



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

PTA 1000 Introduction to Physical Therapy

Course Syllabus: Spring 2021

Prerequisites: BIO 11

Co-requisites: PTA 1, PTA 20, PTA 2

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Credit Hours: 3

Contact Hours: 3

Synchronous Lecture: Wed 8:00am-10:00am

Fri 8:00am -9:00am

CATALOGUE DESCRIPTION

This course introduces the student to the physical therapy profession. Topics include: the history of physical therapy, pertinent laws of practice, code of conduct, the role of the professional association the role of the physical therapist and physical therapist assistant, definition of the rehabilitation population, communication skills and psycho-social aspect of disabilities.

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 an awareness and commitment to patient dignity as well as 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 the direction to perform 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.
- Read and understand health care literature, identify career development and life-long learning opportunities for the physical therapist assistant.

Student Learning Outcomes

As evidenced by successful performance and completion of written examinations, assignments, research article reviews, and presentations, the student will:

1.0 Demonstrate an understanding of physical therapy and the role of the physical therapist assistant.

- 1.1. Identify and describe the history of physical therapy.
- 1.2. Define the American Physical Therapy Association, its function and structure and discuss the benefits of membership.
- 1.3. Define the roles, responsibilities, and functions of the physical therapist, physical therapist assistant and physical therapy aide.
- 1.4. Interpret the components of the APTA Standards of Ethical Conduct for the Physical Therapist Assistant and laws governing practice.
- 1.5. Discuss the current changes in health care and the role of the physical therapist and physical therapist assistant.
- 1.6. Relate the role, responsibilities and functions of the physical therapist and physical therapist assistant in contemporary practice to the changes in health care.
- 1.7. Differentiates roles of clinical educators including academic coordinator of clinical education, center coordinator of clinical education, and clinical instructors.

1.8. Identifies physical therapist assistants' role as clinical instructors.

2.0 Demonstrate an understanding of the health care delivery system and the physical therapist assistant's role within it.

2.1 Define levels of care within the delivery system (acute, subacute, rehab, skilled nursing, home care, etc.)

2.2. Discuss legal, fiscal and ethical issues that affect the health care delivery system

2.3 Define concepts and principles of continuous quality improvement.

2.4 Define and identify the members of the interdisciplinary team.

2.5 Outline the roles of members of an interdisciplinary team

2.6 Outline principles and concepts of organizational structure including levels of authority and responsibility and the supervisory process.

2.7 Construct a basic continuous quality improvement plan.

2.8 Analyze classes of diagnoses as they relate to levels of care required.

2.9 Analyze the role and responsibilities of members of the interdisciplinary team in the contemporary practice of physical therapy.

2.10 Distinguish the various model of health care delivery and reimbursement including PPO, HMO, point of service, and other models.

3.0 Demonstrate an ability to effectively communicate with patients, families, peers, and other health care personnel.

3.1 Identify the role of both non-verbal and verbal communication in physical therapy.

3.2 Identify and explain the importance of patient and family teaching.

3.3 Analyze the effects of patient and family education on physical therapy outcomes.

3.4 Identify non-verbal and verbal communication behaviors.

3.5 Analyze the role of communication on cultural diversity, age diversity, patient privacy, death/dying and body image.

3.6 Identify the varied and simultaneous roles of patients and families as health care seekers, consumers, informants, and knowledge pursuers.

4.0 Attend to the psycho-social needs of patients and families.

4.1 Identify and discuss psycho-social aspects of disability that affect clinical practice.

4.2 Identify and discuss the physiology and consequences of aging.

4.3 Outline the components of patient privacy.

4.4 Explain cultural and age diversity present in clinical practice.

4.5 Recognize the diversity in coping mechanisms and the variety of support and advocacy groups available.

4.6 Describe coping mechanisms in death/dying, illness and disability.

4.7 Explain the importance of body image and its relationship to treating patient effectively.

4.8 Determine the effect of psycho-social aspect of disability on patient treatment outcomes.

4.9 Relate cultural and age diversity issues to patient treatment outcomes.

4.10 Analyze psycho-social aspects of disability and the effect on patient treatment outcomes.

5.0 Given patient scenarios, implement a mock patient interaction emphasizing psycho-social aspects of physical therapy services.

