



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

### **PTA 2500 Interactions in the Clinic**

Course Syllabus: Spring 2021

Prerequisites: PTA 6

Co-requisites: PTA 7, PTA 8

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Credit Hours: 3

Contact Hours: 4.5

Synchronous Lecture: Friday 2:30 PM – 4:00 PM

On Campus Lab: Monday 8:00 AM – 11:00 AM

#### **CATALOGUE DESCRIPTION**

This course simulates the clinical environment using specific role-playing activities related to the administration of physical therapy services, PT/PTA interactions, ethical challenges, interdisciplinary communication and other relevant issues. Students will engage in peer assessment of skills, mock person to person and telephone contact activities, independent research and reporting of pathological conditions and associated sequelae, and clinical documentation. The purpose of this course is to enhance student preparation for the final clinical affiliation and ultimate job entry.

#### **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.



## **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.

## **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 the development and maintenance of a level of knowledge, which enables the provider to utilize standards of care in the daily delivery of health care to the consumer. The program's dedicated faculty members provide students with the knowledge and background necessary to develop a sense of professionalism, which will extend into their career.

## **OVERVIEW OF PROGRAM LEARNING OBJECTIVES**

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

1. 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.
2. Demonstrate an awareness and commitment to patient dignity as well as social responsibility, citizenship, and advocacy related to the provision of PT services.
3. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
4. Adjust interventions within the plan of care and report this and any changes in patient's status to the physical therapist as well as assist in complex interventions.
5. Recognize when intervention should not be provided due to changes in the patient's status and respond appropriately in emergency situations.
6. 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.
7. Demonstrate familiarity with NPTAE requirements, format, and test taking strategies to maximize future success potential

## Student Learning Outcomes

As evidenced by successful performance and completion of written examinations, reports and assignments the students will:

### **1.0. Provide comprehensive mock intervention of selected neurological, orthopedic, developmental, and neuromuscular disorders consistent with the physical therapist's plan of care.**

- 1.1. Read and interpret the physical therapist initial evaluation.
- 1.2. Organize treatment area for administration of physical therapy services.
- 1.3. Determine appropriate selection, sequence, and progression of therapeutic interventions including exercise, gait, assistive device use, and physical agents. .
- 1.4. Provide therapeutic interventions demonstrating awareness of pathological condition, time constraints, patient response, efficacy of interventions, etc.
- 1.5. Demonstrate awareness of therapeutic indications/contraindications.
- 1.6. Demonstrate appropriate therapeutic assessment techniques to gauge patient progress.
- 1.7. Demonstrate knowledge of physiological signs and symptoms that indicate patient endangerment including, SOB, cyanosis, syncope, change in mental status, dizziness, etc.
- 1.8. Use appropriate rehabilitation technology to enhance achievement of therapeutic goals.
- 1.9. Demonstrate appropriate administration of physical agents.
- 1.10. Demonstrate ability to communicate effectively with the supervising physical therapist.
- 1.11. Demonstrate the ability to refer clinical issues to the supervising physical therapist when appropriate.
- 1.12. Demonstrate appropriate documentation of therapeutic sessions using paper based and electronic strategies.
- 1.13. Develop proficiency in effectively providing simultaneous interventions to multiple patients.
- 1.14. Administer portions of functional and pain assessments as directed by supervising physical therapist.
- 1.15. Assist in discharge planning and alternative levels of care decision making with supervising physical therapist.

1.16. Demonstrate an understanding of operational considerations within varied physical therapy delivery systems including PT-PTA team strategies, patient scheduling practices, the use of physical therapy aides, etc.

**2.0. Demonstrate knowledge of the physical therapist assistant's role in the inter/multidisciplinary health care environment.**

- 2.1. Demonstrate effective face to face communication with faculty role playing members of the inter/multidisciplinary team including physician, nurse, vocational counselor, occupational therapist, etc.
- 2.2. Demonstrate appropriate telephone communication with faculty role playing members of the inter/multidisciplinary team including physician, nurse, vocational counselor, occupational therapist, etc.
- 2.3. Demonstrate appropriate action based upon communication with members of inter/multidisciplinary team.
- 2.4. Initiate communication with members of inter/multidisciplinary team as appropriate.
- 2.5. Recognize aspects of the plan of care that may be outside the PTA's scope of practice and act accordingly.

