



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

PTA 300 Foundations of Physical Therapy II

Course Syllabus: Summer 2023

Prerequisites: PTA 1, PTA 2, PTA 10, PTA 20, BIO 11

Credit Hours: 3

Contact Hours: 5 (10 per wk. in the summer)

Lecture: Mon/Wed 8am-9:00am

Lab On campus: Mon/Wed 9:30 am- 1:40pm

Instructor: Prof. Christina McVey

Office: S129

Phone: 718-368-5727

e-mail: christina.mcvey@kbcc.cuny.edu

CATALOGUE DESCRIPTION

This course is a continuation of Foundations of Physical Therapy and is designed to introduce the student to gait deviations and ambulation activities using assistive devices and guarding techniques. Wheelchair activities are also presented. This course begins to consider the rehabilitation population including the effects of aging and the geriatric patient.

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.

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.
- Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long-term goals and intended outcomes.
- Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
- Participate in educating and providing patient-related instruction to patients, family members, and caregivers based on the plan of care.
- Exhibit conduct that reflects practice standards that are legal, ethical and safe.
- Demonstrate familiarity with NPAT requirements, format, and test taking strategies to maximize future success potential.

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 **Demonstrate an understanding of normal gait and gait deviations.**
 - 1.1. Identify the components of normal and abnormal gait.
 - 1.2. Differentiate the components of abnormal gait.
 - 1.3. Describe abnormal gait deviations via video presentations and role playing.
 - 1.4. Document gait deviations.
 - 1.5. Correlate gait deviations with muscular-skeletal structure and function.

1.6. Correlate gait deviations with pathological conditions.

2.0 Implement ambulation training activities.

- 2.1. Identify basic guarding techniques.
- 2.2. Identify different weight bearing statuses.
- 2.3. Identify ambulation devices and define their use in ambulation.
- 2.4. Identify and interpret ambulation techniques using different devices on level and uneven surfaces (stairs, ramps, carpet, etc.).
- 2.5. Identify specific crutch/cane gait patterns including: three point, two point, four point, swing to, and swing through.
- 2.6. Explain body mechanics and moving and lifting techniques as they relate to patient ambulation activities.
- 2.7. Discuss basic guarding techniques as they relate to proper body mechanics.
- 2.8. Interpret levels of assistance as they relate to ambulation activities.
- 2.9. Differentiate ambulation devices and their use in ambulation.
- 2.10. Distinguish appropriate uses of crutch/cane gait patterns.
- 2.11. Discuss different weight bearing statuses as they relate to different pathologies.
- 2.12. Perform ambulation activities on level and uneven surfaces using: walkers, axillary crutches, platform crutches, forearm crutches, straight canes, quad canes and hemi canes using full, partial and non-weight bearing statuses.
- 2.13. Implement specific crutch/cane gait patterns to pathological conditions.
- 2.14. Demonstrate safe guarding techniques during ambulation.
- 2.15. Properly measure walkers, crutches and canes.
- 2.16. Instruct peers in gait with assistive devices.
- 2.17. Assess balance and equilibrium reactions in terms of appropriate ambulation training.
- 2.18. Determine the appropriate ambulation techniques and equipment given patient pathologies, architectural barriers and balance deficiencies.
- 2.19. Delineate the progression of levels of assistance, weight bearing statuses and type of assistive device.
- 2.20. Analyze gait deviations for patients using ambulation devices.
- 2.21. Determine the procedure to be used given patient evaluation, short term goals, long term goals and plan of care for bed mobility, transfers and ambulation activities and their relationship to different pathologies.

3.0 Implement wheelchair training activities.

- 3.1. Identify the parts of a standard wheelchair.
- 3.2. Identify indications and uses of wheelchairs.
- 3.3. Identify the uses and training methods for motorized wheelchairs.
- 3.4. Outline the parts of a standard wheelchair.
- 3.5. Explain the indications and uses of wheelchairs.
- 3.6. Explain the uses and training methods for motorized wheelchairs as they relate to different pathologies.
- 3.7. Perform sliding board, wheelchair to floor and floor to wheelchair transfers using sound principles of body mechanics.
- 3.8. Instruct peers in wheelchair transfers and wheelchair use.
- 3.9. Perform wheelchair to toilet transfers.

