



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

PTA 100 Foundations of Physical Therapy

Course Syllabus: Spring 2021
Prerequisites: BIO 11
Co-requisites: PTA 10, PTA 20, PTA 2

Credit Hours: 3
Contact Hours: 5
Synchronous Lecture: Wed 10:10am-11:10am
Lab On campus: Tues/Thu 10:20am- 12:30

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CATALOGUE DESCRIPTION

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

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.

Student Learning Outcomes

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

1.0 Interpret and use medical terminology and documentation.

- 1.1. Recognize medical terminology and medical abbreviations.
- 1.2. Identify the need for documentation.
- 1.3. Recognize the components of a MD consult/ prescription.
- 1.4. Define the components of a physical therapy evaluation.
- 1.5. Identify the contents of a patient progress notes.
- 1.6. Identify short- and long-term goals and the importance of setting and reassessing goals.
- 1.7. Recognize and define defensive and outcome-oriented documentation.
- 1.8. Identify components of continuous quality improvement.
- 1.9. Interpret medical technology given MD consult/ prescriptions and physical therapy evaluation.
- 1.10. Explain the need for documentation.
- 1.11. Interpret short- and long-term goals, within the plan of care, in physical therapy evaluations, re-evaluations and progress notes.

- 1.12. Interpret defensive and outcome-oriented documentation
- 1.13. Use medical terminology and medical abbreviations in the construction of progress notes.
- 1.14. Write progress notes exhibiting elements of defensive and outcome-oriented documentation.
- 1.15. Analyze physical therapy documentation considering medical terminology and medical abbreviations, pathological conditions, short- and long-term goals and psycho-social factors as they relate to the contemporary practice of physical therapy.

2.0 Implement research reviews.

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

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

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

4.0 Perform vital signs monitoring.

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

5.0 Demonstrate understanding of human posture and body mechanics.

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

5.7. Examine human movement considering principles of body mechanics.

6.0 Use proper body mechanics during transfer activities.

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

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

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

8.0 Demonstrate understanding of human gait.

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

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

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

10.0 Demonstrate appropriate professional behavior.

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

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

Assessment of Outcomes

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

- Using and understanding medical terminology.
2. Documentation of observational experiences.
3. Monitoring of vital signs.
4. Performance of proper body mechanics during lifting activities.
5. Performance of patient draping techniques.
6. Use of universal precautions.
7. Performance of bed mobility techniques.
8. Instruction of bed mobility techniques.
9. Performance of basic transfers using proper body mechanics.
10. Instruction of basic transfers using proper body mechanics.
11. Analysis and observation of components of normal gait.
12. Performance of active and passive range of motion techniques (formally assessed in PTA 5).

Required Textbooks

Bircher, Wendy PT, EdD. (2018) *Documentation for Physical Therapist Assistant*. 5th Ed. Philadelphia, PA: F.A. Davis.

Fairchild, Sheryl L. & O'Shea, Roberta (2018) *Pierson and Fairchild's Principles and Techniques of Patient Care*. 6th 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 (2017) *Clinical Kinesiology and Anatomy*. Sixth Edition. Philadelphia, PA: F.A Davis

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

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

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. If you send an email from a personal email account, sign the message. Often the names of personal email accounts are different from a person's given name. Use the KCC email whenever possible.

EQUITY, CIVILITY, RESPECT for DIVERSITY and INCLUSION

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

Religious/Cultural Observance

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

Week to Week Course Agenda

12-week semester	Topic and Objectives of the week	Reading Assignments	Lab	Assignments and Due Dates
Week 1 3/6-3/13	Introduction to Documentation and Range of Motion Lecture This initial week introduces the student to medical terminology and documentation and abbreviations including	Read: Bircher Chapter 9 and 10 Fairchild Chapter 6 Review Week 1 – Lecture and Lab ppt.	Physical therapy evaluations and progress notes are read, and components identified. Universal precautions are reviewed. Passive and active range of motion techniques are demonstrated. Students perform and practice these techniques. Given mock patient scenarios, students perform range of motion treatments and practice writing simple progress notes regarding their intervention. In addition, students use standardized forms	Due 3/13. Lab Assignment: PROM exercises Bircher Doc. Practice exercises p. 160 practice exercise 4, p. 161 practice exercise 6 and p. 164 practice exercise 10.

