



The City University of New York
Department of Allied Health, Mental Health and Human Services

PTA 100 Foundations of Physical Therapy

Course Syllabus: Spring 2024
Prerequisites: BIO 11
Co-requisites: PTA 10, PTA 20, PTA 2

Credit Hours: 3
Contact Hours: 5
In person Lecture: Tues 10:20am-11:20am
In person Lab: Tues/Thu 11:30am- 1:40pm

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Welcome

Congratulations again on your acceptance to the Physical Therapist Assistant Program and welcome to PTA 1000. I am Prof. McVey, and I will be your instructor. I encourage you to take the time to read this syllabus for our class so that you can learn more about what to expect.

About the Professor

Hello, my name is Prof. Christina McVey. I am one of two full-time faculty within the Physical Therapist Assistant (PTA) program. I have been at Kingsborough since the inception of the PTA program over 20 years ago. I teach PTA 10 Introduction to Physical Therapy, PTA 1 and 3 Foundations in Physical Therapy I and II, PTA 5 Therapeutic Exercise, PTA 6 Clinical Practicum I and PTA 8 Selected Topics in Physical Therapy. Besides teaching full time, I am also the Academic Coordinator for Clinical Education for the PTA program. If you have any questions regarding future clinical affiliations, please do not hesitate to contact me. I look forward to a successful and productive semester.

Where to find me: S129 In addition, please free to contact me via email. I will attempt to return emails within 24 hours. Monday-Thursday from 8am-5pm. Office Hours Monday 7:30am-8am; Monday and Wednesday 12:30pm-1:15pm and Tuesday 9:00am-10:00am in S129. Please do not hesitate to utilize my office hours for any questions and concerns.



I believe that each student has the potential to succeed in this class. I recognize that each student learns differently, and I try to design my classes with a variety of learning experiences. I advise all students to utilize their unique learning styles to help them succeed in this program. I am here to support you throughout this course and strongly encourage all students to reach out to me at any time throughout the course

Course Description

This course is designed to introduce students to medical terminology and abbreviations, effective documentation, and interpretation of physical therapy documents. Students are introduced to multimedia documentation strategies. This course also introduces the student to basic skills and competencies including range of motion, vital signs monitoring, body mechanics, lifting techniques, bed mobility / draping and transfer activities.

How this Course Works

- This is a 12-week in person lecture and lab course that meets two days a week for one hour lecture one day/wk and two days of lab 2 hours each.
- Material including PowerPoints, assignments, discussions and course announcements will be posted on Blackboard.
- This course is organized into weekly topics that are provided on the weekly course calendar at the end of this syllabus.
- There will be a number of quizzes and assignments throughout the semester in addition to a midterm, lab practical and final exam.

Program Mission Statement

The mission of the Physical Therapist Assistant program at Kingsborough Community College of the City University of New York is to: develop well qualified entry level physical therapist assistants who reflect the ethnic and cultural diversity of the community which the college serves and who function under the supervision of the physical therapist in a variety of physical therapy settings, capable of providing physical therapy treatments as outlined by the physical therapist to the satisfaction of the physical therapist. Further, the program will provide graduates who meet standards for licensure or registration as a physical therapist assistant in a variety of states. Additionally, the program's mission includes meeting the accreditation standards of the Commission on Accreditation in Physical Therapy Education for Physical Therapist Assistant Programs.

Professionalism

The concept of professionalism in health care is motivated by the primary goal of providing quality service to the health care consumer. It is also a concept that involves a commitment to life-long learning, which enables the provider to utilize current evidence-based standards of care in the daily delivery of health care to the consumer. The program's faculty members are dedicated to providing students with the knowledge and background necessary to develop professionalism.

Program Commitment to Core Values – C.O.R.E.

COMPASSION Celebrating a diverse campus, local and global community of people and displaying professionalism and compassion in all interactions.

