PHT 6530 Professional Issues III (2 credit hours)
Department of Physical Therapy
Semester: Spring 2024
Delivery Format: eLearning & Online
PHT 6530 Course Website on e-Learning

Instructor Name: Andrew Duncan, PT, DPT, MBA, MS, ATC; andrewtduncan@ufl.edu   585-500-8851
Instructor Name: Judi Schack-Dugre, PT, DPT, MBA, EdD, FNAP; jschack@phhp.ufl.edu,   352-273-2491

Room Number: On-line via Zoom
Office Hours: By Appointment
Teaching Assistants: None, Guest lecturers
Preferred Course Communications with Instructors: email
Prerequisites: Course participation is limited to entry-level DPT student in their final semester of the UF program.

Purpose and Outcome

Course Overview

This course covers the roles of the physical therapist in business and management and professional development issues related to legislative participation, professional association involvement, and clinical education.

Relation to Program Outcomes

This course is designed to build upon the professional behaviors and skills identified in Professional Issues I & II. This course will focus on developing business and professional skills needed to begin practicing as a physical therapist. Topics related to skills necessary for assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services, and advocate for legislative changes to state and federal regulations related to the provision of health care services.

Course Objectives and/or Goals
Upon successful completion of this course, the student should be able to:

1. Legal issues / Health care law: Analyze the main elements of laws and regulations that are of particular relevance to physical therapists.
2. Management / Patient care: Reflect on and defend your position in the political process to further the legislative aims of the physical therapy profession.
3. Legal Issues / Ethics issues: Appraise and articulate various legal and ethical issues relevant to the physical therapy profession.
4. Legal Issues / Ethics issues: Demonstrate an appreciation of vulnerable populations and suspected cases of abuse and the obligations of the physical therapist.
5. Legal Issues / Ethics issues: Describe and demonstrate responsibilities, including reporting, under fraud and abuse laws related to health care and the practice of physical therapy.
6. Ethics issues: Implement in response to an ethical situation a method to assess and a plan of action based on moral reasoning which is congruent with core professional ethics and values (e.g., APTA Code of Ethics).
7. Ethics issues: Describe and implement the RIPS method to evaluate and develop a plan when presented with an ethical situation.
8. Management / Patient care: Identify and critique the pros and cons of using support personnel in the delivery of physical therapy services.
9. Management / Patient care: Discuss and delineate, communicate, and supervise the areas of the plan of care that will be directed by the physical therapist and delegated where appropriate to the PTA, PT aide, Massage Therapist, and other support personnel.
10. Legal Issues / Ethics issues: Evaluate and defend the legal and ethical considerations for using various support personnel models in the delivery of physical therapy services.
11. Management / Patient care: Describe strategies and techniques to effectively manage time and productivity in the clinical setting.
12. Management / Patient care: Participate in practice management, including marketing, public relations, patient and professional advocacy, regulatory and legal requirements, risk management, staffing and continuous quality improvement.
13. Management / Patient care: Appraise and articulate various niche markets in physical therapy.
14. Management / Patient care: Formulate and construct a business plan with supporting clinical evidence for a hypothetical physical therapy business.
15. Management / Patient care: Appraise and analyze principles of marketing in the context of physical therapy services.
16. Management / Patient care: Formulate and construct a realistic marketing plan for a hypothetical physical therapy practice.
17. Professionalism: Comment on the value of opportunities to participate in professional association activities, including the value of leadership positions.
18. Professionalism: Argue and validate the value of the role of the clinical instructor in physical therapy education.
19. Professionalism: Debate the process for becoming a credentialed clinical instructor.
20. Professionalism / Communication: Compose a model to apply communication and conflict management skills to enhance effective working relationships, especially interprofessional relationships.
21. Professionalism: Formulate and compose a professional development plan which will provide opportunities for updating knowledge and skills, added responsibilities, and actively responding to a dynamic healthcare environment.
22. Professionalism: Express a basic knowledge of financial planning strategies for a new professional DPT graduate.

23. Professionalism: Analyze contemporary options for student loan repayments post-graduation.

24. Professionalism: Review a variety of resources to guide management of personal finances.

25. Professionalism: Design a personal plan for financial security for as a new graduate physical therapist.

26. Professionalism: Participate in and reflect on a mock professional interview with collection of feedback, and development of an action plan to improve skills.

