

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA 260
PTA Principles and Procedures IV

3 Credit Hours

Prepared by:
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PTA260 PTA Principles and Procedures IV

I. CATALOGUE DESCRIPTION

- A. Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better, and successful completion of Clinical Experience II
- B. Credit hour award: 3
- C. Description: This combination lecture-lab course is the last in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study 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 selected topics and specific patient populations including, but not limited to, health promotion and wellness, industrial rehabilitation, burns, orthotics and prosthetics, aquatic therapy, genetic diseases, women’s health, and special topics in geriatric rehabilitation. The course culminates in a comprehensive practical covering all information from throughout the curriculum to ensure safety and competency in entry-level skills prior to beginning terminal clinical experiences. (S)

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

Expected Learning Outcomes	Assessment Measures
Recall the guidelines of the American College of Sports Medicine in regard to minimum requirements for physical activity.	Summative Written Examinations Class Discussion/Activity Written Assignments
Debate as to which common pathologies would or would not benefit from aquatic exercise programs.	Summative Written Examinations Class Discussion/Activity Written Assignments
Differentiate between appropriate therapeutic exercises for pregnant patients before and after labor and delivery as well as after Cesarean delivery.	Summative Written Examinations Skills Checks Class Discussion/Activity Written Assignments
Describe the differences in presentation of patients with depression, dementia, and delirium.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Design an appropriate therapy layout and home exercise program for geriatric patients with varying degrees of sensory changes.	Class Discussion/Activity Written Assignments
Demonstrate appropriate interactions	Summative Written Examinations

with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Practical Examinations 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 transfers and gait. (3.3.2.6.)	Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity
Demonstrate competence in implementing entry level skills in components of the plan of care established by the physical therapist (3.3.2.7., 3.3.2.7.1-29.).	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for an entry-level physical therapist assistant to carry out the plan of care established by a physical therapist. (3.3.2.8., 3.3.2.8.1-35.)	Practical Examinations Skills Checks
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 report 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 patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Classroom Discussion/Activity Written Assignments 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	Class Discussion/Activity Summative Written Examinations Practical Examinations

the physical therapist. (3.3.2.12.)	
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 Skills Checks
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
Perform health care literature database searches. (3.3.2.18.)	Classroom Discussion/Activity Written Assignments

OUTLINE OF TOPICS

- A. Genetic Diseases
 - 1. Down Syndrome
 - 2. Osteogenesis Imperfecta
 - 3. Muscular Dystrophy
- B. Burns
- C. Other Ambulation Aids
 - 1. Orthotics
 - 2. Prosthetics
- D. Niche Practices
 - 1. Wellness/Prevention
 - 2. Aquatics
 - 3. Industrial Rehabilitation
 - 4. Bariatric
 - 5. Women's Health
 - a. Pregnancy
 - b. Cesarean Delivery
 - c. Urinary Incontinence
- E. Issues in Geriatrics
 - 1. Nutrition Requirements
 - 2. Effects of Medications
 - 3. Changes in Sensory Systems

4. Dementia, Delirium, and Depression
5. Home Care
6. Hospice Care

III. 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.

IV. REQUIRED TEXTBOOK(S)

- A. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- B. Kisner, C. & Allen Colby, L. (2002). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis Company.
- C. Martin, S., & Kessler, M. (2007). *Neurologic Interventions for Physical Therapy* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
- D. Erickson, M. & McKnight, B. (2005). *Documentation Basics: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Inc.

V. 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

VI. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources
 1. Textbooks
 - a. Guccione, A., Wong, R., & Avers, D. (2011). *Geriatric Physical Therapy* (3rd ed.). St. Louis, MO: Mosby-Elsevier.
 - b. Netter, MD, F. H. (2011). *Atlas of Human Anatomy* (5th ed.). Philadelphia, PA: Saunders-Elsevier.
 - c. Goodman, C. & Fuller, K. (2012). *Pathology 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

VII. METHOD OF EVALUATION

- A. Summative Written Examinations: 20%
- B. Practical Examinations: 40%
- 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

VIII. 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).

IX. 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.