OPPORTUNITY Presenting current trends and future possibilities for career, academic and personal enrichment.

RESPECT Building mutual respect, integrity and confidence for ourselves, for others and for the environment.

EXCELLENCE Continually striving to achieve the highest standards and exhibit excellence in our programs and relationships with all stakeholders.

Overview of Program Learning Objectives

This course begins to address the following PTA program learning outcomes:

- Demonstrate PTA entry-level skills that are applicable to a variety of patient care settings and meet the needs of the community the college generally serves.
- Demonstrate an awareness and commitment to patient dignity, social responsibility, citizenship, and advocacy related to the provision of PT services.
- Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
- Recognize when intervention should not be provided due to changes in the patient's status and respond appropriately in emergency situations.
- Recognize when an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist.

Student Learning Outcomes

As evidenced by successful performance and completion of written and practical examinations, assignments, research article reviews, lab presentations, and the role-playing analysis of clinical scenarios, the student will:

1.0 Interpret and use medical terminology and documentation.

- 1.1. Recognize medical terminology and medical abbreviations.
- 1.2. Identify the need for documentation.
- 1.3. Recognize the components of a MD consult/ prescription.
- 1.4. Define the components of a physical therapy evaluation.
- 1.5. Identify the contents of a patient progress notes.
- 1.6. Identify short- and long-term goals and the importance of setting and reassessing goals.
- 1.7. Recognize and define defensive and outcome-oriented documentation.
- 1.8. Identify components of continuous quality improvement.
- 1.9. Interpret medical technology given MD consult/ prescriptions and physical therapy evaluation.
- 1.10. Explain the need for documentation.
- 1.11. Interpret short- and long-term goals, within the plan of care, in physical therapy evaluations, re-evaluations and progress notes.
- 1.12. Interpret defensive and outcome-oriented documentation
- 1.13. Use medical terminology and medical abbreviations in the construction of progress notes.
- 1.14. Write progress notes exhibiting elements of defensive and outcome-oriented documentation.
- 1.15. Analyze physical therapy documentation considering medical terminology and medical abbreviations, pathological conditions, short- and long-term goals and psycho-social factors as they relate to the contemporary practice of physical therapy.

2.0 Implement research reviews.

- 2.1. Identify components of experimental design and the scientific method.

- 2.2. Given a research article, describe professional literature considering experimental design, analysis of results and applicability to clinical practice.
- 2.3 Interpret professional literature considering experimental design, analysis of results and applicability to clinical practice.
- 2.4. Analyze professional literature considering experimental design, analysis of results and applicability to clinical practice.

3.0 Perform extremity range of motion activities including passive and active techniques.

- 3.1. Identify the principles of therapeutic range of motion activities.
- 3.2. Differentiate the various modes of range of motion, passive and active.
- 3.3. Describe the rationale for the selection of range of motion techniques.
- 3.4. Identify proper technique of range of motion activities.
- 3.5. Document range of motion activities.

4.0 Perform vital signs monitoring.

- 4.1. Define vital signs including pulse, blood pressure and respiratory rate.
- 4.2. List signs and symptoms of abnormal vital signs.
- 4.3. State precautions to be taken when measuring vital signs.
- 4.4. Differentiate signs and symptoms of abnormal vital signs given mock patient scenarios.
- 4.5. Explain precautions to be taken when measuring vital signs.
- 4.6. Measure vital signs including pulse, blood pressure and respiratory rate utilizing proper technique and considering precautions.
- 4.7. Observe and measure changes in vital signs in response to changes in position and level of activity (tilt table, running, etc.).
- 4.8 Associate abnormal vital signs with common pathologies (discussed in PTA20) encountered in physical therapy.
- 4.9. Differentiate normal and abnormal vital signs considering pathological conditions.