5.1 Identify the roles of members of an interdisciplinary team.

5.2. Use non-verbal and verbal communication strategies.

5.3. Examine patient and family coping mechanisms related to death/dying, illness and disability.

5.5. Implement ways to handle psycho-social events that interrupt patient intervention.

5.6 Educate a patient and family on the importance of physical therapy and the role of the physical therapist assistant.

6.0 Demonstrate the ability to express ideas in writing.

6.1. Perform free writing assignments.

6.2. Summarize and analyze academic experiences.

6.3. Effectively organize thoughts and ideas.

Assessment of Outcomes

The course professor utilizes a variety of teaching methodologies to facilitate accomplishment of student learning objectives. These methodologies may include interactive lecturing, supervised group and simulation activities, web-based instruction, use of custom computer-based study guides, and active learning strategies. As indicated in the student handbook, to receive a passing grade in this course the student must successfully complete all comprehensive examinations, and assignments with a grade of “C” or better.

Required Textbooks

Barrett, Christina (2021) Dreeben-Irimia Olga *Introduction to Physical Therapy for Physical Therapist Assistant*. Fourth Ed. Sudbury, MA: Jones and Bartlett Publishers.

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

Research Article Paper	10%	The student summarizes and analyzes two research articles. The first article may be on any topic but must be selected from <i>Physical Therapy</i> . The second article must discuss a current change in health care and may be taken from any peer reviewed health care journal. The articles must be approved by the professor. The format of these papers is distributed in class. The complete research article papers are submitted during the fifth and ninth week of class.
Assignments	5%	The student completes writing assignments that are assigned and submitted on Blackboard. In addition, students post replies to professor’s questions via the Blackboard discussion board.
Quizzes	25%	The student completes 4-6 quizzes. Some of the quizzes consist of multiple-choice questions FSBPT type questions. The student also completes essay type quiz(zes) where the student is required to read and analyze a clinical scenario. The student responds to questions specifically related to the material covered in this and concurrent courses. Quiz topics include: continuous quality improvement, organizational structure, ethical, cultural, communication and teaching, and legal and fiscal issues.

Practical Experience Analysis	10%	The student prepares a 3-5 page paper analyzing their physical therapy volunteer experience. The paper is based on a series of questions related to topics covered in this course as provided by the instructor. The paper is submitted during the eleventh week of class.
Role Playing Presentation	10%	Each group role plays a psycho-social scenario. Special attention is paid to diverse problem solving and communication strategies. The presentation is made during the twelfth week.
Mid-term Examination	20%	The student takes a cumulative examination covering the first six weeks of the course. The examination includes multiple choice questions
Final Examination	20%	The student takes a cumulative final examination.

Writing Intensive Graduation Requirement

This course meets the college's writing intensive graduation requirement. During the semester you will write informally to express course content in your own words and write at least one formal paper in draft with feedback from your instructor. Your work on writing informal and formal, will compromise at least 30% of the final grade for this course and you can expect to revise some 8-10 pages of formal writing.

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. In the online environment, exams will be scheduled during synchronous online lectures. Students who do not take a test during the allotted time period must consult with the instructor to reschedule the exam. Those students will be given an alternate makeup

test. 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.

Single Stop, Room V-231, ext. 5411

Single Stop connects Kingsborough students to the benefits and resources for which they may qualify. A free 15-minute benefits screening can potentially point the way to help with rent, groceries, and/or health insurance. In addition, students can receive the following free services; legal aid; financial counseling; and tax preparation.

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. It 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	Written Assignments	Due Dates for Assignments
Week 1 3/6-3/13	Introduction to Physical Therapy This initial week introduces the student to physical therapy. Topics include: what physical therapy is, the history of physical therapy, and contemporary physical therapy practice.	Barrett, Chapter 1 pages 1-10 Chapter 2 pages 11-23	Post reply to “Getting to know you” discussion – mandatory for VOE on Blackboard.	Due 3/12
Week 2 3/14-3/20	Roles, Responsibilities and Current Trends The introduction to physical therapy continues, emphasizing the role and responsibilities of a therapist and physical therapist assistant. The importance of lifelong learning, learning strategies and continued professional development is presented and continued in week 8.	Barrett, Chapter 4 pages 53-68 Chapter 5 Review Week 2 – lecture ppt	Post reply on Discussion board on Blackboard to roles and responsibilities question. Quiz	Due 3/19.