27. Professionalism: Participate in a Job Fair for Physical Therapists and discern among various employers with consideration of the following factors: salary and benefits, work environment, mentorship, continuing education opportunities, professional and career development and advancement opportunities, student loan forgiveness / repayment, and other personal factors.

28. Professionalism: Prepare for and successfully complete the Practice Exam Assessment Tool (PEAT) examination in preparation for the National Physical Therapy Examination (NPTE).

DPT Curriculum Threads:
- Becoming a Professional
- Evolving practice

Instructional Methods

The format of this course involves online discussion and activities, and effective learning will depend on student participation and interaction. Individual and group assignments are used to develop and assess the student's ability to explore resources and achieve working knowledge of the topics presented. Students are expected to participate in as well as lead discussions on various topics.

Required textbooks: None. Readings will be made available on the course E-Learning website.

Recommended Resources: APTA membership (to provide full access to website resources)

Additional readings: See e-Learning site for assigned readings

Active Learning: What is expected of you?

You are expected to actively engage in the course throughout the semester. You must attend 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 class, you may struggle to keep pace with the course activities, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in both asynchronous and synchronous 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 Schedule	Date(s)	Topic(s)	Readings	Assignments
Week 1	3/13/2024 **Lecture: Live Online 1pm – 3:30pm**	Course Intro; Business presentation intro **Live on Wednesday, 3/13/2024** PEAT exam	Course Intro	**Live – online via Zoom see link in eLearning course site** *Reminder:* **Form A and 1st PEAT exam due 3/17/2024**
	3/13/2024– 3/19/2024 **Lecture: 3/13 Live Online 1pm – 3:30pm**	Managerial Skills / Expectations for New Grads; Professionalism vs. Leadership Developing or Expanding a PT practice	Preview course PowerPoints and the articles on e-Learning	Management skills and self-assessment
Week 2	3/20/2024 – 3/26/2024 **Lecture: 3/20/2024 Online 1-2pm** **Feasibility projects (optional to discuss project) Online 2-3pm**	Financial Issues for the New Grad – **Live online Guest lecturer 1pm – 2pm** Professionalism vs. Leadership	Review course PowerPoints, article and resources for guidance: See e-Learning Course site	**Group project proposal due 3/23/2024. Post to eLearning assignments page: by 11:59pm EST.**
Week 3	3/27/2024 – 4/2/2024	Becoming a Clinical Instructor Communication / Conflict Management	Review course PowerPoints, article and resources for guidance: See eLearning Course site	*Reminder:* **2nd PEAT exam due by 4/26/2024**
Week 4	4/3/2024 – 4/9/2024	Expert Practice Core Values	See eLearning Course site	**5 Year Professional Development plan Due 4/13/2024**

Week 5	4/10/2024 – 4/16/2024	Productivity Human Resources / Staff	See eLearning Course site	*Reminder:* **2ⁿᵈ PEAT exam due by 4/26/2024.** **Group presentations and Business plans due 4/24/2024 by 11:59pm EST**
Week 6	4/17/2024 – 4/24/2024 **4/24/2024 1:00pm – 5pm – live on-line group presentations**	Supervision Ethical Issues Mock Interview **Group presentations via Zoom – live-online**	See eLearning Course site	*Reminder:* **2ⁿᵈ PEAT exam due by 4/26/2024.** **Group presentations and Business plans due 4/24/2024 by 11:59pm EST**
	TBD Career Day	Attend and explore at least four employers in the on-line Career Day. In the discussion board post of the employers visited, list what prospective employers you are interested in pursuing and what or what not interested or concerned you about a prospective employer (e.g. salary & benefits, work environment, productivity requirements, availability of a mentor, professional development, etc.) Reflect and discuss your Mock interview and what you would modify, if anything.	See eLearning Course site	**Attach your Mock interview to your post.**

Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Academic Requirements and Grading

Assignments*:* Assignment Summary:

1. **PEAT exam:** One of the best ways to prepare for the National Physical Therapy Examination (NPTE) is by taking practice exams. FSBPT developed the practice exam and assessment tool (PEAT®), a timed, computer-based, multiple-choice practice exam for NPTE candidates. PEAT helps you identify your strengths and weaknesses prior to taking the actual exam. Questions have been developed by experienced clinicians and item writers in the same format as the NPTE. UF provides you with two timed (five-hour), 250-questions physical therapist (PT) practice exams or two timed (four-hour) 200-questions physical therapist assistant (PTA) practice exams. You will have both of these attempts to pass the PEAT exam in Professional Issues III. **It is expected that you complete Form A when you initially log on, and take both exams**, even if passing your first attempt. Completing Form A and the first attempt should occur before **March 17th, 2024**. The second attempt should occur on or *before* **April 26, 2024**. A score of 600 or greater on the PEAT exam is required to "Pass" for the purposes of this course and is worth 100 points. Students that do not successfully pass the first attempt must submit a remediation plan in advance of sitting for the second attempt. The plan should describe how the student will successfully prepare for the second attempt, which must be completed by **April 26, 2024**. The remediation plan should include a description of strengths and weaknesses and what items will be addressed to improve areas of weakness (e.g. review a plan with a Mentor, review content with faculty subject matter experts (i.e. Cardiopulmonary), review a plan with a recent DPT graduate that has successfully passed the NPTE, etc. The NPTE exam requires adequate preparation, which in order to be successful should include 2-3 practice exams with a score of greater than 625.
2. **Online discussions:** Each week, you will be expected to respond to something posted by the instructor, read what your classmates post, and respond to at least two of your classmates' postings. The post should cite a reference in PTJ format. If a student cites another student's post, this is a *secondary* reference and will not be awarded full points. Each bulletin board is worth 12.5 points (150 points total). (See Guidelines for Online Bulletin Board Discussions below.)
3. **Business Plan Assignment:** You will work in groups of 6 (no exceptions!) to prepare a feasibility study for the development of a new practice or a new program within an existing practice. (150 points)
4. **Individual Assignment**: Professional Development Reflection and 5 year Plan. You will reflect on the professional development plan you wrote in Professional Issues II, report on your progress so far and write a new plan to consider what you hope to accomplish in your first five years of practice. (100

points)

Grading

Requirement	Due date	Points	% of final grade (% must sum to 100%)
PEAT exam	3/17/2024 – 4/26/2024	100 points	10%
Business Plan Assignment	4/24/2024	150 points	30%
Spring 2024 - 6 Discussion Boards @ 12.5 points / each	Weekly March 13 - April 24, 2024	150 points	30%
Spring 2024 - Professional Development Plan	4/13/2024	100 points	30%
		500 points	100%

Point system used (i.e., how do course points translate into letter grades).

Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
60-69	D
Below 60	E

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.

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy *- No exams*
Guidelines for Online Discussions

Each discussion is worth twelve and a half (12.5) points. Your contributions to the discussions will be graded as follows:

>*You will earn 0-4 points for your response to the discussion topic.

>>*You earn one (1) point just for showing up and posting something related to the topic.

>>*Then, you earn up to four (4) points if you make a valid and substantive contribution to the discussion; generally 200-300 words in a thread that is well-organized and grammatically correct. If you take a particular position, as graduate students and in order to be awarded full points, references at the end of your position or to demonstrate a counter position.

>>*The deadline for initial postings is **11:59pm on Saturday**.

>You will earn 0-4 points for your responses to your classmates' postings.

>>*You are expected to read everyone's post (in your group) and to respond to at least two classmates. Make an effort to respond to different students each week.

>>*You earn up to four (4) points per response (total of 8) if you make a substantive response to your classmates' discussion contributions. You are encouraged to ask questions or challenge their thinking on the topic. If you take a counter position you should be able to defend that position through references. Promote collegial debate and discussion rather than a "pat on the back". However, even if offering a counter argument, all posts should be cordial and appropriate.

>>*The deadline for responding is **11:59 pm on Tuesday**

>*Finally, four and a half (4.5) additional points can be earned for contributing to the discussion **"above and beyond"** the minimum expected level as noted above. This is by showing evidence of following all posts through to completion, i.e. no unanswered questions, including providing a reference(s) and citation in PTJ format with all postings.

>* If a classmate responds to your post with a question, you should complete the discussion thread and answer the question in order to be awarded full points.

Guidelines for Discussion:

>Before posting anything…

1) Read the assigned material – online and readings
2) Read your fellow students' postings
3) Think about what you want to add to the discussion

When posting…

1) Respond to direct questions and inquiries.
2) Make your point(s) clearly and concisely.
3) Bring in any additional knowledge, sources, etc. you can from other resources and/or your personal experience.
4) Include relevant quotes/sections from outside resources or previous posts. Reference appropriately.
5) Disagree civilly and respectfully.
6) Do NOT post attacks, embarrassing or derogatory material.
7) Practice good netiquette.
8) Cite references to support a position or view.

