Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Health and Human Services</th>
<th>Academic Organization (Department): Physical Therapy</th>
<th>Date: 2-08-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal: New ___ Change X ___ Deletion ___</td>
<td>Department Chair: Susan M. McGinty, PT, EdD</td>
<td>Submitted by: Susan M. McGinty, PT, EdD.</td>
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</tbody>
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Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X ___

For Catalog Copy: Yes x___ No ___
CCE (Extension): Yes ___ No X ___

Semester Effective: Fall X___ Spring ___, 2012___

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

**Change from:**

| Subject Area (prefix) & Catalog Nbr (course no.): PT 208 | Title: PT/Patient/Professional Interactions | Units: 2 |

**Change to:**

| Subject Area (prefix) & Catalog Nbr (course no.): PT 608 | Title: PT/Patient/Professional Interactions | Units: 2 |

**JUSTIFICATION:**

This course is changed from the Master’s level course for the new Doctor of Physical Therapy degree course. It will continue to be the Graduate Writing Intensive course for the program and the writing assignments are the same or expanded to require students to have further documentation experiences. The course content is changed to reflect more in-depth study and reflection on the core concepts especially developing professionalism and professional documentation.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspl.htm - Guidelines for Catalog Course Description)

This course prepares physical therapy students to learn about themselves, others, and the environment in which they will interact as professionals. It addresses professionalism, self-awareness, communication, cultural competence, ethics, documentation, and end-of-life care. The course assists students with transitioning into their professional roles. 2 units Open to Physical Therapy majors only.

The purpose of this GWI course is (a) to immerse students in the discourse of their professional discipline and (b) to prepare them to participate effectively in that discourse.

**Note:**

Prerequisite: 0
Enforced at Registration: Yes ___ No x

Corequisite:
BIO 633 Review of Human Gross Anatomy
PT 600 Pathokinesiology
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I

Enforced at Registration: Yes ___ No x

CAN (California Articulation Number):
Graded: Letter X___ Credit/No Credit ___ Instructor Approval Required? Yes ___ No X ___
<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
<th>Title for CMS (not more than 30 characters)</th>
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<tbody>
<tr>
<td>Lecture, Composition C-03</td>
<td>PT/Patient/Prof Interactions</td>
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<tr>
<th>Cross Listed?</th>
<th>Yes</th>
<th>No</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
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<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>X</td>
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How Many Times Can This Course be Taken for Credit? once

Can the course be taken for Credit more than once during the same term? Yes | No | X |
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaft/example.htm

All course objectives reference the overall educational goals and objectives of the Department of Physical Therapy.
At the completion of this course, the student is expected to be able to:

Goal 1.0 Demonstrate Professional Physical Therapist Effectiveness
1.1. Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impaired body functions and structures
   1.1.1. Discuss the etiology and clinical features of major disorders.
   1.1.1.a. Analyze health behaviors and outline health behavior theories.
1.2. Determine the physical therapy needs of any individual seeking services.
   1.2.2. Review pertinent medical records and conduct a comprehensive patient interview
   1.2.2.a. Assess a patient history and physical and identify pertinent history and current problems.
   1.2.2.b. Perform a basic interview including family and relevant others.
1.2.14. Determine the need for additional information and utilize technological search mechanisms to find that information.
1.2.15. Adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences and needs.
1.2.16. Apply current knowledge, theory, clinical judgment, and the patient’s values and perspectives in patient management.
1.3. Develop a plan of care based on the best available evidence and that considers the patient’s personal and environmental factors
   1.3.2. Write measurable, functional goals that are time referenced with expected outcomes.
   1.3.4 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.
1.5. Demonstrate effective verbal and written communication skills with patients, families, other health care professionals, and the public, to facilitate interventions and interdisciplinary interactions and cooperation.
   1.5.1. Determine appropriate documentation for the recording of patient/client information consistent with professional standards, the fiscal intermediary, and the treatment setting.
   1.5.2 Produce quality documentation in a timely manner to support the delivery of physical therapy services.
   1.5.3 Demonstrate thorough, concise documentation consistent with current language from the Patient Management Model contained in the most recent edition of the Guide to Physical Therapist Practice.
   1.5.4 Communicate efficiently and effectively with other health care providers involved in the patient/client’s management.