4.0 Implement bed mobility and transfer techniques with ambulation and wheelchair training.

5.0 Implement vital sign monitoring skills, bed mobility, draping, transfer, ambulation, wheelchair training with pathological conditions in different rehabilitation populations.

5.1 Perform skills appropriate to aging and geriatric patients.

5.2. Perform skills appropriate to acute, short- term and long- term care patients (considering short and long term goals).

6.0 Given patient scenarios, implement comprehensive physical therapy plan of care as directed by the physical therapist.

6.1. Perform therapeutic techniques demonstrating an understanding of the role of the physical therapist assistant in rehabilitation.

6.2. Perform therapeutic techniques appropriately employing universal precautions and sound body mechanics.

6.3. Perform therapeutic techniques demonstrating an understanding of organizational structure, levels of authority, and fiscal considerations of the health care delivery system.

6.4. Implement sound rationale when performing ambulation and wheelchair training considering specific characteristics of pathological conditions.

6.5 Identify patient progress as it relates to the achievement of short- term goals.

6.6. Teach the uses, applications and responses of ambulation and wheelchair training activities, and concepts effectively with emphasis on safety and rationale.

6.7. Demonstrate the adjunctive nature of ambulation and wheelchair training by integrating their use in complete treatment applications.

6.8. Implement therapeutic interventions within the plan of care considering knowledge of assessment and measurement, pathology, kinesiology, anatomy, vital signs, and functional activities.

6.9. Implement therapeutic interventions within the plan of care demonstrating consideration of time management, therapeutic sequence and procedure selection issues.

6.10. Implement physical therapy interventions for a variety of patient types including: orthopedic, neurological and general deconditioned patients in a variety of settings.

6.11. Demonstrate appropriate documentation of physical therapy interventions considering patient response, precautions, treatment parameters, long/short term goals, and effectiveness.

6.12. Perform physical therapy interventions considering influencing factors (psychosocial, cultural, economic, legal/ethical, rehab. settings etc.).

6.13. Assist in discharge planning and alternative levels of care decision making.

6.14. Recognize patient response(s) that require the attention of the supervising physical therapist.

6.15. Communicate to supervising physical therapist the patient response to ambulation and wheelchair training.

6.16. Deduce the effectiveness of ambulation and wheelchair training techniques considering pathological conditions, attainment of short- term goals and the patient's overall response.

6.17. Assess patient response to treatment and appropriately alter ambulation and wheelchair training techniques.

6.18. Verify the effectiveness of his/her teaching behavior by analyzing performance.

6.19. Delineate the beneficial and untoward effects of ambulation and wheelchair training techniques.

6.20. Analyze the relationship of gait deviations, ambulation and wheelchair training with vital signs, body mechanics, documentation, bed mobility/draping and transfer techniques, the principles of kinesiology, and pathology as they relate to the achievement of rehabilitation goals.

7.0 Demonstrate appropriate professional behavior.

- 7.1. Attend and be on time for class, lab, and scheduled appointments.
- 7.2. Be prepared for lab activities; attend to tasks assigned.
- 7.3. Accept constructive criticism and respond and/or follows through appropriately.
- 7.4. Express self in a clear and easily understood manner.
- 7.5. Maintain appropriate personal hygiene.
- 7.6. Treat others with positive regard, dignity and respect.
- 7.7. 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.
- 7.8. Explain the importance of lifelong learning.
- 7.9. Describe how professional development can occur.