5.0 Demonstrate understanding of human posture and body mechanics.

- 5.1. State the definition of posture and the anatomical/ standing position by interpreting body alignment using plumb lines and other basic postural assessment tools.
- 5.2. Explain the importance of body mechanics as it relates to patient safety, injury prevention and transfer activities.
- 5.3. Discuss body mechanics and moving and lifting techniques.
- 5.4. Describe observed posture and anatomical positions using each other as models.
- 5.5. Perform moving and lifting techniques using proper body mechanics.
- 5.6 Associate posture and body mechanics with muscular-skeletal structure and function.
- 5.7. Examine human movement considering principles of body mechanics.

6.0 Use proper body mechanics during transfer activities.

- 6.1. Identify basic guarding techniques.
- 6.2. Define concepts of levels of assistance.

- 6.3. State and describe positioning and draping techniques.
- 6.4. Identify positioning and draping precautions as it relates to different pathological conditions.
- 6.5. State bed mobility and transfer techniques.
- 6.6. Identify how to organize patient transfers to promote a safe environment.
- 6.7. Identify and explain mechanical transfer equipment.
- 6.8. Explain body mechanics and moving and lifting techniques as they relate to patient bed mobility, transfers, ambulation and wheelchair activities.
- 6.9. Discuss basic guarding techniques for transferring patients as they relate to proper body mechanics.
- 6.10. Interpret levels of assistance as they relate to bed mobility, transfers and activities.
- 6.11. Explain positioning and draping techniques.
- 6.12. Describe bed mobility and transfer techniques
- 6.13. Discuss how to organize patient transfers to promote a safe environment.
- 6.14. Perform positioning and draping techniques safely considering pressure and pain relief.
- 6.15. Perform rolling and bed mobility techniques using sound principles of body mechanics.
- 6.16. Perform (on a lab partner) the following transfers while utilizing sound body mechanics and proper guarding techniques: supine to sit, sit to supine, sit to stand, and stand to sit using a variety of techniques i.e. stand pivot, and one, two, and three person lifts.
- 6.17. Teach a lab partner the following transfers while utilizing sound body mechanics and proper guarding techniques: supine to sit, sit to supine, sit to stand, and stand to sit using a variety of techniques i.e. stand pivot, and one, two, and three person lifts.
- 6.18. Implement concepts of levels of assistance while performing transfers.
- 6.19. Teach peers to perform transfers to promote a safe environment.
- 6.20. Delineate patient goals for bed mobility, and transfers and their relationship to different pathologies.
- 6.21. Perform activity of daily living interventions as they relate to transfers (commode, car, etc.).

7.0 Demonstrate transfers and bed mobility and adaptations to architectural barriers.

- 7.1. Describe architectural barriers as they relate to activities in daily living.
- 7.2. Assess and modify architectural barriers.
- 7.3. Detect architectural barriers.
- 7.4. Determine the appropriate bed mobility, and transfer given patient pathologies and architectural barriers.
- 7.5. Administer standardized questionnaires regarding functional status and architectural barriers.

8.0 Demonstrate understanding of human gait.

- 8.1. Define the characteristics of human gait.
- 8.2. Explain the significance of normal gait and typical gait patterns.
- 8.3. Identify normal gait via video presentations.

9.0 Given mock patient scenarios, implement comprehensive physical therapy plan of care as directed by a physical therapist.

