University of Florida
College of Public Health & Health Professions Syllabus
PHT 6024 Professional Issues I
Fall: 2022
Delivery Format: Online/electronic

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Teaching assistant: Oluwafemi Adegbemigun
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Email Address: meryl@ufl.edu
Office Hours: By appointment via Zoom
Preferred Course Communications: Email or before/after class

Prerequisites: Course participation is limited to first semester entry-level DPT students at the University of Florida.
Class attire: Professional attire (see UF DPT Handbook for description)

PURPOSE AND OUTCOME

Course overview
The purpose of this course is to provide 1st year DPT students at the University of Florida an introduction to the profession of physical therapy and the role of the professional in physical therapist practice. You will learn about the application of physical therapist core values and professional behaviors, leadership development, professional advocacy, effective dissemination of information, financial considerations as a DPT student, and social issues related to healthcare disparities. These topics are critical to your success as a future healthcare professional and as a DPT student.

Relation to Program Outcomes
This course is foundational for developing as a professional, licensed healthcare provider.

Course Objectives
1. Describe expectations for professional conduct as a licensed physical therapist using the APTA Code of Ethics, Florida Statutes 486, APTA Guide for Professional Conduct, and Standards of Practice.

2. Discuss the process of ethical decision making using the RIPS model

3. Discuss the unique qualities of a healthcare professional, with emphasis placed on the healthcare setting and special emphasis placed on physical therapy settings.

4. Self-reflect on the Professional Behaviors used to evaluate DPT student professional development.

5. Examine how these Professional Behaviors are relevant to the entry level DPT program and expectations of DPT students for such behavior.

6. Discuss the importance of the behaviors of “critical thinking and problem solving” in the role of the student physical therapist

7. Design a plan to meet goals related to Professional Behaviors over the next 6 months in the UF DPT Program.
8. Identify methods to disseminate information effectively to patients, other healthcare providers, and community members.

9. Understand how professional advocacy through the American Physical Therapy Association and Florida Physical Therapy Association works to meet the needs of physical therapists.

10. Explain current key legislative issues at the state and federal level affecting the profession of physical therapy.

11. Demonstrate appropriate affective behaviors by interpreting and responding to feedback provided by the course instructor in a professional manner during team presentations, assignments, and in-class discussions.

12. Understand the extent to which social issues are related to healthcare disparities in access and type of care provided.

**Instructional Methods:** Lecture, class discussion, team projects

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of synchronous and asynchronous methods to help you maximize your learning. I will provide online readings and/or recorded lectures that you are expected to review prior to our face to face (synchronous) class sessions. This lets me focus my synchronous teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Assignments &amp; Quizzes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Course intro and Core Values</td>
<td>Read/watch: APTA Core Values APTA Standards of Practice Models of Rehabilitation</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Labor Day: no class</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Financial considerations in PT school</td>
<td>Complete: APTA Financial Health Self-Assessment</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Applying for scholarships: Joel Bialosky &amp; Elisa Gonzalez-Rothi</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Professionalism &amp; Academic Integrity: Donovan Lott, PT, PhD</td>
<td>Read: UF DPT Handbook</td>
</tr>
<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Assignments &amp; Quizzes*</td>
</tr>
<tr>
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<td>------------------------</td>
</tr>
</tbody>
</table>
| 6    | 10/3    | Ethics & Communication | QUIZ #1: DUE SUNDAY 10/2 11:59P  
Professionalism Module 3: Ethical Compass  
APTA Code of Ethics  
APTA Guide for Professional Conduct  
Resolving Ethical Complaints/Disputes |
| 7    | 10/10   | Professional organizations: What do they do for me? | ASSIGNMENT: Practice Act reflection  
Florida Statutes 486  
Florida House Subcommittee Meeting |
| 8    | 10/17   | Professional Development Plan | Read:  
Professional Behaviors Self-Assessment  
Davis et al.  
Jette et al |
| 9    | 10/24   | Pimp Your Presentation: Mark Bishop, PT, PhD | QUIZ #2: DUE SUNDAY 10/23 11:59P |
| 10   | 10/31   | The PT/PTA Team | Read/watch: Leading the Team- A Practical Guide to Working with PTAs |
| 11   | 11/7    | Advocacy Presentations 1 | |
| 12   | 11/14   | Advocacy Presentations 2 | |
| 13   | 11/21   | Confronting Health Inequities with Social Justice | Readings TBA |
| 15   | 12/5    | Leadership EDGE Part 2 | |

* All readings, assignments, and quizzes are hyperlinked on the “Syllabus” page on the course website.

**Course Materials and Technology**
(1) Guide to PT Practice [https://guide.apta.org/](https://guide.apta.org/)
(2) APTA Learning Center Modules [www.learningcenter.apta.org](http://www.learningcenter.apta.org)
   - (a) Professionalism Module 1: Introduction to Professionalism
   - (b) Professionalism Module 2: History of Professionalism in Physical Therapy
   - (c) Professionalism Module 3: Ethical Compass
   - (d) Leading the Team: A Practical Guide to Working with PTAs

For technical support for this class, please contact the UF Help Desk at:
- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- [https://helpdesk.ufl.edu/](https://helpdesk.ufl.edu/)

**Additional Academic Resources**

**Career Connections Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support**: Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Assignments
All assignments are to be submitted electronically on Canvas. Details about each assignment is included on the Assignment page on the course website and will also be covered in class.

Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points (% of final grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Act Assignment</td>
<td>10/9</td>
<td>20 (16.7)</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10/2</td>
<td>15 (12.5)</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10/24</td>
<td>15 (12.5)</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>11/20</td>
<td>15 (12.5)</td>
</tr>
<tr>
<td>Professional Behaviors Self-Assessment</td>
<td>10/17</td>
<td>Pass/fail</td>
</tr>
<tr>
<td>Advocacy Team Presentation</td>
<td>11/7; 11/14</td>
<td>30 (25)</td>
</tr>
<tr>
<td>Participation in class discussions</td>
<td>NA</td>
<td>25 (20.8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage Earned</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>Below 60</td>
<td>E</td>
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Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.
**Quiz Policy**
This course has 3 quizzes, all of which are to be completed via Canvas and are **to be completed individually**. Quizzes are open from 12:00P EDT until 11:59: EDT on their due date. Students are welcome to use any course materials during the quiz. After a quiz has been completed and the student reviews their score, they may appeal their score on any individual quiz question. The appeal must be sent via email to the course instructor no later than the Tuesday following the quiz at 12:00P EDT. The appeal should include the question number(s) and the student’s reason for appealing, including supporting materials from the course.

**Policy Related to Make up Quizzes and Assignments**
Makeup quizzes for excused absences will be handled on an individual basis with the instructor. Late work and late quiz submissions not associated with an excused absence will be addressed in the following manner: Submitting <24 hours after deadline: 50% reduction in quiz or assignment grade; submitting >24 hours after deadline: Zero (0) on assignment or quiz grade.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance**
Class attendance is required. Excused absences may include the following: illness, serious family emergencies, special curricular requirements (e.g. professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

Arriving to class late and leaving early without permission of the instructor is considered unprofessional behavior. Students will be given a verbal warning for the first incident; a subsequent incident will result in documentation of a professional variance form that will be placed in the student’s file and the student’s faculty advisor will be consulted.

Other than illness or emergencies, students in the UF DPT program must **request to be excused** from class prior to missing class for any of the aforementioned excuse absence reasons. This behavior is consistent with the behavior expected of licensed healthcare providers in requesting time off from work.

**Policy Related to Unexcused Absences**
Unexcused absences include but are not limited to the following: family reunions, bachelorette parties, weddings, and vacations. If you have an unexcused absence, you will not receive any credit for participation in class activities on that day, including team presentations. You will be responsible for obtaining any information missed in class.

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations Regarding Course Behavior**
*Prior to class:* All reading/video/webinar assignments must be completed prior to class, since reference to this information will be made during class time, and will not necessarily be repeated in detail.

*During class:* Professional Issues 1 is a seminar course and discussion is an integral part of this course. All students are expected to participate in the course discussions. Students are permitted to use a laptop or tablet to take notes during class, however, the use of the laptop or tablet is must be course-related during the class sessions. Inappropriate use of laptop or tablet include but are not limited to the following: watching television or videos, shopping, sending emails, working on other
coursework, surfing the internet, looking at social media. Repeated (more than 1) incident re: inappropriate laptop/tablet use will result in the loss of laptop/tablet use for the entire class during class sessions.

Zoom etiquette: Synchronous courses require active participation from all students. When synchronous courses take place on Zoom, all students are expected to have their cameras turned on for the entirety of the course session unless during a break. Last, ensure that your appearance on camera is consistent with professional attire as described in the UF DPT Handbook.

Cell phone use is not permitted during class sessions except for breaks.

Students should be proactive in asking questions to clarify assignments. Examples of being proactive include doing the following before emailing the course instructor:
- Reading the assignment instructions
- Reading the syllabus
- Posting a question (if the question may be applicable to other students) on the course discussion board

Communication Guidelines
Emails to Instructor should be appropriately titled for ease of response. All communication during this course (including but not limited to email, discussion boards, class discussion, team presentation preparation.) should be respectful. Consider how your language affects others around you and evaluate whether the environment you are creating with your language is inclusive and respectful.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“One on my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and per the UF DPT Handbook, is grounds for dismissal from the UF DPT program.
Professional Behavior: Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty have incorporated the development and evaluation of these behaviors into each academic course. In order to demonstrate safe and effective professional behavior prior to clinical visits, all students must attain “beginner” level professional behavior by the end of semester two as demonstrated by behaviors in the didactic and practical sessions. Students will formally self-evaluate their professionalism throughout the curriculum to improve deficient areas in the Professional Behaviors Assessment.

Professional Behavior re: COVID-19: As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please stay home and use an at-home Covid test or make an appointment in the community for a Covid-19 PCR test: https://floridahealthcovid19.gov/testing-sites/. If you are feeling acutely ill then please contact your physician or the Student Health Care Center (see “When to Seek Emergency Medical Attention” at https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).

If you test negative for COVID-19 but are still not feeling well, then please remain out of class until your symptoms resolve and you feel well enough to attend.

If you test positive for COVID-19, you can use the CDC Quarantine and Isolation calculator to determine your isolation period and receive guidance on masking: https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html. It is recommended but not required that you take an at-home test on Day 6 of isolation to determine if you are still infectious. If that test is positive then you should stay home until the test is negative or through Day 10 of isolation, whichever comes first. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

Recording of class sessions: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations,
clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Materials in this course are the intellectual property of Dr. Alappattu and/or may be copyrighted. Distribution or use of materials (including lecture slides) is prohibited without written permission from Dr. Alappattu

SUPPORT SERVICES
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- U Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
• **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

**Inclusive Learning Environment**
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)