**3.0. Demonstrate ability to effectively communicate with patient, family, and health care team members and appropriately manage psychosocial sequelae.**

- 3.1. Demonstrate appropriate and effective communication with mock patient including providing effective and accurate instructions, demonstrating effective listening skills, providing rationale for treatment and other clinical explanations as indicated, demonstrating sensitivity to nonverbal behavior, etc.
- 3.2. Demonstrate appropriate responses related to psychosocial aspects of clinical scenarios including cultural differences, patient coping mechanisms, third-party payment issues, ethical challenges, etc.
- 3.3. Demonstrate appropriate and effective communication with family and health care team members about physical therapy and related issues.
- 3.4. Verify the effectiveness of his/her teaching behavior by analyzing performance.
- 3.5. Demonstrate appropriate sensitivity and action recognizing the various and simultaneous roles of patients and families as health care seekers, consumers, informants, and knowledge pursuers.

**4.0. Demonstrate appropriate professional behavior**

- 4.1. Attend and be on time for class, lab, and scheduled appointments.
- 4.2. Be prepared for lab activities, attend to tasks assigned.
- 4.3. Accept constructive criticism and respond and/or follows through appropriately.
- 4.4. Express self in a clear and easily understood manner.
- 4.5. Maintain appropriate personal hygiene.
- 4.6. Treat others with positive regard, dignity and respect.
- 4.7. 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.
- 4.8. Explain the importance of lifelong learning.

4.9. 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 and assignments 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: These tools are distributed at the beginning of the semester.

### Required Textbooks

Lescher, P. Pathology for the Physical Therapist Assistant  
FA Davis Company, Philadelphia PA, 2011

Pierson, Frank M. & Fairchild, Sheryl L. (2018) Principles and Techniques of Patient Care, Sixth Edition. Philadelphia, PA: W.B. Saunders Company.

Dreeben-Irimia, Olga (2017). Introduction to Physical Therapy for Physical Therapist Assistant. Third Ed. Sudbury, MA: Jones and Bartlett Publishers.

Skinner, S., McVey, C. (2013). Pocket Notes for the Physical Therapist Assistant. 2nd edition Sudbury, MA: Jones and Bartlett Publishers

Scorebuilder’s PTA Complete Study Guide – New Edition 2020

Required App: Scorebuilder’s PTA Basecamp ( follow instructors guidance before purchasing)

### Recommended:

Mosby (2016) *Mosby’s Dictionary*. 10th ed. St. Louis, MO: Elsevier.

**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

5 Graded Telephone/Personal Interactions	10%	Students are required to complete five interaction activities. The students perform telephone interactions with a faculty member role-playing a member of the inter/multidisciplinary health care team. Students are also required to complete personal interactions with a faculty member role-playing a supervising physical therapist as well as a member of the inter/multidisciplinary health care team. The interactions are based upon specific clinical scenarios. The faculty member will assess the effectiveness of the interactions using a standardized tool.
Presentation	10%	Students are required to select a clinically relevant final presentation topic. All topics must be approved by the instructor. On a specified scheduled, each student must submit a detailed outline, electronic (Power Point) component, and audience handout(s). The presentation preparation material will be assessed for style, form, and content. These materials will receive a grade and be returned to students for revision and use in the presentation.
Progress/Summary Notes	10%	Students must complete progress notes and summary reports on the assigned clinical interactions. These reports will be assessed for form, style, and content. These reports will include handwritten and computer-generated (Web PT) formats. In addition, throughout the semester students will be required to complete a monthly note, discharge summary and design home exercise programs on assigned patients.
Written Critiques of Clinical Interactions	5%	Students acting as mock patients are provided standardized forms to critique each clinical interaction. The critique includes student perceptions related to interpersonal interactions, effectiveness of treatment, etc. Critiques also include sections on the perceived strengths and weaknesses of the overall interaction and suggestions for improvement.
Clinical Diagnosis Evidence Based Practice Research Activity	5%	Using internet resources, students are allotted a maximum of 15 minutes to research an assigned relatively uncommon clinical diagnosis. Each student completes a standardized form providing relevant information including etiology, pathogenesis, physical therapy and non-physical therapy management. The assignment is assessed based upon accuracy of acquired information and appropriateness of research sources. Evidence Based Practice is highlighted.
Multiple Choice Quizzes	20%	The student completes a series of weekly quizzes derived from the course material presented in the preceding week.
Mid-term Examination	20%	The student takes a cumulative examination covering the first five to six weeks of the course. The examination includes multiple-choice type questions.
Final Examination	20%	The final exam is cumulative for the entire semester's work consisting of multiple-choice questions.

