

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA 240
PTA Principles and Procedures III

3 Credit Hours

Prepared by:
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PTA240 PTA Principles and Procedures III

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I
- B. Credit hour award: 3
- C. Description: This combination lecture-lab course is the third in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on introduction to essential patient care skills and data collection techniques including therapeutic exercises and other techniques specific to children and adults with common neuromuscular conditions. This course will also address application of documentation techniques and appropriate progression through a plan of care established by a supervising physical therapist for this patient population. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Describe abnormalities in motor control in selected neurological conditions.	Summative Written Examinations Classroom Discussion/Activity
Apply the concepts of neuroplasticity to specific neurological conditions.	Summative Written Examinations Classroom Discussion/Activity
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes related to	Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity

transfers and gait. (3.3.2.6.)	
Demonstrate competence in implementing components of the plan of care established by the physical therapist to include functional training, developmental activities, manual therapy techniques, and therapeutic exercise for aerobic conditioning, balance and coordination, range of motion, postural awareness, stretching, strengthening, and reconditioning as they related to patients with neurological conditions. (3.3.2.7., 3.3.2.7.1-7., 3.3.2.7.10-11, 3.3.2.7.20-21, 3.3.2.7.23-27.)	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include vital signs responses to positional changes and activities, changes in patients' states of arousal, mentation, and cognition, safety with and ability to care for devices, progression of patients engaged in gait, locomotion, balance, and wheelchair management and mobility, joint integrity, muscle performance, pain, posture, range of motion, self-care and home management as they relate to patients with neurological conditions. (3.3.2.8., 3.3.2.8.2., 3.3.2.8.5-9., 3.3.2.8.14-18., 3.3.2.8.22-31.)	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include recognition of gross and fine motor milestones and righting and equilibrium reactions. (3.3.2.8., 3.3.2.8.19-21.)	Practical Examinations Skills Checks Summative Written Examinations Written Assignments Class Discussion/Activity
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or changes in patient status and reports this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)	Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations
Identify when interventions should not be provided due to changes in the	Classroom Discussion/Activity Written Assignments

patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Summative Written Examinations Practical Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Class Discussion/Activity Summative Written Examinations Practical Examinations
Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Activity/Discussion Practical Examinations
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations

III. OUTLINE OF TOPICS

- A. Positioning and Handling to Foster Motor Function
 - 1. Children with Neurologic Deficits
 - 2. General Physical Therapy Goals
 - 3. Function Related to Posture
 - 4. Positioning and Handling Interventions
 - 5. Interventions to Foster Head and Trunk Control
 - 6. Adaptive Equipment for Positioning and Mobility
 - 7. Functional Movement in the Context of the Child's World
- B. Cerebral Palsy
 - 1. Associated Deficits
 - 2. Physical Therapy Examination
 - 3. Physical Therapy Intervention
- C. Myelomeningocele
 - 1. Clinical Features
 - 2. Physical Therapy Intervention
- D. Disorders of Consciousness

1. Coma
2. Vegetative State
3. Minimally Conscious State
- E. Balance and Fall Risk
 1. Role of Vestibular System
 2. Postural Control
- F. Adult Non-progressive Central Nervous System Disorders
 1. Cerebrovascular Accident
 2. Traumatic Brain Injury
- G. Progressive Central Nervous System Disorders
 1. Multiple Sclerosis
 2. Amyotrophic
 3. Parkinson's Disease
 4. Huntington's Disease
 5. Alzheimer's Disease
 6. Guillan-Barre Syndrome Disease
 7. Post-Polio
- H. Non-progressive Spinal Cord Disorders
- I. Peripheral Nerve Injuries
- J. Polyneuropathies
- K. Interventions to Improve Bed Mobility & Early Trunk Control
- L. Interventions to Improve Sitting Balance
- M. Interventions to Improve Kneeling and Half-Kneeling
- N. Interventions to Improve Standing Balance
- O. Interventions to Improve Upper Extremity Skills
- P. Constraint Induced Movement Therapy

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during the laboratory portion of course in which the students act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Martin, S., & Kessler, M. (2007). *Neurologic Interventions for Physical Therapy* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
- B. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- C. Erickson, M. & McKnight, B. (2005). *Documentation Basics: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Inc.
- D. O'Sullivan, S. & Schmitz, T. (2010). *Improving Functional Outcomes in Physical*

- Rehabilitation* (1st ed.). Philadelphia, PA: F.A. Davis Company.
- E. Kisner, C. & Allen Colby, L. (2002). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis Company.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Equipment for lab to include gait belts, stethoscopes, blood pressure cuffs, and reflex hammers
- E. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- D. Library Resources
1. Textbooks
 - a. Netter, MD, F. H. (2011). *Atlas of Human Anatomy* (5th ed.). Philadelphia, PA: Saunders-Elsevier.
 - b. Goodman, C. & Fuller, K. (2012). *Pathology for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
 - c. Kuchler O'Shea, R. (2009). *Pediatrics for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
 - d. O'Sullivan, S. & Schmitz, T. (2007). *Physical Rehabilitation* (5th ed.). Philadelphia, PA: F. A. Davis Company.
 - e. *Guide to Physical Therapist Practice* (1st ed.). (2003). Alexandria, VA: APTA.
 - f. Gladson, B. (2011). *Pharmacology for Rehabilitation Professionals* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 3. Periodicals
 4. Videos
- C. Internet Resources
1. On-line references
 2. Textbook companion website
 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Practical Examinations: 30%
- C. Skills Checks: 10%

- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (See College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.