapter 9: The Physical Therapist Assistant and the APTA:</p> <p>36. Describe the current basic organizational structure of the APTA. (CLO 5)</p>	<p>36. Exam</p> <p>37. APTA web research assignment</p>

<p>37. Summarize avenues for the PTA involvement in the APTA and opportunities for:</p> <ul style="list-style-type: none"> a. career development b. lifelong learning opportunities <p>(CLO 5)</p>	
<p>Chapter 10: Laws Impacting Physical Therapist Practice Payment for PT Services:</p> <p>38. Differentiate between a legal and ethical issue. (CLO 8)</p> <p>39. Define various terms used in the legal system. (CLO 9)</p> <p>40. Identify examples of state and federal laws with specific relevance to health-care providers. (CLO 6) (CLO 9)</p> <p>41. Discuss principles of law related to health-care malpractice and liability. (CLO 9)</p> <p>42. Differentiate between fraud and abuse. (CLO 9)</p> <p>43. Verify fraud/abuse case(s) and report to appropriate agencies. (CLO 9)</p> <p>44. Explain the purpose of the Americans with Disabilities Act.</p> <p>45. Appraise the State of Texas law governing the medical/legal aspects of patient care in the practice of Physical Therapy. (CLO 5) (CLO 9)</p> <p>46. Describe the processes of a state licensing agency in dealing with an alleged practice act violation. (CLO 5)</p>	<p>38. Exam, Group discussion</p> <p>39. Exam</p> <p>40. Exam</p> <p>41. Exam</p> <p>42. Exam</p> <p>43. Exam</p> <p>44. Exam</p> <p>45. APTA/TPTA web research assignment</p> <p>46. Group discussion</p>
<p>Chapter 12: Leadership Development for PTAs:</p> <p>47. List and analyze traits that are currently used to exemplify leadership.</p> <ul style="list-style-type: none"> a. in the academic setting b. in clinical education <p>(CLO 2)</p> <p>48. Identify ways in which leadership skills can be developed. (CLO 2) (CLO 5)</p>	<p>47. Group assignment and discussion</p> <p>48. Group discussion</p>
<p>Chapter 13: Evidence-Based Practice and Research Review Fundamentals:</p> <p>49. Define Evidence-Based practice (EBP); PICO question. (CLO 15)</p>	<p>49. EBP assignment, Exam</p> <p>50. Exam</p>

<p>50. Describe the principles on which EBP is based. (CLO 15)</p> <p>51. Explain how EBP is used to support the delivery of PT services. (CLO 15) (CLO 16)</p> <p>52. Identify various resources for obtaining and using clinical evidence. (CLO 5) (CLO 16)</p> <p>53. Describe the role of the PTA in EBP. (CLO 5) (CLO 15)</p> <p>54. Differentiate the various levels of evidence. (CLO 15) (CLO 16)</p> <p>55. Define various terms related to research methodology. (CLO 16) (CLO 17)</p>	<p>50. Exam</p> <p>51. Group activity & discussion</p> <p>52. APTA web research assignment</p> <p>53. Group activity & discussion</p> <p>54. Exam</p> <p>55. Exam</p>
<p>Chapter 8: Introduction to Documentation for the PTA</p> <p>56. Explain the various purposes for which documentation is used. (CLO 12)</p> <p>57. List the basic principles of proper PT documentation. (CLO 13)</p> <p>58. List methods of obtaining patient pain ratings through the use of various pain scales, graphs or questionnaires. (CLO 12)</p> <p>59. Give examples of components of documentation that can and cannot be performed by the PTA according to the APTA and/or 3rd party guidelines. (CLO 14) (CLO 2) (CLO 4)</p> <p>60. Describe the content included in each section of the SOAP note (CLO 12)</p> <p>61. Given various documentation statements, place them in the appropriate section of a SOAP note. (CLO12)</p> <p>62. Explain how documentation requirements vary depending upon practice setting.</p> <p>63. Given a patient diagnosis and treatment, write an acceptable progress note in SOAP format. (CLO 12) (CLO13)</p> <p>64. Discuss and identify common problems in documentation. (CLO 12)</p> <p>65. Identify APTA resources for improving documentation skills. (CLO 5)</p> <p>66. Given a patient's plan of care, the student will be able to communicate the purpose of the established treatment. (CLO 11) (CLO 12) (CLO 13)</p> <p>67. In given scenarios, determine exercises or activities appropriate based on the STG and/or LTG's. (CLO 12)</p>	<p>56. Exam</p> <p>57. Exam, group activity</p> <p>58. Exam, group discussion</p> <p>59. Exam, group discussion</p> <p>60. Exam, group activity, assignment</p> <p>61. Exam, group activity, assignment, games</p> <p>62. Exam, case study, group discussion</p> <p>63. Exam, case study, assignment</p> <p>64. group discussion</p> <p>65. web assignment</p> <p>66. Group activity/discussion</p> <p>67. Group activity</p>