- 9.1. Perform therapeutic techniques demonstrating an understanding of the role of the physical therapist assistant in rehabilitation.
- 9.2. Perform therapeutic techniques appropriately employing universal precautions.
- 9.3. Perform therapeutic techniques demonstrating an understanding of organizational structure, levels of authority, and fiscal considerations in the health care delivery system.
- 9.4. Implement sound rationale when performing vital signs and body mechanics and selecting appropriate transfer and bed mobility activities, considering specific characteristics of pathological conditions.
- 9.5 Identify patient progress as it relates to the achievement of short-term goals.
- 9.6. Teach the uses, applications and responses of vital signs, bed mobility and transfer activities, therapeutic exercise and concepts effectively to mock patient, family and other healthcare workers with emphasis on safety and rationale as directed by the physical therapist.
- 9.7. Demonstrate the adjunctive nature of vital signs monitoring, body mechanics, bed mobility/ draping and transfers by integrating their use in complete treatment applications.
- 9.8 Implement therapeutic interventions within the plan of care considering knowledge of assessment and measurement, pathology, kinesiology, anatomy, vital signs, and functional activity.
- 9.9 Implement therapeutic interventions within the plan of care demonstrating consideration of time management, therapeutic sequence and procedure selection issues.
- 9.10. Implement physical therapy interventions for a variety of patient types including orthopedic, neurological and general deconditioned patients in a variety of mock patient settings.
- 9.11. Demonstrate appropriate documentation of physical therapy interventions considering patient response, precautions, treatment parameters, long/short term goals, and effectiveness.
- 9.12. Perform physical therapy interventions considering influencing factors (psychosocial, cultural, economic, patient satisfaction, legal/ethical, etc.).
- 9.13. Describe discharge planning and alternative levels of care decisions.
- 9.14. Recognize patient response(s) that require the attention of a supervising physical therapist or immediate intervention such as basic first aid or CPR.
- 9.15. Communicate to supervising physical therapist the patient response to vital signs monitoring, bed mobility/draping and transfer activities.
- 9.16. Deduce the effectiveness of bed mobility and transfer techniques considering pathological conditions, attainment of short-term goals and the patient's overall response.
- 9.17 Assess patient response to treatment and appropriately alter bed mobility and transfer techniques within the plan of care.
- 9.18 Verify the effectiveness of his/her teaching behavior by analyzing performance.
- 9.19. Delineate the beneficial and untoward effects of vital sign monitoring, use of proper body mechanics, bed mobility and transfer techniques.
- 9.20. Analyze the relationship of vital signs, body mechanics, documentation, bed mobility/draping and transfer techniques with principles of kinesiology and pathology as they relate to the achievement of rehabilitation goals.

10.0 Demonstrate appropriate professional behavior.

- 10.1. Attend and be on time for class, lab, and scheduled appointments.
- 10.2. Be prepared for lab activities; attend to tasks assigned.
- 10.3. Accept constructive criticism and respond and/or follows through appropriately.

- 10.4. Express self in a clear and easily understood manner.
- 10.5. Maintain appropriate personal hygiene.
- 10.6. Treat others with positive regard, dignity and respect.
- 10.7. Analyze and examine professional literature considering specific scientific methods, interpretation of results, and clinical significance in order to foster further personal investigation and clinical effectiveness.
- 10.8. Explain the importance of lifelong learning.
- 10.9. Describe how professional development can occur.

Required Textbooks

Bircher, Wendy PT, EdD. (2021) *Documentation for Physical Therapist Assistant*. 6th Ed. Philadelphia, PA: F.A. Davis.

Fairchild, Sheryl L. & O'Shea, Roberta (2023) *Pierson and Fairchild's Principles and Techniques of Patient Care*. 7th ed. Philadelphia, PA: W.B. Saunders Company.

Barrett, Christina (2021) *Dreeben-Irimia's Introduction Physical Therapy Practice for the Physical Therapist Assistant*. 4th ed. Sudbury, MA: Jones and Bartlett Publishers.

Lippert, Lynn (2022) *Clinical Kinesiology and Anatomy*. Seventh Edition. Philadelphia, PA: F.A. Davis

Recommended:

Mosby (2022) *Mosby's Dictionary of Medicine, nursing and Health Profession*. 11th ed. St. Louis, MO: Elsevier.

Assessment of Outcomes

As indicated in the student handbook, to receive a passing grade in this course the student must successfully complete all comprehensive examinations, assignments and practical examination with a grade of "C" or better. Additionally, the instructor assesses student competencies in skills critical to this course using the standardized skills checklists, located in the laboratory, requiring a passing score of at least 90%. Critical skills in this course include:

Using and understanding medical terminology.