Week 3 3/21- 3/26	Legal and Ethical Issues The student is instructed in the APTA Standards of Ethical Conduct for the Physical Therapist Assistant and the New York State Practice Act for physical therapists and physical therapist assistants.	Barrett Chapter 6 and 7 Skinner Chapter 3 NYS Practice Act (found on Blackboard under course material) Review Week 3 lecture ppt.	Research Article Paper #1 – Part One is due Quiz	Due 3/25.
3/27 – 4/4	SPRING RECESS		SPRING RECESS	
Week 4 4/5-4/10	Legal and Ethical Issues cont. Discussion on the Code of Ethics and the Practice Act continues. Current legal issues and issues of malpractice is the focus of this week's lecture. The student is introduced to the American Physical Therapy Association including its structure, functions, national and local chapters and advantages to being a member.	Barrett, Chapter 6 and 7 Chapter 2, pages 23-31 Appendix B,C,D,E,F Skinner Chapter 3 Review Week 4 lecture ppt.	Writing Assignment on Blackboard under Assignments on menu	Due 4/9.
Week 5 4/11- 4/17	Current Trends in Contemporary Practice The health care delivery system is defined and described. Current trends, including continuous quality improvement and managed health care in the health care delivery system and the affect that these changes have on contemporary practice are studied.	Barrett Chapter 11-12 Chapter 3 pages 46-51 Review Week 5 lecture ppt.	Complete Research Article Paper #1 is due. Writing Assignment on Blackboard under Assignments on menu Quiz	Due 4/16
Week 6 4/18- 4/24	Communication and the Interdisciplinary Team Current trends in job opportunities and role/responsibilities of physical therapist and physical therapist assistant continues to be discussed. During this week, verbal and non-verbal communication issues are discussed including the importance of clear communication skills. Other health care professions are introduced and their role in the interdisciplinary team is	Barrett Chapter 8 Chapter 4, page 66-78 Skinner Chapter 2 Review Week 6 lecture ppt.	Writing Assignment on Blackboard under Assignments on menu	4/23

	defined. Examples of interdisciplinary team communications and functions are given.			
Week 7 4/25-5/1	The Rehabilitation Population The student is introduced to typical samples of the rehabilitation patient population. The physiology and consequences of aging are discussed as relates to rehabilitation. Emphasis is placed on identifying classes of diagnoses and health care setting placement.	Barrett Chapter 3, pages 33-46 Skinner Chapter 1 and 2 Review Week 7 lecture ppt.	Midterm Exam	Due 4/30.
Week 8 5/2-5/8	The Rehabilitation Process Cont. The rehabilitation population discussion continues. Psycho-social differences between classes of patients are discussed. The rehabilitation population is discussed in relation to the contemporary practice of physical therapy and health care delivery system.	Review Week 8 lecture ppt.	Writing Assignment on Blackboard under Assignments on menu	Due 5/1.
Week 9 5/9-5/15	Introduction to Psycho-social Aspect of Disability The student is introduced to psycho-social aspects of disabilities that affect clinical practical. Cultural and age diversity issues are examined.	Barrett Chapter 6 pages 114-126 Review Week 9 lecture ppt.	Research Article Paper #2 is due. Post reply on Discussion board on Blackboard Quiz	Due 5/14.
Week 10 5/16-22	Psycho-social Aspect of Disability cont. Discussion of psycho-social aspect of disabilities continues. Topics include: issue of patient privacy and death/dying, illness and disability.	Review Week 10 lecture ppt.	Writing Assignment on Blackboard under Assignments on menu	Due 5/21.
Week 11 5/23-5/29	Psycho-social Aspects of Disability cont. Discussion of psycho-social issues continues. Emphasis this week is placed on issues of body image and how stages of development affect body image and coping mechanisms. The effect of psycho-social issues on patient intervention and	Review Week 11 lecture ppt.	Practical Experience Paper is due. Quiz	Due 5/28.

	outcomes is also discussed.			
Week 12 5/30-6/6	<u>Patient and Family Education</u> The importance and methods of patient and family education are studied as well as their effect on physical therapy outcomes.	Barrett, Chapter 9 Review Week 12 lecture ppt.	Group Presentations	Group Presentation due 6/2.
Final Exams 6/9- 6/15	Final Exam Week	Review all online materials via Blackboard and reading assignments.	Final Exam	Date of final exam will be announced in May.