<p>Chapter 11: Payment for PT services Billing and Coding for payment:</p> <p>68. Identify various ICD 10 codes and billing methods used for reimbursement purposes. (CLO 12) (CLO 14)</p> <p>69. Differentiate among Medicare part A, part B and Medicaid. (CLO 12) (CLO 14)</p> <p>70. Demonstrate competence using the “8 minute rule” method of charge. (CLO 12)</p> <p>71. Differentiate types of CPT codes ie. Time-based, service-based and bundled codes. (CLO 12)</p>	<p>68. Exam</p> <p>69. Exam</p> <p>70. Assignment, Group discussion, Exam</p> <p>71. Assignment, Group discussion, Exam</p>
---	---

Medical Terminology: The following medical terminology course objectives meet CLO 17

1. Divide medical terms into component parts
2. Construct medical terms when given their definitions.
3. Identify common prefixes used in medical terms
4. Pronounce and spell medical terms using common combining forms, suffixes, and prefixes
5. Build and analyze medical terms associated with the body systems and general medical terms.
6. Analyze, pronounce, and spell new terms related to organs and tissues
7. Analyze, spell, and pronounce medical terms that contain diagnostic and procedural suffixes
8. Interpret medical terminology as written in case reports
9. Appropriately identify and utilize medical abbreviations.

On other class assignments, the student will be able to:

1. Perform a professional literature review and construct an abstract of a physical therapy related article using an acceptable format. In small groups, review the various physical therapy related professional journal and present a brief oral presentation covering the information.
2. Utilize appropriate aspects of therapeutic communication in role playing situations acknowledging cultural diversities, communication barrier.
3. Given written scenarios, student will submit SOAP notes.
4. Research scope of practice for other healthcare team disciplines.
5. Explain the education level, licensure requirements, and practice of the healthcare team discipline.
6. Given a mock chart and evaluation, review various lab values, diagnostic tests, consultative reports, etc. and determine importance of each.

METHODS OF PRESENTATION

1. Lecture with PowerPoint presentations - traditional and web-enhanced
2. Assigned Readings
3. Guest Lecturers
4. Group Discussion
5. Multi-Media
6. Role Playing
7. Various learning related games
8. Quizzes – graded and ungraded

Course Structure and Overview:

This is a hybrid class which means class meets for lab twice a week and lecture is primarily face-to-face with an online component through the learning management system Blackboard. All assignments are posted online. Pay close attention to deadlines for all assignments. Technical difficulties are no excuse for late assignments! See course schedule for all reading assignments related to course material.

MINIMUM TECHNOLOGY REQUIREMENTS

- Daily high speed internet access
- Microsoft Word
- Power point
- Portable storage device such as a Jump drive/Thumb drive

REQUIRED COMPUTER LITERACY SKILLS

- Word Processing skills
- Email skills

COMMUNICATION

- **EMAIL:** Please check your NTCC email EVERYDAY. Email is the official form of communication used here. All emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours when possible; a response to the student will be sent as acknowledgment of received inquiry with answer to follow when possible.
- **TEXT MESSAGE NOTIFICATIONS:** The student is required to sign up for the text message notifications via TEAMS. This will enable the student to receive important class announcements and reminders from the instructor via text message so that students will not miss out on any assignment changes or important updates. The student is encouraged to check their NTCC email daily. If a student does not own a cell phone, they can receive these same reminders via their student email; the instructions are also in the PDF instruction sheet provided at orientation.
- **ANNOUNCEMENTS:** These can be found in Blackboard under the course link on the Bb homepage. Students are encouraged to read any announcements thoroughly when posted. Moreover, please access your TEAMS text regularly for information.