2. Documentation of observational experiences.
3. Monitoring of vital signs.
4. Performance of proper body mechanics during lifting activities.
5. Performance of patient draping techniques.
6. Use of universal precautions.
7. Performance of bed mobility techniques.
8. Instruction of bed mobility techniques.
9. Performance of basic transfers using proper body mechanics.
10. Instruction of basic transfers using proper body mechanics.
11. Analysis and observation of components of normal gait.

12. Performance of active and passive range of motion techniques (formally assessed in PTA 5).

Grades will be calculated according to college and departmental policy as follows:

This is the grading schematic for PTA program:

A+ 95-100 A 90-94 A- 88-89 B+ 85-87 B 80-84 B- 78-79 C+ 75-77 C 70-74
 F <70 and below W Withdrew without penalty WU Unofficial Withdrawal

How are grades determined: Grades will be posted on Blackboard; students can track their progress throughout the class.

Research Article Presentation	5%	Students in the class are divided into study groups. Each group presents a research article from <i>Physical Therapy</i> , based on normal gait or gait deviations. Format for the presentation is distributed in class. This presentation is made on week 12.
Graded Laboratory Assignments	5%	A variety of laboratory activities are performed throughout the course. Certain laboratory activities are performed by each student and graded. During week 5/6, each student must summarize a note and present it orally to the instructor as if reporting to a P.T. in the clinic.
Education Project	10%	Students are assigned either a patient education project or a health care worker education project that is due in week 10 of the semester. Format for the project is distributed in class.
Lab Practical	25%	Students take a laboratory practical examination based on laboratory activities in their final week of the course.
Documentation Quizzes	15%	The student completes a series of quizzes derived from <i>Documentation for Physical Therapists Assistants</i>
Mid-term Examination	20%	The student takes a cumulative examination covering the first five to six weeks of the course. The examination includes mainly short essay, and multiple-choice type questions.
Final Examination	20%	The final exam is cumulative for the entire semester's work.

Success Kit

Keys to success in this class include:

- Complete reading assignments prior to class and take notes on readings.
- Attend class and be an active participant in class discussions.
- Take notes in class and do not rely solely on ppts.
- Do not wait till the night before to begin studying for an exam and continue to review all material as exams are cumulative.
- Complete all assignments on time.
- At the first signs of difficulty understanding the material, come speak to me.
- Utilize the Program's tutor.

Attendance, Participation, and Universal Learning

Attendance and participation are highly important in this small, collaborative, remote class. If the student must be absent because of an emergency or illness, please make every effort to speak with professor about it beforehand, if possible, or after the next class. The professor will excuse such absences with a doctor's note or other form of official documentation. Although the student is excused from attending class, the student is not excused from completing the work for that day. The faculty is committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. The professor will give the student feedback on their performance and participation.

Policies and Procedures

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Additional information can be found in the College catalog <http://www.kingsborough.edu/sub-registration/Pages/catalog.aspx>. Plagiarism is a violation of academic integrity. Plagiarism is the intentional theft(s) of someone else's intellectual property without attribution (proper credit). Determination and penalty – ranging from grade reduction to course failure – will be decided by the instructor.

Students will require a laptop/tablet and internet access to log in to the CUNY Blackboard system.

A student who requires assistance with hardware/computer needs, connectivity issues, email problems or gaining access to their Blackboard account please reach out to: HelpDesk@Students.kbcc.cuny.edu

Students are expected to take all tests when scheduled. Students who are absent on the day of an exam will be expected to take the exam on their return to class. Students who fail to take the scheduled exams or makeup will receive a grade of zero for that test.

All written assignments must comply with college standards for written work. Specific assignment directions and requirements are provided for each assignment. Any weekly written assignments are posted on Saturday morning. Assignments posted on Saturday are due by the following Friday at 11:59pm unless otherwise stated in the assignment directions. Written assignments, other than discussion board threads are to be submitted as per assignment directions. A late assignment will meet the requirements of the course but will not receive full credit.