Goal 2.0 Demonstrate Professional Behaviors
2.1 Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic approach to the delivery of a clinical service.
   2.1.1 Practice physical therapy demonstrating cultural competence with all individuals and working groups.
   2.1.1.a Demonstrate cultural sensitivity in interactions with classmates, faculty, patients and their families, and colleagues.
   2.1.3 Respect personal space of patients/clients and others.
   2.1.4 Demonstrate behaviors that are non-judgmental with regards to patients/clients’ lifestyles.
   2.1.4.a Define and describe rationales for people-first language.
   2.1.5 Respect roles of support staff and delegate appropriately.
2.2 Communicate effectively for varied audiences and purposes.
   2.2.1 Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations and environments.
   2.2.2 Facilitate therapeutic communication and interpersonal skills.
   2.2.3 Discuss difficult issues with sensitivity and objectivity
   2.2.3.a Describe the role of the rehabilitation professional with respect to communication with regards to sexuality and the person with a disability.
   2.2.3.b Outline coping strategies for dealing with the anxieties of caring for dying patients.
   2.2.3.c Distinguish between nonassertive, assertive and aggressive communication.
   2.2.3.d Communicate clearly in the presence of intense feelings.
   2.2.5 Respect roles of support staff and communicate appropriately.
2.3. Participate in professional activities that serve the community and advance the profession of physical therapy.
   2.3.1 Participate in community service activities.
   2.3.2 Recognize the importance of participation in professional association activities.
   2.3.3 Recognize one’s role as a member and leader of the health care team.
   2.3.4 Promote participation in clinical education.
2.4. Recognize the need for personal and professional development.
   2.4.1 Participate in self-assessment to improve clinical and professional performance.
   2.4.2 Welcome and seek new learning opportunities.
   2.4.3 Assume responsibility for professional lifelong learning.
   2.4.4 Accept responsibility and demonstrate accountability for professional decisions.
   2.4.5 Recognize own biases and suspend judgments based on biases.
2.5. Demonstrate entry-level generic abilities, including:
   2.5.1 Professional accountability and commitment to learning.
2.5.2 Recognition of one's own limitations.
2.5.3 Effective use of constructive feedback.
2.5.4 Effective use of time and resources.
2.5.5 Demonstrate integrity, compassion, and courage in all interactions.

Goal 3.0 Practice in an Ethical and Legal Manner
3.1 Practice physical therapy in a manner consistent with established legal and professional standards.
3.2 Practice in a manner consistent with the professional code of ethics.
3.2.1 Demonstrate knowledge and application of ethical decision-making.
   3.2.1.a Given a patient scenario, analyze the situation.
   3.2.1.b Given a patient scenario, identify the principles and rules of traditional biomedical ethical reasoning involved.
   3.2.1.c Given a patient scenario, identify the dilemmas inherent in ethical reasoning.
   3.2.1.d Given a patient scenario, apply the principles of ethical reasoning to reach a decision and action plan for the scenario.
3.2.2 Treat patients/clients with scope of practice, expertise and experience.
3.2.3 Seek informed consent from patients/clients.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

There are a number of assessment strategies utilized in this course including participation in class, examinations and written assignments. The written assignments listed below are the primary assessment mechanisms in the course. A copy of the grading rubric for the major ethics paper is included in the syllabus. The writing assignments include:

1. Self-reflective journal writing. The journal may be electronic or paper and pencil. A minimum of 15 entries over the course of the semester is expected. Most entries should be the equivalent of approximately one page of double-spaced writing.
2. Self-awareness reflection paper—1 page
   After completing the values clarification exercise, reflect on your findings of your top 3 values. Express your surprise, or lack thereof, with the findings and explain why you have reacted in this way.
3. White Privilege reaction paper—1 page
   Read the paper posted on SacCT entitled How I Benefit from White Privilege. Write a reaction paper of at least one page describing your reaction to the essay and where you think your feelings related to the essay come from.
4. Ethics Case Study—minimum 5-page paper
   You will be given 4 cases to choose from. Select one case to write about applying the 5-step ethical decision-making model presented to you in this class. The specifics of the assignment will be posted on SacCT.
5. Reflective paper following interview assignment with someone over the age of 70—1 page. Reflect on your experience interacting with your subject and how what you learned from them may influence your interaction with others over the age of 70 years in the future.
6. Practice narrative note-writing/documentation using the S.O.A.P. framework. You will be given some narrative descriptions of physical therapy interventions and will be asked to re-write this information integrating appropriate professional language and conventions based on the S.O.A.P. framework provided.
7. Your final examination will consist of 4 pages of short answer essay questions.

