



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number PTA 217	Course Title Therapy Clinic	Credits 4
Hours: Lecture/Lab/Other 3/1/0	Co- or Pre-requisite Pre = PTA 210, PTA214 Co = PTA 206	Implementation Semester & Year Fall 2024

Catalog description:

Therapeutic interventions for conditions arising from cerebral vascular accidents, traumatic brain injury, spinal cord injury, amputations, joint replacement, cardiac disease, and neurologic dysfunction. Emphasizes activities to promote optimal functional outcomes. Lab develops decision-making skills involving assistive devices, orthotics and prosthetics. Competencies evaluated throughout the course.

General Education Category:
Not GenEd

Course coordinator: ([Holly Kaiser, 609-570-3478, KaiserH@mccc.edu](mailto:Holly.Kaiser@mccc.edu))

Required texts & Other materials:

Required:

Author	Title	Ed	Publisher	Date	ISBN
Martin S	Neurologic Intervention for PTA	4th	Elsevier/Saunders	2007	0-7216-0427-7
Fruth**	Fundamentals of the Physical Therapy Exam	1st	Jones & Bartlett	2014	978-1-4496-5268-5

Recommended:

Author	Title	Ed	Publisher	Date	ISBN
OSullivan & Schmitz	Improving Functional Outcomes in Physical Rehabilitation		FA Davis	2010	978-0-

Course Student Learning Outcomes (SLO):

Following the successful completion of this course with a grade of C+ or higher, the learner will be able to:

1. Differentiate the physical therapy needs of a patient at different stages within the rehabilitation program, establishing a therapeutic exercise program in accordance with the physical therapy plan of care to address the multiple needs of the patient.
2. Discuss the indications for use of ambulatory assistive devices, treatment interventions, wheelchairs, and orthotic and/or prosthetic devices for patients with specific impairments and/or functional limitations which include patients who have been diagnosed with spinal cord injuries (SCI), cerebral vascular

accidents (CVA), traumatic brain injuries (TBI), and neurological dysfunctions.

3. Perform selective therapeutic interventions within the physical therapy Plan of Care for patients with complex conditions including total hip replacement or total knee replacement (THR/TKR), cardio-pulmonary disease, SCI, CVA, TBI, or degenerative neurological disease.

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Physical Therapist Assistant Program(PLO)

Units of study in detail – Unit Student Learning Outcomes:

		ILGs:	Learning Objectives
<u>Unit 1</u>	Pain/Posture, Outcome Measures & Accessibility	1, 3, 4, 9, 10, 11	C1.3-1.5, C1.12-1.14, C2.3, C2.6, C2.8, C3.2, P1.4, P2.2-2.3, P3.1, P3.3, P4.5-4.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
<u>Unit 2</u>	Osteoarthritis and Arthroscopy	1, 3, 4, 9, 10, 11	C1.10-1.11, C1.15-1.17, C3.5-3.6, C4.3, P1.1-1.2, P2.5, P2.8, P3.2, P4.8, P4.11, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
<u>Unit 3</u>	Endocrine System, Amputation and Prosthetics	1, 3, 4, 9, 10, 11	C1.1-1.2, C1.9-1.10, C1.18, C2.7, C2.10, C2.12, C3.1, C3.6-3.7, C4.3, P1.3, P2.4, P2.7, P4.7, P4.10, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
<u>Unit 4</u>	Orthotics	1, 3, 4, 9, 10, 11	C1.1-1.2, C1.9-1.10, C3.1, C3.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
<u>Unit 5</u>	Coordination & Muscle Tone	1, 3, 4, 9, 10, 11	C1.7-1.8, C1.10, C1.12, C2.2, C3.3, C3.6, C4.1, P3.4, P4.9, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
<u>Unit 6</u>	Cerebral Vascular Accident GI/GU/PFM	1, 3, 4, 9, 10, 11	C1.6-1.7, C1.10, C2.3, C2.9, C3.6, C4.2-4.3, P2.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
<u>Unit 7</u>	Spinal Cord Injury	1, 3, 4, 9, 10, 11	C1.6-1.7, C1.10, C2.1, C2.3, C2.9, C3.6, C4.3, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9