If written assignments are not submitted by the end of the course, the student will receive a grade of "0" for each incomplete assignment.

Refer to the PTA Student Handbook for complete program policies and procedures.

Student Support Services Available

Students who need an accommodation for a disability, during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175. Access- Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every effort to provide appropriate accommodations and assistance to students with disabilities. The professor will be glad to work with the student to provide necessary guidance and accommodations as needed.

Access Resource Center (Room E-115)

Your one-stop place to get connected to government benefits and resources. Whether it's childcare, SNAP, clothing, or transportation, you can get a referral for what's available to you – where you live and when you need it.

FREE services include; Benefits Screening, Legal Consultation, Financial Consultation and Tax Preparation, lists of jobs, housing, pantries, Distribution of FREE vegetables grown on campus at the KCC Urban Farm

Distribution of FREE food staples at the KCC Food Pantry, Clothing donations, Assistance with recertification of benefits, Fair Hearing Assistance and Assistance obtaining other government resources.

All services are FREE. Walk-ins are always welcome.

Counseling Services

Room D-102

All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community.

Netiquette

Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them.

1. Be mindful that electronic communication does not convey facial expression or tone of voice. It is important to consider what is written could be misinterpreted.
2. Typing messages all in caps is regarded by most internet users as shouting; so, unless you mean to yell at someone, type your message in standard format.
3. It is appropriate to share your point of view as well as indicate disagreements with another's posts, however, it is not okay to make negative personal statements about another's posts.
4. Clearly indicate the nature of your email messages.
5. If you send an email from a personal email account, sign the message. Often the names of personal email accounts are different from a person's given name. Use the KCC email whenever possible.

Equity, Civility, Respect for Diversity and Inclusion

Respect for the opinions of others is very important in an academic environment. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Students, faculty, and staff have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated. The PTA program strives to create a learning environment for its students that supports a diversity of thoughts, perspectives and experiences, and honors student identities (including race, gender, class, LGBTQAI+, religion, ability, etc.) To help accomplish this, if a student has a name and/or set of pronouns that differ from those that are

traditionally used, please communicate this to the professor. The PTA program faculty are dedicated to our students and as such if any student experiences any issues in regard to diversity, equity and inclusion, the student is encouraged to reach out to the professor and/or department. All student concerns are treated with the utmost confidentiality.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the professor know in writing by e-mail one week in advance of your respective observance. Students may be excused from the class, but students are not excused from course requirements. The timely submission of assignments or the make-up of exams should be discussed with the professor.

Week to Week Course Agenda

12-week semester	Topic and Objectives of the week	Reading Assignments	Lab	Assignments and Due Dates
Week 1 3/2 -3/8	<p>Introduction to Documentation and Range of Motion Lecture</p> <p>This initial week introduces the student to medical terminology and documentation and abbreviations including prefixes/suffixes. Planes of the body and major body parts (previously learned in BIO 11) are reviewed.</p>	Read: Bircher Chapter 5, 6,7, and 8 and Appendix A Fairchild Chapter 6	Students' complete worksheet assignments on medical terminology and abbreviations. Students translate medical terminology in assigned written medical and physical therapy documentation. Students are instructed in the review of professional literature including: parts of a research article, how to read and present a research article and how to write a research paper. Class discussion of a research article selected by the instructor.	Due 3/8 Lab Assignment: PROM exercises Bircher Doc. Practice exercises to be assigned by instructor.
Week 2 3/9-3/15	<p>Documentation and Range of Motion</p> <p>The student is introduced to medical documentation. Components of the medical record and the MD consult and prescription are outlined.</p>	Read: Bircher Chapter 3,9,10 and 11 Barrett Chapter 10 Fairchild Chapter 6	Physical therapy evaluations and progress notes are read and components identified. Universal precautions are reviewed. Students continue to perform and practice passive, active and active assistive range of motion techniques. Given mock patient scenarios, students perform range of motion treatments and practice writing simple progress notes regarding their intervention.	Due 3/15 Lab Assignment: - AAROM/PROM exercises - Bircher Doc. Practice Exercises to be assigned by instructor