Throughout the course…

1) Participate in the threaded discussion several times each week.
2) Engage fellow students in a dialogue.
3) Regularly check the threaded discussion for any responses to your postings.
4) Be prepared to post follow-up messages if applicable.
5) Always check the message board each time you log on to the class.

Policy Related to Make up Exams or Other Work

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 mandatory. Students are expected to wear professional attire and come prepared to participate in in-class discussions. The use of laptops (or any other electronic device) is allowed only for viewing material pertinent to the current class discussion topic. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

---

Student Expectations, Roles, and Opportunities for Input
Expectations Regarding Course Behavior Class attendance is mandatory. Students are expected to wear professional attire and come prepared to participate in discussions. The use of laptops (or any other electronic device) is allowed only for viewing material pertinent to the current class discussion topic. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Communication Guidelines: *See Guidelines for Online Discussions*

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:

 "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

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a

professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/ . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Policy Related to Guests Attending Class
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

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.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/ . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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.

- You 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

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

Professional Issues III Professional Development Reflection and Plan

Reflection is a process of self-examination and self-evaluation in which expert clinicians regularly engage to improve their professional practices. They carefully examine their own and others' practices in order to strengthen the quality and the effectiveness of their work. Now that you are ready to graduate and enter the physical therapy profession, it is time to revisit and update your professional development plans for continued growth as a physical therapist.

For this assignment, begin by reflecting on: 1) your previous professional development plans from Professional Issues I & II, 2) outcomes of your StrengthFinders assessment, 3) strengths and weaknesses identified through your clinical experiences, and 4) results on the self-assessments in this course.

There are three components to this assignment:

1) Update your Professional Development Plan (PDP) spread sheet from Professional Issues I and II.
2) Reflect on your growth and develop new S.M.A.R.T. goals for the first five years of your career. Considerations: Where are you now, where do you want to be, and how will you get there?
3) Write a reflection of your growth (4- 5 pages) and incorporate multiple course materials, PDP Spreadsheet results, and your new SMART goals that comprise your post-graduation 5-year professional development plan. Please use PTJ style with standard margins, double spacing, and no larger than 12 font.   References should be cited and included in an appendix. This assignment comprises one-third of the grade for this course and the quality of your paper should demonstrate thoughtful reflection and careful planning written at _doctoral-level_ quality.

Submission Requirements:

1) Your PDP spreadsheet & S.M.A.R.T. goals should have all scores from Professional Issues I, II, & III included and labeled for ease reference. Submit your PDP tool spreadsheet and S.M.A.R.T. goals on **one** Excel spreadsheet.
2) Your reflection paper should be 5 pages and include references to course materials and has a 5-year time horizon for your PDP. Submit as one Word document. The format of the paper should be no greater than double spaced with a font no larger than 12 points and with normal margins.

Due April 13, 2024.

Professional Development Plan Assignment Grading Rubric

Score	Content (50 pts)	Organization (25pts)	Style/Readability (25 pts)
Excellent 45-50 23-25	Reflection and plan are covered thoroughly, integrating course materials and additional sources as appropriate.	Ideas are presented clearly and logically in useful format.	Rules of grammar, spelling, punctuation, usage are followed throughout. Consistently follows PTJ guidelines for references.
Good 40-44 20-22	Reflection and plan are covered adequately, using some course materials or additional sources as appropriate.	Ideas are usually clear and arranged in acceptable format. Mostly consistent, errors do not interfere with understanding.	Minor deviations or inconsistent use of PTJ reference guidelines.
Fair 35-39 18-19	Reflection and plan are covered minimally with little integration of course materials or additional sources as appropriate.	Minimally effective, problems in approach or format.	Grammar, etc. are distracting and could interfere with understanding. Meets some PTJ reference requirements.
Poor 0-34 0-17	Reflection and plan are inappropriate and/or incomplete; course materials or additional sources not used as appropriate.	Ineffective presentation of ideas or format.	Grammar, etc. interfere with understanding. Does not follow PTJ referencing guidelines