For whom is this course being developed?

Majors in the Dept._X__ Majors of other Depts____ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_ No ___

If yes, identify program(s): Doctor of Physical Therapy program

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___X__

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Physical Therapy

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures: ___________________________ ___________________________

Department Chair: [Signature] Date: 2-16-11
<table>
<thead>
<tr>
<th>College Dean or Associate Dean:</th>
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<tbody>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mall zip 6016. An electronic copy must also be sent.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Health and Human Services
Department of Physical Therapy

PT 608 – PT/Patient/Professional Interactions

Fall Semester

COURSE CREDIT: 2 units: 2 hours lecture per week

INSTRUCTOR: TBA
Office
Phone
email

LOCATION: TBA

TIME: TBA

COURSE DESCRIPTION:

This course prepares physical therapy students to learn about themselves, others, and the environment in which they will interact as professionals. It addresses professionalism, self-awareness, communication, cultural competence, ethics, documentation, and end-of-life care. The course assists students with transitioning into their professional roles. 2 units Open to Physical Therapy majors only.

GRADUATE WRITING INTENSIVE COURSE DESCRIPTION (GWI):
The purpose of this GWI course is (a) to immerse students in the discourse of their professional discipline and (b) to prepare them to participate effectively in that discourse.

CO-REQUISITES:
Bio 633 Review of Human Gross Anatomy
PT 600 Pathokinesiology
PT 602 Research Methods in Physical Therapy I
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I

REQUIRED TEXTS:

American Physical Therapy Association Guide to Physical Therapist Practice. Latest edition (This book is available in the reserve book room of the library.). There is a CD available in the Department, too.

Any good medical dictionary such as: *Mosby's Medical, Nursing, & Allied Health Dictionary, Stedman's Concise Medical Dictionary Illustrated,* or *Taber's Cyclopedia Medical Dictionary.*

**OTHER REFERENCES:**


**COURSE OBJECTIVES:**
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At the completion of this course, the student is expected to be able to:

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3.2.1 Treat patients/clients with scope of practice, expertise and experience.

3.2.3 Seek informed consent from patients/clients.

**GWI GENERAL LEARNING GOALS:**

1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES:**

1. Case—method teaching
2. Lecture by instructor and/or guests
3. Discussion groups
4. Medical Record Review
5. Mock interviews and real patient interviews
6. Role playing
7. Multiple writing assignments including journaling
8. Oral presentations
9. Reading assignments
10. Instructional videos
11. Internet assignments

**GRADING PROCEDURES:**

The course will be graded A-F based on class participation (10%), written assignments (60%), and examinations (30%). A structured, personal journal is required. A student can fail the course for failing to keep the journal. Collaborative group work is encouraged and expected except where specified—this course should not be viewed as one in which you are in competition with your classmates but in cooperation and collaboration with them.

**GRADING SCALE:**

- $\geq 92.0 = A$
- $\geq 90.0$ and $< 92.0 = A-$
- $\geq 88.0$ and $< 90.0 = B+$
- $\geq 82.0$ and $< 88.0 = B$
- $\geq 80.0$ and $< 82.0 = B-$
- $\geq 78.0$ and $< 80.0 = C+$
- $\geq 72.0$ and $< 78.0 = C$
- $\geq 70.0$ and $< 72.0 = C-$
- $\geq 60.0$ and $< 70.0 = D$
- $< 60.0 = F$

**Attendance:** Daily attendance and timeliness is expected. Courtesy and professional responsibility requires notification of the instructor for any absence in advance. Failure to notify the professor of an absence can result in lowering your participation grade and is considered unprofessional. Students are responsible for any missed work and may be required to complete make-up assignments.
Behavioral expectations: Students are responsible for appropriate behaviors as defined by the generic abilities. Failure to comply with behavioral expectations during class may result in a student first being warned that behavior is inappropriate, then, if inappropriate behavior continues, a student may be asked to leave a class. Repeated failure to comply with behavioral expectations can lead to failure in the course. Cell phones and beepers should be off or silent (set to vibration mode) during the class. No text messaging is permitted in class.