OUTLINE OF CONTENT

1. History of Physical Therapy and the PTA
2. PT Practice Settings
3. PT/PTA Roles & Relationship, HIPAA training (web)
4. Regulatory requirements for direction and supervision of the PTA
5. Ethics and ethical behavior in PT
6. The Patient-PTA relationship
7. Impact of culture and spirituality on the delivery of PT intervention
8. Introduction to documentation for the PTA
9. The PTA and the APTA
10. Laws impacting physical therapist practice
11. Payment for PT services
12. Leadership development for the PTA
13. Evidence-Based Practice and Research review fundamentals
14. Medical Terminology related to the PT profession

REQUIRED READING MATERIALS

1. The Role of the Physical Therapist Assistant *Regulations and Responsibilities* 3rd ed., H. M. Clynch, F.A. Davis
2. Documentation for PTA's, 4th ed., Bircher, F.A. Davis (Optional)

3. Medical Terminology: A Short Course, 9th ed., Chabner, Saunders/Elsevier (Required)

SCANS

Scans addressed as follows: Information (acquires and evaluated information, organizes and maintains information, interprets and communicates information); Interpersonal (participates as a team member, teaches others, and serves clients/customers); Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); Personal Qualities (responsibility, self-esteem, sociability, self-management, integrity/honesty).

Evaluation/Grading Policy:

Unit Exams (4).....	75%
Medical Terminology.....	15%
Presentations/Assignments/quizzes.....	10%

GRADING SCALE

- A 92-100
- B 83-91
- C 75-82
- D 66-74
- F Below 65

The PTA program designates 75% as the minimum passing level of achievement. Any student receiving a final course average below 75% will not pass the course and subsequently dismissed from the program.

ATTENDANCE AND ABSENTEEISM/TARDINESS

Students are responsible for the attendance policies stated in the **Northeast Texas Community College Student Handbook and the PTA Program Student Policy and Procedure Handbook.**

TARDIES AND ABSENCES ARE STRONGLY DISCOURAGED

The PTA faculty believes that the habits and work patterns established in school will be carried over to the work setting. Therefore, every effort should be made to establish patterns of good attendance and promptness. This applies not only to the technical courses but also the general education and support courses. Student attendance is addressed under student responsibilities in the school catalog. In addition, student attendance and participation is also addressed utilizing the Professionalism Development Rubric. This document provides the student a means to identify and track any area(s) of deficiency regarding professional behaviors; and, to improve in the area(s). For the PTA Program, the following guidelines concerning attendance will be enforced:

1. For every class period missed, one (1) absence is accumulated.
2. A student more than five minutes late or leaving class early with or without instructor permission is considered tardy.
3. Three (3) tardies constitute one (1) absence.
4. After absences (excused or unexcused) in any 4 class periods per semester, the student will be placed on probation. Stipulations of probation will be developed based on the student's history and circumstances surrounding the absences; and conditions for dismissal in the event of a future absence will be included in the probationary contract.
5. Make-up work is required for all absences in order to ensure that the student acquires information and skills presented during his/her absence (see Make-up work section). It is the

student's responsibility to meet with instructor(s) on the first day back to schedule make-up work and/or lab check-off.

6. Students must notify (voicemail or e-mail) the PTA office in advance whenever excessive (>5 minutes) tardiness or absence is unavoidable. Notification of the student's absence by classmates is not acceptable.

*Note: An absence will be excused by provision of a note written and signed by a medical professional and by uncontrollable or unavoidable extenuating circumstances as documented below. All other absences/tardies will be considered unexcused.