Professional Issues III
Group Feasibility Study & Presentation

PURPOSE AND DESIRED RESULTS: The learners will develop a proposal for a new or expanded physical therapy practice or program (examples – out-patient orthopedic clinic, home health unit, nursing home unit, work hardening program, industrial rehab practice, vestibular rehab practice, aquatics practice, fitness and wellness, women's health practice). The project should incorporate a needs analysis for the proposed services. The needs analysis should include a population survey and supporting epidemiology / incidence based data. If established competitors are already established in the proposed market, the project should explain how your particular services will be better, cheaper and / or with superior outcomes. The project should also incorporate the evidence for the type of therapy proposed. By participating in this assignment, the learners will gain a greater understanding of all the different aspects of evaluating, establishing and managing a physical therapy practice.

Groups of 7 people have been assigned to do a feasibility study.   The proposal should be something plausible. Get approval from your instructors before moving ahead on the project. On or before **March 22, 2024,** one person per group needs to send the instructor and upload into the assignment section on eLearning:

> 1) Names of all group members
> 2) Summary of project
> > a. Name of new program or service
> > b. Target market
> > c. Potential revenue source(s)

Groups will be able to make changes of the above information for the final project if needed. You may find some of your original ideas may change as you proceed with the feasibility study. Over the next few weeks, the group should work together to perform a feasibility study to include:

1) Summary statement (including goals)
2) Market analysis (including competition and demand, target market, market share, branding, and potential barriers including any impacts of government regulation)
3) Practice services and requirements (including supporting evidence, patient access, location and space, equipment, and personnel needs)
4) Finances (including source(s), a break-even analysis and start-up and operational costs)
5) Organization (including legal structure and organizational structure with key individuals and chain of command)
6) Concluding statement that addresses whether or not this concept is feasible or not and with or without adaptations.

The completed feasibility study is due Week 6 (**4/24/2024**) in a group paper and presentation format. Each group will provide:

1. **A business feasibility proposal of no more than 10 pages.** Supporting materials including market analyses, financial projections, charts, tables, graphs and sample marketing materials can be included as supporting appendices but will not count as page content.
2. A group presentation with supporting materials and a group PowerPoint type presentation delivered live via Zoom and uploaded to the assignments section of eLearning.

One resource for guidance is: *Page CG. Management in Physical Therapy Practices, 2010, Chapter 14.* (Available in Resources)

See Rubric below:

Business Plan Rubric (60% of presentation grade)

CATEGORY	4	3	2	1
Introduction & summary proposition	Summary of main points of study including mission and goals.	Some components are left out or all components are mentioned, but insufficiently.	Minimal summary statement presented.	No or inadequate summary statement presented.
Organization of the study	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Market Analysis	Thoroughly analyzes the market: Competition and demand, supporting evidence for the proposed services, target market, branding, potential barriers.	Some components are left out or all components are mentioned, but insufficiently.	Minimal marketing analysis presented.	No or inadequate marketing analysis presented.
Practice Requirements	Thoroughly describes access, location and space, equipment, and personnel needs	Some components are left out or all components are mentioned, but insufficiently.	Minimal practice requirements presented.	No or inadequate practice requirements presented.
Financial Plan	Provides key financial indicators, break even analysis, and start-up and operational costs.	Some components are left out or all components are mentioned, but insufficiently.	Minimal financial plan presented.	No or inadequate financial plan presented.

.

Organizational / Legal Structure	Identifies legal structure, key individuals and qualifications, and organizational structure in a clear and organized manner.	Some components are left out or all components are mentioned, but insufficiently.	Minimal organizational information presented.	No or inadequate organizational information presented.
Conclusion	Information clearly relates to the main topic with several supporting details and/or examples which provide a compelling case for the program / plan presented.	Conclusion demonstrates reflection and analysis of feasibility of the practice or program.	Conclusion is inadequate to determine feasibility.	No or minimal conclusion presented.

Group Presentation Rubric (40% of presentation grade)

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content.	Font formatting makes it very difficult to read the material.

	enhance readability and content.		It may be a little hard to read.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Presentation Time	Presentation is 8-10 minutes long	Presentation is 6-8 minutes long	Presentation is 4-6 minutes long	Presentation is 1-4 minutes long
Preparedness	Students are completely prepared and have obviously rehearsed	Students seems pretty prepared but might have needed a couple more rehearsals.	The students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.