Special accommodations: During the course of the year, some students may utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or other special needs, please let me know as soon as possible if you need special accommodation. These kinds of confidential discussions are best handled during my office hours or by special appointment. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified though the Office of Services to Students with Disabilities (SSWD).

The Journal:

Students are required to maintain a reflective journal throughout the curriculum. In the journal, you are to make entries at least every other week. For this class, you will be required to make a journal entry each week. Follow the general instructions that follow for completion of the reflective journal. There will be some additional specific topics to write about that will be assigned in this course.

INSTRUCTIONS FOR COMPLETION OF REFLECTIVE JOURNALS DURING THE PHYSICAL THERAPY CURRICULUM

Purpose of the assignment: To provide a systematic framework for you to think about and react to incidents that occur during your education that can lead to critical thinking, greater understanding and improved learning.

Ground-rules for the journals:

1. Date all entries and write in the journals at least every other week (WEEKLY FOR THIS CLASS). You may write more often if you like.

2. At least every other week (WEEKLY FOR THIS CLASS) identify a situation where you felt challenged, uncomfortable, or where you were surprised. Respond to the following 4 areas about the identified situation:
   1) Describe the event.
   2) Think about what happened and what you thought at the time. Describe your thinking. What do you think now when you are writing?
   3) How did you feel about what happened? Describe your feelings. Do you feel the same way now when you are writing?
4) What effect might reflecting on this incident have on your learning and future practice?

3. **The journals are required but are not graded.** We are not evaluating your performance in a situation—that is the role of your classroom instructors. We are interested in what you think and how you feel about challenging, discomforting, or surprising incidents that occur during your educational experience, and how those events, thoughts, and feelings affect critical thinking, learning and future actions. We are interested in seeing the personal connection to the issues you identify. We are also interested in your ability to use language/writing to organize and communicate your thoughts and ideas. We are interested in fostering habits of reflection.

4. The journals must be turned in to your academic advisor at a minimum of once a semester—usually about mid-semester, and at the completion of the curriculum. They may be called for at other times so you should be prepared always to present your journal within a day of being asked.

During the course of this first semester, Dr. McGinty will be the one reviewing, reading your journals, and providing feedback. Your academic advisor also may wish to see your journal. **After this semester, you should submit your journal to your academic advisor prior to your scheduled appointment with your advisor. Remember, it is your responsibility to schedule an appointment with your advisor every semester.**

**MAJOR WRITTEN ASSIGNMENTS:**

1. **Self-reflective journal writing.** The journal may be electronic or paper and pencil. A minimum of 15 entries over the course of the semester is expected. Most entries should be the equivalent of approximately one page of double-spaced writing.

2. **Self-awareness reflection paper—1 page**
   After completing the values clarification exercise, reflect on your findings of your top 3 values. Express your surprise, or lack thereof, with the findings and explain why you have reacted in this way.

3. **White Privilege reaction paper—1 page**
   Read the paper posted on SacCT entitled How I Benefit from White Privilege. Write a reaction paper of at least one page describing your reaction to the essay and where you think your feelings related to the essay come from.

4. **Ethics Case Study—minimum 5-page paper**
   You will be given 4 cases to choose from. Select one case to write about applying the 5-step ethical decision-making model presented to you in this class. The specifics of the assignment will be posted on SacCT.

5. **Reflective paper following interview assignment with someone over the age of 70—1 page.** Reflect on your experience interacting with your subject and how what you learned from them may influence your interaction with others over the age of 70 years in the future.

6. **Practice narrative note-writing/documentation using the S.O.A.P. framework.** You will be given some narrative descriptions of physical therapy interventions and will be asked to re-write this information integrating appropriate professional language and conventions based on the S.O.A.P. framework provided.