Further explanation of excused absences is as follows:

- "A student's serious illness" shall mean a condition such as pneumonia, surgery, hospital confinement, or valid documented medical reason. A physician's documentation verifying illness must be provided.
- "Death in the immediate family" shall be interpreted to mean mother, father, mother-in-law, father-in-law, spouse, child, brother, sister, grandparents, or significant other. Documentation must be provided.
- "Statutory government responsibilities" refer to such matters as jury duty or subpoena for court appearance. Documentation must be provided.
- Inclement weather – see program student handbook.

MAKE-UP WORK

Due to Absence:

Each student is responsible for all material and techniques presented in class and labs. If a class is missed, the student is responsible for obtaining from a classmate, information/ notes, handouts, lab work, covered during that absence. It is the **student's responsibility** to schedule a time with the instructor to complete lab check-offs for content missed. Lab check-offs must be made up within one week of the date absent. The student's grade will be lowered **10 points** on the corresponding lab practical for each lab session and check-off not made up within the allocated timeframe. If the student has not "checked-off", any missed lab material/techniques; they will **NOT** be allowed to take the corresponding lab practical and a grade of "0" will be assigned. If a test, lab practical, or special assignment is missed due to an **excused** absence, it is the student's responsibility to consult the instructor the next time the student is on campus about making up a test or turning in an assignment. The student must make-up the missed test or lab practical within one week from the date missed providing **appropriate notification of absence was made prior** to the original test time. Lack of notification prior to exam time will result in a grade of "0" for the missed exam; ***notifying classmates to relay the student's absence is not acceptable!*** Assignments due on the date of the excused absence must be turned in the next time the student is on campus; otherwise, the student will receive a "0" for the work missed.

An **unexcused** absence will result in a "0" on a test, lab practical, or special assignment missed; the student will not have the opportunity to make up the work missed work.

One make-up test and/or lab practical due to excused absence, per class, per semester is allowable without penalty. **It is the student's responsibility to set up a time with the instructor to make up the test or lab practical missed.**

CLASS PREPAREDNESS

Students are expected to complete all reading assignments, as outlined in the course schedule or assigned by the instructor, prior to class time. It is the responsibility of the student to turn in assignments on time. Assignments are due at the beginning of the class period. Late assignments received by the next class period

will result in a maximum grade of 75. If an assignment is not turned in by the next class period the student will receive a grade of “0” for that assignment.

Specific objectives are established for each of the PTHA courses. These may be found in the course syllabus provided to the student on Blackboard under the specific course number. The student should refer to the specific objectives frequently throughout the course of study. A grade below 75 constitutes unsatisfactory understanding of the course.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements:

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC’s website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

POLICY ON CIVILITY AND CELL PHONES IN THE CLASSROOM AND LABORATORY

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate or distracting classroom behavior is prohibited in order to assure that everyone has opportunity to gain from time spent in class. Inappropriate or distracting language is also prohibited. Should a disruptive classroom incident occur, the faculty member in charge may remove a student. The student has the right to appeal through appropriate channels.

Use of cell phones is **prohibited** in class/lab. Phones are **NOT** allowed and should be kept out of sight during class time. If the student is observed using the phone (texting, calling) during class he/she will be asked to turn the phone off and surrender it to the instructor. If the student desires to use the phone to access course materials, the student is asked to inform the instructor prior to class for approval. If a student’s cell phone rings in class, the student will be required to turn off the phone immediately. If a student is expecting a very important call, he/she is to notify the instructor prior to class regarding the nature of the situation. The student will be asked to keep the phone silent, and upon receiving the call he/she must step out of the room to answer.

PROGRAM POLICY ON DISHONESTY

It is the responsibility of students and faculty to help maintain scholastic integrity at the College by refusing to participate in or tolerate scholastic dishonesty. **Plagiarism** and other **forms of dishonesty** undermine the very purpose of the college and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in the Northeast Texas Community College Student Handbook and in this manual. Personal and professional ethics are inherent in the field of physical therapy therefore; the highest standards of honesty and integrity must be adhered to. This Honor Code, in its simplest form means that you will neither give nor receive any unauthorized assistance from any person, paper, or object on any examination, lab practical, paper, or project. This includes talking about lab practical exams, regular exam questions, looking at copies of old tests from previous students, copying or allowing anyone

to copy off of your test or assignment, and discussing any aspect of an exam or practical with a student who has not yet taken the test and/or practical (this includes the State Board exam).