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:

1. Accurate measurement/fit of crutches, walkers and canes.
2. Employment of proper guarding techniques.
3. Instruction of gait with assistive devices including: walkers, crutches, and canes.
4. Instruction of stair climbing with assistive devices.
5. Instruction of wheelchair mobility.
6. Performance of safety assessments.
7. Reporting to supervising physical therapist.

Required Textbooks

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

Skinner, S., McVey, C (2011). *Clinical Decision Making for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Publishers.

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

Clinical Presentations	10%	The students in the class are divided into groups of 3-5. During the course, the groups perform a demonstration during week 6. The group presents a treatment based on a given evaluation of a mock patient demonstrating functional activities learned in class. Groups must work together to make clinical decisions based on the mock patient evaluation and plan of care.
Graded Documentation Assignments	15%	Students document treatment ideas and justifications learned and performed during lab. This assignment also includes individual progress note writing with mock patient documentation (handwritten and computerized).
Quizzes	25%	Students take multiple quizzes throughout the semester. Quizzes may be short-essay and multiple-choice type questions.
Lab Practical	30%	Students take a laboratory practical examination based on laboratory activities in their final week of the course.
Final Examination	20%	The final exam is cumulative for the entire semester's work.

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

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

6-week semester	Topic and Objectives of the week	Reading Assignments	Lab	Assignments and Due Dates
Week 1 6/24-6/30	<p>Introduction to Ambulation Training Ambulation activities are introduced. Students begin to study the following topics: weight bearing statuses, types of equipment used for different weight bearing statuses, amounts of assistance and basic guarding techniques. Students learn how to instruct patient and family in the use of assistive devices. Measurement of walkers and crutches is instructed.</p>	Read: Pierson Chapter 9 Review Week 1 – Lecture and Lab ppt.	<p>Students begin to practice ambulation activities in the parallel bars and with walkers. Students are introduced to ambulation equipment including walkers (standard, platform and rolling) and axillary crutches. Proper measurement of walkers and axillary crutches is studied. Students are given mini patient scenarios with various orthopedic and neurological conditions.</p> <p><i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a mock acute traumatic brain injured case as presented by the instructor and implement the prescribed plan of care. Students perform bed mobility, lifting, draping techniques, transfers and ambulation activities 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. Students perform discharge planning activities including, suggestion for home equipment and discharge alternatives. Following this treatment application activity, students discuss patient management and therapeutic techniques.</p>	-Quiz
Week 2 7/1-7/7 No class 7/4 School is closed for July 4th	<p>Ambulation Training Continues Discussion regarding crutch gait patterns continues such as: swing to, swing through, three point, and four point are presented. Indications for walkers and crutches are also discussed. Students are introduced to additional ambulation equipment including platform and forearm crutches and canes (straight, quad., and hemi). Measurement of this equipment is also</p>	Read: Pierson Chapter 9 Review Week 2 – lecture and lab ppt.	<p>Students continue perform measuring and ambulation activities with walkers and crutches using different weight bearing statuses on level and uneven surfaces. Given patient scenarios, students must instruct mock patients in ambulation activities. Students must objectively document these activities.</p> <p><i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a mock hip fracture case as presented by the instructor and implement the prescribed plan of care. Students perform bed mobility, lifting, draping techniques, transfers and ambulation activities appropriate to this scenario. While performing interventions, students consider additional factors</p>	-Quiz -SOAP Note MEASURING DEVICE COMPETENCY