Unit 8	Guest Speakers	1, 3, 4, 9, 10, 11	C1.1-1.2, C1.9-1.10, C1.18, C2.7, C2.10, C2.12, C3.1, C3.6-3.7, C4.3, P1.3, P2.4, P2.7, P4.7, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9, P4.10
Unit 9	Traumatic Brain Injury	1, 3, 4, 9, 10, 11	C1.6-1.7, C1.10, C2.3-2.4, C2.9, C3.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9
Unit 10	Other Neurological Disorders	1, 3, 4, 9, 10, 11	C1.6, C1.10, C2.11, C3.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9

Cognitive

The learner will be able to successfully:

C1. Knows specific facts (Remember)

- C1.1 Recognize the differences between various orthotic and prosthetic devices and their applications
- C1.2 Recognize safety factors while using orthotic and prosthetic devices
- C1.3 Identify the detrimental effects of poor posture to a patient
- C1.4 Explain interventions appropriate for the improvement of postural alignment while in various positions
- C1.5 Outline the process for gathering and documenting postural observations
- C1.6 Compare and contrast clinical presentations of varying diagnoses including CVA, SCI and TBI
- C1.7 Describe the effect of various diagnoses on deep tendon reflexes, muscle tone and vital signs
- C1.8 Relate patient positioning and handling to changes in muscle tone and patient tolerance
- C1.9 Differentiate between the types of services provided by varying rehabilitation professionals
- C1.10 Recall precautions and contraindications related to PT interventions based on various diagnoses
- C1.11 Recall factors related to bone loss
- C1.12 Describe special tests that gather data regarding muscle tone, coordination, communication, balance, cognition and function
- C1.13 Recall specific accessibility requirements for physical environmental spaces
- C1.14 Differentiate between the various types of parameters seen in outcome measurement tools
- C1.15 Relate joint replacement procedures to post-operative restrictions
- C1.16 Recognize basic procedure of various joint replacement surgeries
- C1.17 List common complications of various joint replacement surgeries
- C1.18 Recall appropriate patient education related to self-care of an in sensate foot

C2. Comprehends basic concepts and principles (Understand)

- C2.1 Distinguish between the levels of spinal cord injury and the effect on the patient's ability to perform activities of daily living (ADLs)
- C2.2 Explain factors that influence muscle tone
- C2.3 Identify which subjective and objective data may indicate the need to hold physical therapy interventions until the physical therapist has been consulted
- C2.4 Contrast various states of consciousness related to brain injury
- C2.5 Predicts documentation needs for patients with prosthetics and how it relates to reimbursement
- C2.6 Determine most appropriate outcome measurement tool based on patient's diagnosis, impairments or functional limitations
- C2.7 Relate prosthetic alignment to areas of increased pressure
- C2.8 Explain basic research terms related to determining strengths and weaknesses of outcome

measurement tools

C2.9 Give examples of contracture prevention techniques used for a variety of diagnoses and impairments

C2.10 Differentiate between normal and abnormal endocrine system function

C2.11 Differentiate between various congenital and hereditary conditions

C2.12 Outline factors influencing the rehabilitation of someone who has had an amputation

C3. Applies basic concepts and principles to new situations (Apply)

C3.1 recognize and predict changes in skin condition while using orthotic and prosthetic devices

C3.2 Correlate results of standardized questionnaires (or outcome measurement tools) to the patient's level of function

C3.3 Describe how to adjust treatment interventions based on changes in tone

C3.4 Integrate knowledge from PTA 105, 107, 112, 201, 210, 226, and 211 into the new material in this PTA 213 course during lab scenarios, classroom case studies, competency tests, practical exams, quizzes and written exams

C3.5 Relate PT interventions to the treatment of bone loss and the complications that arise from bone loss

C3.6 Determine probable functional impacts that various diagnoses may have on a patient

C3.7 Correlate varying levels of amputations to probable gait deviations

C4. Demonstrates the ability to analyze procedures to determine if organizational principles are being followed (Analyze)

C4.1 Contrast normal from abnormal muscle tone

C4.2 Describe how the genitourinary system, gastrointestinal system, and pelvic floor may impact treatment decisions