Week 3 3/16- 3/22	Documentation and Range of Motion cont. Discussion on documentation continues. Short term and long-term goals are studied emphasizing the importance of goals and reassessing goals.	Bircher Chapter 12,13, and 14 Fairchild Chapter 6	Students continue to practice range of motion techniques. Typical patient goals are discussed with emphasis on range of motion. In addition, students use computer software and standardized forms and dictation methods in documenting simple progress.	Due 3/22 Lab Assignment: -P/AA/AROM exercises - Bircher Doc. Practice Exercises to be assigned by instructor -Quiz
Week 4 3/23 – 3/29	Specific Documentation Strategies and Range of Motion Discussion on documentation continues with emphasis on defensive and outcome-oriented documentation. Documentation in reference to discharge planning is also undertaken. The role of documentation in continuous quality improvement is explored. In addition, specific types of documentation are introduced including documentation in different rehabilitation settings	Bircher Chapter 1,2, and 4 Appendix B	Students continue to perform and document range of motion activities. Documentation is critiqued in regard to its defensive and outcome- oriented nature. Given mock patient scenarios students analyze documentation differences according to rehabilitation settings. Each student will identify critical components of a note and orally present it to the instructor.	Due 3/29 Lab Assignment: - Bircher Doc. Practice Exercises to be assigned by instructor
Week 5 3/30-4/5	Vital Signs Vital Signs are presented (reviewed again in BIO12). Discussion includes importance of vital signs, signs and symptoms of abnormal vital signs and precautions.	Read: Fairchild Chapter 3	Students monitor blood pressure, heart rate and respiratory rate in different positions (supine, sitting, standing and tilt table). Discussion of when to measure vital signs and how to document measurements are also undertaken.	Due 4/5 Lab Assignment: -Vital Signs -SOAP note
Week 6 4/6-4/12	Human Posture / Introduction of Body Mechanics Students identify trunk structure and function and their impact on human posture. Postural terms including scoliosis, lordosis, and	Read: Lippert Chapter 21 Fairchild Chapter 4	Students observe posture and use plumbines and other postural assessment tools. Palpation of general surface landmarks are practiced assessing symmetry (further explored in PTA 2.) Given mock patient scenarios, students predict patient appearance and postural habits. Students justify their responses orally.	Due 4/12 Lab Assignment: Posture assessment and body mechanics Blackboard Assignment on Posture

	kyphosis are discussed. The student is introduced to proper body mechanics and the importance of maintaining good body mechanics.			VITAL SIGN COMPETENCY Quiz
Week 7 4/13-4/19	Body Mechanics / Introduction to Transfers Principles of moving and lifting are undertaken. Students are introduced to the importance of good body mechanics when transferring patients.	Read: Fairchild Chapters 4 and 8	Students' practice lifting and moving techniques. Students move and lift objects of varying size, shape and weight, while being observed and critiqued by their peers. Importance of these precautions in patient transfers and general treatment is emphasized and students are encouraged to incorporate them in physical therapy practice. During this week the student is introduced to different types of transfers. Components of transfers are presented including: amounts of assistance, preparation, precautions and organization. Students learn how to instruct patients and family in transfers using clear and concise commands.	Due 4/19 Lab Assignment: -Transfers -SOAP Note Midterm
4/19-4/30	SPRING RECESS		SPRING RECESS	
Week 8 5/1-5/10	Transfers Lecture Discussion of transfers continues. Different transfer techniques are discussed in relation to pathological conditions.	Read: Fairchild Chapter 8	Students practice transfers: supine to sit, bed to chair & chair to chair, and sit to stand and vice versa, using a variety of techniques (stand pivot, one, two and three person lifts). Given mock patient scenarios, students practice transfer. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a cerebral vascular accident mock patient case as presented by the instructor and implement the prescribed plan of care. Students perform transfers and range of motion techniques appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, continuous quality improvement and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	5/10 Lab Assignment: transfers -Blackboard assignment on transfers TRANSFER COMPETENCY