	prefixes/suffixes. Planes of the body and major body parts (previously learned in BIO 11) are reviewed.		and dictation methods in documenting simple progress.	Post reply to “Getting to know you” discussion – mandatory for VOE on Blackboard
Week 2 3/14- 3/20	Documentation and Range of Motion Discussion on documentation continues as it relates to the structure of daily notes. Students are instructed in the review of professional literature including parts of a research article, how to read and present a research article and how to write a research paper. Class discussion of a research article selected by the instructor.	Read: Bircher Chapter 11 and 12 Barrett Chapter 10 Fairchild Chapter 6 Review Week 2 – lecture and lab ppt.	Physical therapy evaluations and progress notes are read and components identified. Universal precautions are reviewed. Students continue to perform and practice passive, active and active assistive range of motion techniques. Given mock patient scenarios, students perform range of motion treatments and practice writing simple progress notes regarding their intervention.	Due 3/19. Lab Assignment: AAROM/PROM exercises -Bircher Doc. Practice Exercise p.227 practice exercise 1 and p. 176 practice exercise 3 -#1-5
Week 3 3/21- 3/26	Vital Signs Vital Signs are presented (reviewed again in BIO12). Discussion includes importance of vital signs, signs and symptoms of abnormal vital signs and precautions.	Read: Fairchild Chapter 3 Review Week 3 – lecture and lab ppt.	Students monitor blood pressure, heart rate and respiratory rate in different positions (supine, sitting, standing and tilt table). Discussion of when to measure vital signs and how to document measurements are also undertaken.	Due 3/26. Lab Assignment: -Vital Signs -SOAP note -Quiz
3/27 - 4/4	SPRING RECESS		SPRING RECESS	
Week 4 4/5-4/10	Human Posture / Introduction of Body Mechanics Students identify trunk structure and function and their impact on human posture. Postural terms including scoliosis, lordosis, and kyphosis are discussed. The student is introduced to proper body mechanics and the importance of maintaining good body mechanics.	Read: Lippert Chapter 21 Fairchild Chapter 4 Review Week 4 – lecture and lab ppt.	Students observe posture and use plumbines and other postural assessment tools. Palpation of general surface landmarks are practiced assessing symmetry (further explored in PTA 2.) Given mock patient scenarios, students predict patient appearance and postural habits. Students justify their responses orally.	Due 4/9. Lab Assignment: Posture assessment and body mechanics Blackboard Assignment on Posture VITAL SIGN COMPETENCY

<p>Week 5 4/11- 4/17</p>	<p>Body Mechanics / Introduction to Transfers Principles of moving and lifting are undertaken. Students are introduced to the importance of good body mechanics when transferring patients.</p>	<p>Read: Fairchild Chapters 4 and 8 Review Week 5 – lecture and lab ppt.</p>	<p>Students practice lifting and moving techniques. Students move and lift objects of varying size, shape and weight, while being observed and critiqued by their peers. Importance of these precautions in patient transfers and general treatment is emphasized and students are encouraged to incorporate them in physical therapy practice. During this week the student is introduced to different types of transfers. Components of transfers are presented including: amounts of assistance, preparation, precautions and organization. Students learn how to instruct patients and family in transfers using clear and concise commands.</p>	<p>Due 4/16 Lab Assignment: -Transfers -SOAP Note Doc. Assignment: p. 211 practice exercise 2 and Quiz</p>
<p>Week 6 4/18- 4/24</p>	<p>Transfers Lecture Discussion of transfers continues. Different transfer techniques are discussed in relation to pathological conditions.</p>	<p>Read: Fairchild Chapter 8 Review Week 6 lecture and lab ppt.</p>	<p>Students practice transfers: supine to sit, bed to chair & chair to chair, and sit to stand and vice versa, using a variety of techniques (stand pivot, one, two and three person lifts). Given mock patient scenarios, students practice transfer. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a cerebral vascular accident mock patient case as presented by the instructor and implement the prescribed plan of care. Students perform transfers and range of motion techniques appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, continuous quality improvement and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.</p>	<p>4/23 Lab Assignment: transfers -Midterm -Blackboard assignment on transfers TRANSFER COMPETENCY</p>
<p>Week 7 4/25-5/1</p>	<p>Transfers Lecture Discussion about transfers continues. This week, the focus is placed on difficult transfers and what to do when transfers are unsuccessful.</p>	<p>Read: Fairchild Ch. 8 Review Week 7 Lecture and lab ppt.</p>	<p>Practice of transfer techniques continues. Each student group is given mock patient scenarios which they perform in front of the class. Students document transfers and use computer software. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a adolescent traumatic brain injured mock patient case as presented by the instructor and implement the prescribed plan of care. Students apply their knowledge of psycho-social aspects of disabilities and</p>	<p>Due 4/30. Lab assignment Transfers SOAP Note</p>