	instructed.		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. Students perform discharge planning activities including, suggestion for home equipment and discharge alternatives. Following this treatment application activity, students discuss patient management and therapeutic techniques.	
Week 3 7/8-7/14	Ambulation Continues Discussion of ambulation topics from previous weeks continue. Gait analysis and progression of devices is discussed in relationship to the use of assistive devices. Balance and equilibrium difficulties are studied.	Read: Pierson Chapter 9 Review Week 3 – lecture and lab ppt.	Students practice ambulation activities with platform and forearm crutches and canes. The various crutch and cane gait patterns (three point, two point, etc.) are practiced. The influence assistive devices have on balance and equilibrium is undertaken. Students apply these skills in assigned patient scenarios. Students continue to practice ambulation activities with all assistive devices, on level and uneven surfaces. Students practice assessing treatment goals outlined on mock patient evaluations. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of an acute, obese, generally deconditioned mock patient with a cardiac history as presented by the instructor and implement the prescribed plan of care. Students perform bed mobility, lifting, draping techniques, transfers, ambulation and vital signs monitoring (previously learned in Bio 7 and PTA 1) 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. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. Following this treatment application activity, students discuss patient management and therapeutic techniques.	-Quiz -SOAP Note -Blackboard Writing Assignment Due 7/15 AMBULATION TRAINING COMPETENCY
Week 4 7/15– 7/21	Pathological Gait Discussion about normal gait continues from PTA 1.	Read: Lippert Chapter 21	Students observe videos and classmates for gait deviations. Students document gait deviations and analyze what muscles are being affected. Considering information presented in patient	-Quiz -AMBULATION TRAINING COMPETENCY

	<p>Pathological gait is introduced. Deviations are discussed in terms of deviations in muscle contraction / relaxation and their relationship to pathologies, such as those discussed in PTA 20. Documentation of gait deviations is also undertaken.</p>	<p>(review from PTA 1) Review Week 6– lecture and lab ppt.</p>	<p>scenarios, students predict types of gait deviations most likely to occur. Students will practice pre -ambulation activities previously discussed as well as advanced ambulation techniques. In addition, students will practice their clinical skills by completing comprehensive mock patient scenario treatments that include current topics from this course and the concurrent course as well as previous course work.</p>	
<p>Week 5 7/22- 7/28</p>	<p>Wheelchair Mobility During this week, the student is introduced to wheelchair (w/c) mobility. The student is instructed in the following topics: w/c prescriptions, parts of a w/c, w/c mobility, transfers (review of sliding board transfers, w/c to floor transfers, stand pivot) and w/c training. Students are also introduced motorized w/c use and training.</p>	<p>Read : Pierson Chapter 7 Review Week 4 lecture and lab PPT</p>	<p>Students practice w/c mobility, and transfers. In addition, students practice teaching classmates w/c mobility skills including dependent and independent w/c mobility on uneven surfaces. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a mock spinal cord injury case as presented by the instructor and implement the prescribed plan of care. Students perform bed mobility, lifting, draping techniques, transfers, ambulation activities and wheelchair mobility appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psychosocial 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.</p>	<p>-Quiz -Blackboard Writing Assignment due 7/26 SOAP NOTE</p>
<p>Week 6 7/29 - 8/4</p>	<p>Wheelchair Mobility Continued Wheelchair mobility discussion continues with topics that include proper wheelchair fit, and more independent advanced techniques like wheelies on even and uneven surfaces.</p>	<p>Read: Pierson Chapter 7 Review Week 5 – lecture and lab ppt.</p>	<p>Practice of wheelchair mobility activities continues with an emphasis on advanced independent wheelchair mobility exercises including wheelchair to floor transfers. Students will also be practicing floor transfers with an assistive device. <i>Treatment Application Activity</i> Given patient scenarios (using examples of aging and geriatric patients), students perform all skills learned up to this point (documentation, measurements and assessments, vital signs, bed mobility, draping, transfer training, ambulation training, wheelchair training, gait analysis, etc.) for different pathological conditions including orthopedic, neurological, and general</p>	<p>-Quiz W/C COMPETENCY Group Presentation TBA Practical Exam TBA</p>

			<p>medical conditions. Students take patient scenarios through different rehabilitation settings. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psychosocial issues and other issues impacting the health care delivery system. Students discuss patient management and therapeutic techniques.</p>	
<p>Final Exams Monday 8/7</p>	<p>Final Exam Week</p>	<p>Review all online materials via Blackboard and reading assignments.</p>	<p>Final Exam</p>	