<p>Week 9 5/11- 5/17</p>	<p>Transfers Lecture Discussion about transfers continues. This week, the focus is placed on difficult transfers and what to do when transfers are unsuccessful.</p>	<p>Read: Fairchild Ch. 8</p>	<p>Practice of transfer techniques continues. Each student group is given mock patient scenarios which they perform in front of the class. Students document transfers and use computer software. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a adolescent traumatic brain injured mock patient case as presented by the instructor and implement the prescribed plan of care. Students apply their knowledge of psycho-social aspects of disabilities and teaching skills (concurrently learned in PTA 10). Students also perform transfer and range of motion techniques and vital signs monitoring, appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues, continuous quality improvement and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist (the instructor). Following this treatment application activity, students discuss patient management and therapeutic techniques.</p>	<p>Due 5/17 Lab assignment Transfers SOAP Note TRANSFER COMPETENCY Quiz</p>
<p>Week 10 5/18- 5/24 Wed. 5/22 follows a Monday schedule</p>	<p>Bed Mobility Students are instructed in positioning and draping techniques as well as precautions to be taken when performing these techniques. ¼, ½ & ¾ turns, side-lying, supine, prone, rolling and moving in bed are introduced.</p>	<p>Read: Fairchild Chapter 8</p>	<p>Students practice positioning/draping techniques, rolling, moving in bed and bed to stretcher transfers. Given mock patient scenarios, students perform bed mobility/draping activities. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of an acute traumatic brain injured mock patient as presented by the instructor and implement the prescribed plan of care. Students perform range of motion, bed mobility, lifting, draping, transfer techniques and vital signs monitoring, appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient</p>	<p>Due 5/24 Lab Assignment: bed mobility Blackboard Bed mobility assignment Quiz TRANSFER COMPETENCY</p>

			management and therapeutic techniques.	
Week 11 5/25- 5/31 College is Closed for Memorial Day 5/27	Bed Mobility and draping/ Architectural Barriers This week introduces the student to environmental accessibility, stressing the identification and accommodation of architectural barriers. The relationship between the state of the environment and safety, as it impacts on activities of daily living (ADL) is studied.	Read: Fairchild Chapter 5	Given mock patient scenarios, students continue to practice bed mobility, draping and transfer techniques. Students examine and analyze the accessibility of the campus facilities <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a cerebral vascular accident mock patient case as presented by the instructor and implement the prescribed plan of care. Students perform range of motion, bed mobility, lifting, draping techniques, transfers, and vital signs monitoring, appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, architectural barriers, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Due 5/31 Lab Assignment Students describe the type of home they live in and list the architectural barriers they find and suggestions for adaptations. Read: bed positioning BED MOBILITY COMPETENCY
Week 12 6/1-6/5	Introduction to Gait Lecture The student is introduced to normal gait. Topics include phases of gait, muscles involved, and when muscles contract and relax. Gait documentation will also be discussed.	Read: Lippert Chapter 22 Review Week 11 lecture and lab ppt.	Students observe and perform gait activities and distinguish the different phases of gait. Gait videos are observed.	Due 6/5 Lab Assignment Phases of Gait POSTIONING COMPETENCY
Final Exams 6/6-6/13	Final Exam Week	Review all online materials via Blackboard and reading assignments.	Final Exam	Date of final exam will be announced in May.

The above dates are subject to change. Professor will notify class of any changes via Blackboard announcements.