			teaching skills (concurrently learned in PTA 10). Students also perform transfer and range of motion techniques and vital signs monitoring, appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues, continuous quality improvement and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist (the instructor). Following this treatment application activity, students discuss patient management and therapeutic techniques.	
Week 8 5/2-5/8	Bed Mobility Students are instructed in positioning and draping techniques as well as precautions to be taken when performing these techniques. ¼, ½ & ¾ turns, side-lying, supine, prone, rolling and moving in bed are introduced.	Read: Fairchild Chapter 8 Review Week 7 Lecture and lab ppt.	Students practice positioning/draping techniques, rolling, moving in bed and bed to stretcher transfers. Given mock patient scenarios, students perform bed mobility/draping activities. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of an acute traumatic brain injured mock patient as presented by the instructor and implement the prescribed plan of care. Students perform range of motion, bed mobility, lifting, draping, transfer techniques and vital signs monitoring, appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Due 5/1. Lab Assignment: bed mobility Blackboard Bed mobility assignment Quiz TRANSFER COMPETENCY
Week 9 5/9-5/15	Bed Mobility and draping/ Architectural Barriers This week introduces the student to environmental accessibility, stressing the identification and accommodation of architectural barriers. The relationship between the state of the environment and	Read: Fairchild Chapter 5 Review Week 9 lecture and lab ppt.	Given mock patient scenarios, students continue to practice bed mobility, draping and transfer techniques. Students examine and analyze the accessibility of the campus facilities <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skills in the management of a cerebral vascular accident mock patient case as presented by the instructor and implement the prescribed plan of care. Students perform range of motion,	Due 5/14. Lab Assignment Students describe the type of home they live in and list the architectural barriers they find and suggestions for adaptations. Read: bed positioning

	safety, as it impacts on activities of daily living (ADL) is studied.		bed mobility, lifting, draping techniques, transfers, and vital signs monitoring, appropriate to this scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, architectural barriers, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	BED MOBILITY COMPETENCY
Week 10 5/16-22	Documentation Lecture Discussion on documentation continues. The student is introduced to components of the medical record and the MD consult and prescription are outlined. Short-term and long-term goals are studied emphasizing the importance of goals and reassessing goals.	Read: Bircher Chapter 1,5 and 6 Review Week 10 Lecture and lab ppt.	Students continue to practice range of motion techniques as well as bed mobility and transfer training as it relates to specific patient scenarios. Typical patient goals are discussed with emphasis on range of motion. In addition, students use computer software and standardized forms and dictation methods in documenting simple progress.	Due 5/21. Lab assignment Documentation Assignment: Bircher p. 93 practice exercise 2-4 and p.97 practice exercise 6 and p. 200 practice exercise 7 Doc. Project Due BED POSITIONING COMPETENCY
Week 11 5/23- 5/29	Introduction to Gait Lecture The student is introduced to normal gait. Topics include phases of gait, muscles involved, and when muscles contract and relax. Gait documentation will also be discussed.	Read: Lippert Chapter 22 Review Week 11 lecture and lab ppt.	Students observe and perform gait activities and distinguish the different phases of gait. Gait videos are observed.	Due 5/28. Lab Assignment Gait assessment Doc. Assignment: Bircher p. 240 practice exercise 14 and p.215/216 practice exercise 6 Quiz
Week 12 5/30-6/6	Specific Documentation Strategies Lecture Discussion on documentation continues with emphasis on defensive and outcome- oriented documentation. Documentation in reference to discharge planning is also undertaken. The role of documentation in continuous quality improvement is explored. In addition, specific types of	Read: Bircher Chapter 7,2,3 Review Week 12 lecture and lab. Ppt	Students continue to perform and document functional activities including bed mobility, transfers and positioning as it relates to specific patient scenarios. Documentation is critiqued in regard to its defensive and outcome-oriented nature. Given mock patient scenarios students analyze documentation differences according to rehabilitation settings. Each student will identify critical components of a note and orally present it to the instructor.	Due 6/7. Lab Assignment Documentation •Group Presentations •Quiz •Practical Exam-TBA

	documentation are introduced including documentation in different rehabilitation settings.			
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.