C4.3 Collaborate in pairs to work through case studies relating pharmacology to rehabilitation during lecture

C5. Applies thinking skills when judging data and performance (Evaluate)

C5.1 Justify the need for skilled therapy services in the assessment portion of SOAP notes completed for labs and psychomotor testing

C5.2 Explain how outcome measurement tool data can be used to create appropriate treatment sessions

C6. Uses knowledge to create new methods necessary to gather data (Create)

C6.1 Determine appropriate PT treatment interventions based on diagnosis, medical history, impairments and functional limitations in exams, case studies, lab, comp tests and practical exams

C6.2 Using current evidence, create a physical therapy treatment session and HEP for a provided patient scenario

Psychomotor

The learner will be able to successfully:

P1. Observe patient care skills performed by the instructor (Observe)

P1.1 Observe the instructor demonstrate patient care interventions (including bed mobility, transfers and gait training) while maintaining posterior approach total hip precautions

P1.2 Observe the instructor properly don an abduction wedge on a volunteer

P1.3 Observe the instructor perform safe and effective residual limb wrapping on a trans-tibial

amputate model

P1.4 Observe others conduct various outcome measurement tools by watching videos placed on the course Blackboard shell

P2. Copy patient care skills during lab activities, with feedback provided by the course instructor (Imitate)

P2.1 Document lab activities and psychomotor tests in SOAP note format utilizing guidelines provided by instructor^x

P2.2 Conduct outcome measurement tools safely and correctly during lab with the guidance and feedback of the instructor^x

P2.3 Calculate and interpret scores for various outcome measurement tools during lab with the guidance and feedback of the instructor^x

P2.4 Provide education to a classmate regarding post-surgical precautions and diabetic care during lab with the guidance and feedback of the instructor^x

P2.5 Position a classmate with a hip abduction wedge during lab with the guidance and feedback of the instructor

P2.6 Position a classmate in various positions to reduce spasticity, prevent contractures and reduce pressure during lab with the guidance and feedback of the instructor^x

P2.7 Perform residual limb wrapping on a trans-tibial amputate model during lab with the guidance and feedback of the instructor

P2.8 Maintain weight bearing restrictions and posterior approach total hip precautions throughout a treatment session during lab with the guidance and feedback of the instructor

P2.9 Determine appropriate therapeutic exercise for individuals after total joint replacements, strokes, spinal cord injuries and amputations

P2.10 Measure at least three physical spaces on campus during a lab activity, comparing the measurements to ADA standards^x

P3. Perform patient care skills repeatedly to make the movements more automatic and smooth (Practice)

P3.1 In large lab groups, compare and contrast outcome measurement tool indications, calculations and interpretations

P3.2 In large lab groups, collaborate to determine effective patient education techniques for posterior approach total hip precautions

P3.3 Practice a variety of outcome measurement tools with classmates

P3.4 In large groups, work as a team to position a classmate in supine, sidelying, prone and sitting to decrease pressure on bony prominences, reduce contracture risk, and reduce spasticity

P3.5 Demonstrate time management and responsibility by utilizing open lab hours to practice all patient care skills repeatedly until the movement patterns are automatic and smooth

P3.6 Utilize patient-sensitive language in verbal and written communication^x

P4. Make adjustments in the performance of patient care skills in order to perfect these skills (Adapt)

P4.1 Participate in a patient-centered inter-professional collaborative care experience by working with nursing students in the nursing simulation lab to provide a physical therapy treatment session for a clinical scenario provided.

P4.2 During competency tests, identify which CPT Code(s) you would bill for and the rationale for choosing the code(s).