### **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](mailto: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. 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 regarding 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 Activities	Assignments and Due Dates
Week 1 3/6-3/13	Evidence Based Practice Following patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. The importance of clinical decision making is reviewed, and the topic of clinical management using evidence is discussed	Read: Skinner Chapter 13 Lecture: Evidence Based Practice	A mock inpatient rehabilitation facility is designed giving students the opportunity to treat multiple patient diagnoses simultaneously. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include CVA, amputee, Alzheimer's, Parkinson's disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format.	<ul style="list-style-type: none"> <li>• Reading Summary 1</li> <li>• Due Date: 3/13</li> </ul>
Week 2 3/14-3/20	Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Documentation is also discussed using students completed notes. Discussion focuses on reviewing the importance of accurate, descriptive documentation as well the assessment portion of the	Read: Skinner, Chapter 7, 10 Score builder's Review	Students continue interventions of mock patients from previous week progressing patients according to previous patient progress and documentation within the plan of care. Students role modeling patients are provided new specific scripts to ensure appropriate clinical challenge. Patient diagnoses continue to include CVA, amputee, Alzheimer's, Parkinson's disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format. Web PT is utilized as EHR.	<ul style="list-style-type: none"> <li>• Reading summary 2</li> <li>• Quiz 1</li> <li>• Due Date: 3/20</li> </ul>

	note. Clinical decisions regarding patients with neurological conditions and geriatric patients are discussed and students are given specific patient-based questions and asked to use evidence to decide on interventions.			
Week 3 3/21- 3/26	Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Treatment and specific clinical decision making regarding geriatric patients continue and patients with acute medical conditions are also discussed.	Read: Skinner, Chapter 10, 12 Scorebuilder's Review book	Students continue intervention of mock patients from previous week progressing patients according to previous patient progress and documentation. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students are encouraged to use a variety of intervention activities within the plan of care and based on patient progress. Patient diagnoses continue to include CVA, amputee, Alzheimer's, Parkinson's disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format via Web PT.	<ul style="list-style-type: none"> <li>• <b>Project Outline Due</b></li> <li>• Reading summary 3</li> <li>• <b>Due Date: 3/26</b></li> </ul>
3/27-4/4	SPRING BREAK - Study and review			<ul style="list-style-type: none"> <li>• Spring Break ends 4/4/21</li> </ul>
Week 4 4/5-4/10	Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Students' documentation of mock patient interventions is reviewed and discussed. Discussion regarding intervention and decision making of pediatric patients begins.	Read : Skinner, Chapter 9 Scorebuilder's review	Students continue treatment of mock patients from previous week progressing patients according to previous patient progress and documentation. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students are encouraged to use a variety of intervention activities within the plan of care and based on patient progress. Patient diagnoses continue to include CVA, amputee, Alzheimer's, Parkinson's disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format as well as a monthly note.	<ul style="list-style-type: none"> <li>• Reading summary 4</li> <li>• Quiz 2</li> <li>• Bb discussion</li> <li>• <b>Due date: 4/10</b></li> </ul>