7. **Your final examination will consist of 4 pages of short answer essay questions.**
PROPOSED COURSE OUTLINE:

I. Self-Awareness
   A. Basic self-awareness
   B. Family history
   C. Values as determinants of behavior
   D. Reflection paper on your values

II. Communication with persons who have disabilities
   A. Power of words and effects of labeling
   B. People-first language
   C. Aging with a disability
   D. The role of the Physical Therapist in patient advocacy
   E. Sexuality and disability—the health professional role

III. Effective and Therapeutic Communication
   A. Levels of intimacy in professional interaction
   B. Learning new communication skills
   C. Emotion-laden interchanges
   D. Active listening
   E. Clear message sending
   F. Effective and clear written documentation
   G. Effective and clear written patient instruction

IV. Assertiveness Skills
   A. Communication challenges
   B. Gender differences
   C. Personal power and rights
   D. Format for assertive communication

V. Cultural Sensitivity and Competence
   A. Culture shock
   B. Diversity in the U.S.
   C. Cultural competence
   D. Intercultural communication
   E. Culture and health care
      1. High context/low context cultures
      2. Issues of time and space
      3. Concept of face
      4. Nonverbal communication
   F. Universal aspects of health care in all cultures

VI. Resolving Ethical/moral Dilemmas
   A. Bioethics
   B. Principles and Rules of Professional Code of Ethics
   C. Principles of decision-making
   D. Suggested process for solving ethical dilemmas
   F. Communication and gender

VII. Documentation—continuation of communication
   A. Purposes
   B. The Medical Record
   C. ABCs of documentation
      1. A = accuracy
2. B = brevity
3. C = clarity

D. Who reads documentation?
E. Documentation formats—practice SOAP documentation

VIII. The Patient Interview
A. Helpful attitude and skillful questioning
B. Stages of the interview
C. Nonverbal communication
D. Reflective essay following interview

IX. Death and Dying
A. Fear of death
B. Quality of life versus quantity
C. Stages of loss
D. Responses from caregivers
E. Therapeutic presence
F. Hospice care

X. Review and Reflection
Tentative Schedule:

<table>
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>Professionalism &amp; Self-</td>
<td>Davis: Chapters 1, 2, &amp; 3</td>
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<tr>
<td></td>
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<td>Medical Terminology test</td>
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<tr>
<td>Written</td>
<td>Reflective paper</td>
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<td>Weeks 3 &amp; 4</td>
<td>Communication</td>
<td>Davis: Chapters 5, 6, 12, &amp; 13</td>
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<tr>
<td>Week 4</td>
<td>Assertive Communication</td>
<td>Davis: Chapter 7</td>
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<td>Weeks 5, 6 &amp; 7</td>
<td>Cultural Competence</td>
<td>Davis: Chapter 9; handouts &amp; internet</td>
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<td>Written</td>
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<td>Weeks 8, 9, &amp; 10</td>
<td>Ethical Decision-making</td>
<td>Davis: Chapter 4; handouts</td>
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<tr>
<td>Written</td>
<td>Ethics Case Study</td>
<td></td>
</tr>
<tr>
<td>assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 11&amp; 12</td>
<td>Documentation</td>
<td>Handouts</td>
</tr>
<tr>
<td>Written</td>
<td>Practice note writing</td>
<td></td>
</tr>
<tr>
<td>assignment</td>
<td></td>
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</tr>
<tr>
<td>Week 13</td>
<td>Interview</td>
<td>Davis: Chapter 10</td>
</tr>
<tr>
<td>Written</td>
<td>Reflection after interview</td>
<td></td>
</tr>
<tr>
<td>assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Death &amp; Dying</td>
<td>Davis: Chapter 14</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review &amp; Reflection</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td>Final Exam Week</td>
<td>The final exam will not occur on the posted university schedule but is set by the department during this week to avoid multiple exams on one day.</td>
</tr>
<tr>
<td>Written</td>
<td>Final Essay Exam</td>
<td></td>
</tr>
</tbody>
</table>

**THE SCHEDULE AND CONTENT OF THE SYLLABUS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.**

STUDENTS SHOULD READ AND BECOME FAMILIAR WITH THE UNIVERSITY’S ACADEMIC HONESTY, POLICY & PROCEDURES WHICH CAN BE FOUND AT: www.csus.edu/admbus/umanual/UMA00150.htm The following are direct quotes from the first sections of that document:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. CSUS is a publicly-assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of CSUS are therefore obligated not only to the world at large but also to California to guarantee that substantive knowledge is actually acquired and the ability to acquire it is actually demonstrated by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty,
students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.”