- P4.3 Consult the supervising PT (or course instructor/exam proctor) when there is a question about an unanticipated subject response to a therapeutic intervention*
- P4.4 Maintain the safety of all people involved by preparing a safe treatment environment and demonstrating safe and appropriate body mechanics during lab and psychomotor testing
- P4.5 Conduct outcome measurement tools safely and correctly during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.6 Calculate and interpret scores for various outcome measurement during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.7 Provide education to a classmate regarding post-surgical precautions and diabetic care during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.8 Position a classmate with a hip abduction wedge during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.9 Position a classmate in various positions to reduce spasticity, prevent contractures and reduce pressure during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.10 Perform residual limb wrapping on a trans-tibial amputate model during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.11 Maintain weight bearing restrictions and posterior approach total hip precautions throughout a treatment session during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
- P4.12 Demonstrate safe and competent psychomotor skills acquired in previous professional phase PTA courses (PTA 107, 201, 210, 211)
- P4.13 During lab scenarios, competency tests and practical examinations, perform selected data collection and treatment intervention techniques as directed by the supervising physical therapist, within the scope of practice of a PTA in New Jersey^x
- P4.14 Attend the annual Abilities Expo at the NJ Convention & Expo Center in Edison, New Jersey and submit a written paper responding to questions provided by the instructor
- P4.15 Utilize patient-sensitive language in verbal and written communication
- P4.16 During lab scenarios, competency tests and practical examinations, apply knowledge, theory, and clinical judgment while considering the patient and environment, based on the plan of care established by the physical therapist.
- P4.17 Communicate effectively and professionally with subjects during labs, case scenarios, competency tests and practical examinations
- P4.18 During lab scenarios, competency tests and practical examinations, effectively educate subjects using appropriate teaching methods
- P4.19 Respond effectively to subject and/or environmental emergencies that occur in the lab during instruction, practice and testing
- P4.20 Contribute to efforts to increase subject and clinician safety through the following means: prepare for lecture and lab activities, self-assess your physical and mental readiness to participate in program activities, provide feedback to classmates and instructors pertaining to safety issues, utilize infection control practices and best practice as presented throughout the PTA program as it relates to data collection and implementation of physical therapy interventions

Psychomotor: During competency tests and practical examinations, the learner will:

- PE1. Demonstrate an understanding of the plan of care included in the physical therapy evaluation by

addressing the goals with appropriate interventions^x

- PE2. Prior to initiating the treatment session, review all health records provided for the subject^x
- PE3. Monitor and adjust interventions in response to subject status and response^x
- PE4. Perform safe and appropriate hand hygiene before touching the subject
- PE5. Perform effective infection control processes throughout the treatment session and at the end of the session
- PE6. Provide clear and adequate instructions regarding weight bearing status prior to the first time the subject is required to bear weight, and continue to provide instruction as necessary
- PE7. Provide guarding consistent with current level of function to maintain subject safety at all times
- PE8. Prepare the wheelchair for safe transfers into and out of the wheelchair, including engaging wheel locks and making sure that foot plates, leg rests, and arm rests are in appropriate positions
- PE9. Maintain the subject in a safe position while propelling in a wheelchair, which may include the armrests, leg rests and/or foot plates as indicated to maintain subject safety
- PE10. Utilize a gait belt safely and correctly (as instructed in PTA 210) for all subject transfers and gait training to ensure subject safety
- PE11. Ensure that the subject is wearing appropriate footwear (shoes) during all transfers and gait training.
- PE12. Teach the subject how to engage and disengage the wheel locks and any other pertinent wheelchair components during wheelchair mobility training, when indicated
- PE13. Ensure that the subject remains in a safe position when not guarding the subject
- PE14. Choose the most appropriate assistive device and gait pattern to maintain safety (including weight bearing status) and allow for mobility for the subject
- PE15. Ensure that the assistive device is an appropriate and *safe* height for the subject prior to having the subject use the assistive device.
- PE16. Ensure that the subject does not break weight bearing restrictions during the entire treatment session.
- PE17. Choose the most appropriate transfer that supports the treatment goals and maintains subject safety (including fall risk and weight bearing status) during all transfers
- PE18. Ensure subject safety during stair negotiation by utilizing guarding techniques on stairs, assistive device(s), and appropriate stair negotiation pattern to meet treatment goals
- PE19. Assess vital signs before and after treatment, when indicated, to maintain subject safety. Vital signs are taken correctly, according to instructions provided in PTA 210
- PE20. Review contraindications and assures that techniques (including, but not limited to blood pressure) are not contraindicated for the subject^x
- PE21. Ensure that the pace of the treatment session does not compromise the safety of the subject or the clinician
- PE23. Practice within the scope of practice of a PTA (which includes not changing weight bearing status, adding to the plan of care or creating new goals)^x
- PE24. Address all goals indicated in the "plan" section of the physical therapy evaluation.
- PE25. Demonstrate punctuality
- PE26. Wear a nametag that is visible to the subject throughout the session
- PE27. Wear professional attire, which includes a lab coat
- PE28. Wear closed toed, rubber-soled shoes without elevation
- PE29. Ensure there are no exposed tattoos
- PE30. Use the PTA program-approved introduction correctly with eye contact and appropriate volume, speed, and clarity