With regards to research papers, in-services, group projects, etc. the use of another person's words or ideas must be cited and credit given to the source(s). Examples of plagiarism include:

- The inclusion of another person's exact words in a paper or assignment without placing quotation marks around the words to indicate an exact quote, *even if the source is cited*;
 - Using **several** consecutive sentences written by another person, changing the words somewhat to keep the passage from being an exact quote, *even if the source is cited*;
 - Presenting someone else's ideas without citing that person as the original thinker;
 - Submitting a paper written in part or in whole by another person;
 - Any other act intended to circumvent the process of performing and presenting original academic research in completion of a course assignment.

Violations of any portion of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student and a written warning/contract will be issued if warranted. If there is clear evidence that a violation has taken place, the student will receive a grade of "0" for that test/assignment in question; and the instructor will impose a sanction ranging from a written warning to dismissal from the course with a failing grade.

If the student does not feel that the issue is satisfactorily resolved, the student should contact the PTA Program Director to discuss the matter. If the matter cannot be resolved at that level, the student may contact the Dean of Allied Health, followed by the Executive Vice President for Instruction. If the issue is not satisfactorily resolved at the end of this process, the student may initiate a formal grievance procedure outlined in the NTCC Student Handbook and in this manual.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website – Special Populations

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the

written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline:

Date	Topic	Reading
Aug. 29	History of PT and the PTA Physical Therapist Practice Settings	CL: Ch 1 CL: Ch 2
Aug. 31	The Preferred PT/PTA Relationship Regulatory Requirements for Direction and Supervision of the PTA	CL: Ch 3 CL: Ch 4
*Sept. 1st FRIDAY - Exam I Due covering chapters 1, 2, 3, 4, and corresponding abbreviations (A – F)		
Sept. 5	The Patient-PTA Relationship (Audio) HIPAA Video documentation due (refer to link)	CL: Ch 6
Sept. 7	The Impact of Culture and Spirituality/ Delivery of PT Interventions (Audio) Cross-cultural interaction/communication (refer to video)	CL: Ch 7 Healthnet Video
Sept. 12	Ethics and Ethical Behavior in Physical Therapy (Audio) Core Values for the PT and the PTA Standards of Ethical Conduct for the PTA (https://www.ptot.texas.gov/idl/6AE93EF1-F21C-EDE1-9C69-5DB686260B5E) Generic Abilities (https://www.lanec.edu/sites/default/files/hp/pta/pta_professional_behaviors_criteria.pdf)	CL: Ch 5 Handout Program Student Handbook Handout
Sept. 14	Texas Practice Act (https://www.ptot.texas.gov/page/act-and-rules) PT Rules (https://www.ptot.texas.gov/page/act-and-rules)	Handout Handout
*Sept. 18th Exam II Due covering chapters 5, 6, 7 healthnet video, generic abilities, core values, and corresponding abbreviations (G-L)		
Sept. 19	The PTA and the APTA Leadership Development for the PTA (Audio)	CL: Ch 9 CL: Ch 12
Sept. 21	Laws Impacting Physical Therapist Practice Evidence-Based Practice and Research Review Fundamentals (Audio)	CL: Ch 10 CL: Ch 13
*Sept. 25th Exam III Due covering chapters 9, 10, 12, 13, and corresponding abbreviations (M-R)		
Sept. 26	Introduction to Documentation for the PTA	CL: Ch 8
Sept. 28	Introduction to Documentation for the PTA cont’d	
Oct. 3	Practice Documentation Scenarios	
Oct. 5	Practice Documentation Scenarios	
Oct. 10	Payment for PT Services	CL: Ch 11
Oct. 12	EBP Group Presentations	
*Oct. 16 Exam IV Due covering chapters 8, 11, and corresponding abbreviations (S-Y)		

****The instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.****