“....Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.”
<table>
<thead>
<tr>
<th>Ethical Decision Steps</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather Relevant information</td>
<td>Identified some information, however, neglected to identify some important facts</td>
<td>Identified most major facts related to the case</td>
<td>Identified all major facts related to the case and searched for more information from multiple sources</td>
</tr>
<tr>
<td>2. Identify conflicting principles &amp; duties</td>
<td>Identified one or two of the conflicting principles &amp; duties in the case</td>
<td>Identified more than two of the relevant conflicting ethical issues raised in the case</td>
<td>Identified most of the conflicting major ethical issues raised in the case</td>
</tr>
<tr>
<td>3. Determine approach</td>
<td>Unclear expression of ethics approach used, or inconsistent application of the approach to the case</td>
<td>Clearly expressed ethics approach and generally consistent application to the case</td>
<td>Clear ethics approach and consistent application to the case</td>
</tr>
<tr>
<td>4. Explore alternatives</td>
<td>Little of no identification of alternative courses of action or outcomes</td>
<td>Identified some of the possible alternatives and some of the outcomes</td>
<td>Identified most of the alternative courses and outcomes</td>
</tr>
<tr>
<td>5. Complete action</td>
<td>No identification of action or willingness to accept consequences; no expressed recognition of any possible personal consequences</td>
<td>Identification of action and some expression of willingness to accept consequences; some recognition of possible personal consequences</td>
<td>Clear expression of commitment to action and acceptance of consequences; recognition of possible personal cost.</td>
</tr>
</tbody>
</table>

Language:  
Poor control of language conventions and ineffective use of vocabulary  
Good control of language conventions with effective use of vocabulary  
Consistent use of language conventions with and effective use of vocabulary

Spelling:  
Inconsistent accuracy  
Consistent accuracy of sophisticated vocabulary  
Consistent accuracy of sophisticated vocabulary

Comments & Suggestions:

Student: ________________________________
PT 608 Final Exam

1. (3) Define a value in your own words.

2. (2) Western society values individual autonomy. Briefly discuss how this value could affect an individual limited by illness or injury.

3. (2) Identify why an understanding of your own values is important as you interact with others.

4. (2) What does the statement, "All aspects of the health system communicate to the patient" mean?

5. (5) Hearing is a physical process that takes place naturally. Listening is a mental process that requires effort. Identify 5 things that you can do to be an effective listener.
6. (2) Why might a patient be alarmed by the physical closeness and familiarity of encounters with health professionals?

7. (2) Explain why it is important to know what your patient's cultural identifications and values are.

8. (5) Describe the 5 principle steps in ethical decision-making according to Purtito.

9. (3) Explain what dilemmas of justice involve.
10. (4) List 4 purposes of documentation.

11. (5) Indicate by marking each of the following with an S, O, A, P, or PROB in which section of a SOAP note these statements should be placed:

_____ Pt. states hx of CHF and CAD.

_____ Pt. became d.o.e. p gait-tr c a FWW on level X 10 ft.

_____ Pt. will be seen by PT 3X/wk as an OP after DC from acute care.

_____ Therapist treated pt. c pulsed US @ 1.5 W/cm² to R middle deltoid.

_____ Pt. denies pain with ROM of R knee.

_____ Strength: 3/5 in bilat. LEs

_____ Pt. c/o pain in L knee with wt-bearing.

_____ Pt. to be Ind. In donning/doffing BK prosthesis in 1 wk.

_____ Dx: osteoarthritis R knee c recent degeneration; S/P R TKR.

_____ DTRs 4+ in R LE and 2+ in L LE.

12. (3) Identify 3 purposes of an interview.
13. (2) Why is it important during an interview to be prepared to adapt and change?

14. (5) Describe five things that may affect the quality of a clinical experience.

15. (1) Clinical affiliations are designed to further develop student proficiencies with clinical skills and professional behaviors. What can you use as a guide for professional behavior expectations?

16. (5) What are the stages of loss identified by Elisabeth Kubler-Ross that someone might go through as he or she experiences the loss of a loved one?
17. (2) Explain why the stages of loss are not linear.

18. (2) What is meant by "keep the lived world of the patient as large as possible"?

19. (5) Identify any one concept you have learned in this class that you think is important and why it might help you in your path to professionalism.