Week 5 4/11- 4/17	Pediatrics Students perform the clinical diagnosis research assignment in class. Research results are then discussed.	Read : Skinner Chapter 9 Scorebuilder's review Book Pediatric Milestones	Students are given mock pediatric neurological evaluations. Students work in groups using critical thinking skills to discuss individual patient problems and intervention ideas. Intervention ideas must relate to established goals and plan of care. In addition, students need to design age appropriate interventions within an allotted time frame.	<ul style="list-style-type: none"> <li>• Reading summary 5</li> <li>• Bb Discussion</li> <li>• <b>Due Date: 4/17</b></li> </ul>
Week 6 4/18- 4/24	Pediatrics Following mock patient interventions, students are involved in a class discussion reviewing patient cases loads, treatment rationale, and patient progression with the focus on pediatric patients with neurological pathologies.	Read : Scorebuilder's Review Book Neuro Review	The signs, symptoms, etiologies and intervention of specific neurological disorders are reviewed including Parkinson's, multiple sclerosis and other degenerative diseases, cerebral palsy, Alzheimer's and traumatic brain injury.	<ul style="list-style-type: none"> <li>• Reading summary 6</li> <li>• PROJECT POWER POINT DUE</li> <li>• Bb Discussion</li> <li>• <b>Due date: 4/24</b></li> </ul>
Week 7 4/25-5/1	Mock Pediatric facility Lecture Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, treatment rationale, and patient progression. Discussion focuses on creative ways to engage children while achieving treatment goals. Discussion focuses on documentation of pediatric interventions with emphasis on quantitative documentation and Individualized Education Plans.	Read : Scorebuilder's Review Book Pediatrics Review	Students continue perform complete interventions for mock pediatric interventions in a school setting. Students use critical thinking and sound technical skills to treat pediatric patients with diagnosis of cerebral palsy, TBI, autism and muscular dystrophy. Students are responsible for daily documentation which is then peer critiqued. Students participate in an interdisciplinary team meeting where they must report patient progress. In addition, students prepare home exercise programs for their patients and present their programs to faculty playing the role of a parent in week 7.	<ul style="list-style-type: none"> <li>• <b>Midterm Exam</b></li> <li>• Bb Discussion</li> <li>• Reading summary 7</li> <li>• Due date: 5/1</li> </ul>
Week 8 5/2-5/8	Mock Pediatric Facility Lecture Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads,	Read : Scorebuilder's Review Book Pediatrics Review	Students perform complete interventions for mock pediatric patients in an outpatient pediatric setting. Students use critical thinking and sound technical skills to treat pediatric patients with diagnoses of cancer, cystic fibrosis, and orthopedic conditions. Students are responsible for daily documentation which is then peer critiqued. Students teach a home exercise program to faculty	<ul style="list-style-type: none"> <li>• Bb Discussion</li> <li>• Reading summary 8</li> <li>• <b>Electronic poster Presentation</b></li> <li>• <b>Due date:5/8</b></li> </ul>

	treatment rationale, and patient progression. Students Progress notes are reviewed. Differences in treating in an outpatient vs. School setting are discussed as well as the differences in treating patients with long term neurological problems and acute medical pathologies. In addition, effective communication with parents is also reviewed.		playing the role of a mock parent.	
Week 9 5/9-5/15	Mock Outpatient Facility Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Discussion focuses on outpatient settings and types of pathologies seen in outpatient settings. In addition, strategies to effectively treat multiple patients is discussed.	Read: Skinner Chapter 6 & 11 Scorebuilder's Review Book Ortho	A mock outpatient facility is designed giving students the opportunity to treat multiple patient diagnoses simultaneously. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients at one time. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs.	<ul style="list-style-type: none"> <li>• Bb Discussion</li> <li>• Reading summary 9</li> <li>• Quiz 3</li> <li>• PROJECT HANDOUTS DUE</li> <li>• <b>Due date: 5/15</b></li> </ul>
Week 10 5/16 – 5/22	Mock Outpatient Facility Lecture Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Handwritten and computerized notes are reviewed. Discussion this week focuses on formal and	Read: Skinner Chapter 6 & 11 Scorebuilder's Review Book Ortho	Students continue treatment of mock patients from previous week, progressing according to documented response and other relevant factors within the plan of care. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising	<ul style="list-style-type: none"> <li>• Bb Discussion</li> <li>• Reading summary 10</li> <li>• Quiz 4</li> <li>• <b>Due date: 5/22</b></li> </ul>

	informal assessments and their place in documentation.		therapist as appropriate. Students are responsible for daily documentation via computerized programs.	
Week 11 5/23 - 5/29	Mock Outpatient Facility Lecture Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Students begin final individual presentations.	Read: Scorebuilder's Review Book	Students continue treatment of mock patients from previous week, progressing according to documented response and other relevant factors. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs. In addition, students are asked to design and present a home exercise program for one of their patients.	<ul style="list-style-type: none"> <li>• Bb discussion</li> <li>• Reading summary 10</li> <li>• Quiz 5</li> <li>• <b>Due date: 5/29</b></li> </ul>
Week 12 5/30 – 6/5	Mock Outpatient Facility Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Students complete final individual presentations.	Read: Scorebuilder's Review Book	Students continue treatment of mock patients from previous week, progressing according to documented response and other relevant factors. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs. Students are also asked to complete a discharge summary on one of their patients.	<ul style="list-style-type: none"> <li>• Bb Discussion</li> <li>• Reading Summary</li> <li>• Due date: 6/5</li> </ul>
Final Exams 6/9-6/15	Study and Review all online materials via Bb		Final Examination days and times TBD	<ul style="list-style-type: none"> <li>• Final Examination</li> <li>• Due Date: 6/15</li> </ul>