- PE31. Gather appropriate subjective information without using leading questions
- PE32. Maintain subject privacy by gathering subjective information in the treatment area
- PE33. Avoid “we” language and language that indicates the subject is a passive observer
- PE34. Prepare for the session by gathering all required equipment (with exception of some thermal agents: MHP, CP, Paraffin)
- PE35. Use a sheet on all treatment tables that are utilized
- PE36. Maintain appropriate eye contact throughout the session
- PE37. Organize the sequence of the session well, which minimizes unnecessary position changes for the subject
- PE38. Use layman’s terminology
- PE39. Provide clear and effective instructions to the subject
- PE40. Create a safe environment for anyone using the area
- PE41. Use safe body mechanics throughout the session
- PE42. Execute the tasks effectively
- PE43. Maintain patient dignity and respect
- PE44. Don a gait belt that is in contact with the iliac crests
- PE45. Ensure that the assistive device is the *correct* height for the subject
- PE46. Ensure the wheelchair legs rests are positioned and used safely
- PE47. Clear any path used by the patient
- PE48. Ensure that the subject uses all equipment correctly
- PE49. Guard the subject from a posterior-lateral position during gait
- PE50. Share pertinent results with the subject
- PE51. Document the subjective portion of a SOAP note thoroughly
- PE52. Document the objective portion of a SOAP note with all actions and parameters present
- PE53. Document the assessment portion of a SOAP note meaningfully and reflects the subject’s response to treatment
- PE54. Document the plan portion of a SOAP note meaningfully
- PE55. Use program approved abbreviations in the medical documentation
- PE56. Document in black ink, leaving no blank lines, including the subject name, date, and signature with professional designator
- PE 57. Clean up the entire treatment area prior to documenting
- PE 58. Remove any physical therapy equipment from the subject prior to the subject leaving
- PE 59. Report any changes in patient status or progress to the supervising physical therapist through written documentation.^x
- P60. Uses equipment that is in safe condition
- P61. Provides clear and adequate instructions regarding total hip precautions prior to having the subject move
- P62. Maintains total hip precautions throughout treatment session and maximizes adherence to total hip precautions when leaving the subject
- P63. When performing residual limb wrapping, ensures that the limb is completely covered (leaving no “windows”), in an angular direction, smooth and wrinkle-free and secured with tape or Velcro
- P64. Provides clear and adequate education regarding diabetic foot care to subjects with diabetes, including at least two educational items from the topics of foot care, foot wear, and skin inspection located in the PTA 213 Lab Manual. The clinician must educate the subject on what to look for.
- P65. Maintains subject safety at all times

Affective

The learner will be able to successfully:

A1. Receive Phenomenon

- A1.1 Listen to others with respect
- A1.2 Receive feedback professionally
- A1.3 Attend class consistently
- A1.4 Arrive to all classes and clinicals prior to the start time

A2. Respond to Phenomenon

- A2.1 Participate in class
- A2.2 Know the safety rules and practice them
- A2.3 Respond to feedback in a professional manner
- A2.4 Prepare for lectures, labs and clinicals ahead of time

A3. Value

- A3.1 Demonstrate sensitivity to individual and cultural differences
- A3.2 Show an ability to solve problems
- A3.3 Inform PTAP faculty of matters one feels strongly about

A4. Organize

- A4.1 Recognize the need for balance between educational and personal priorities
- A4.2 Accept professional ethical standards, as evidenced by following them
- A4.3 Prioritize times effectively to meet educational and personal needs
- A4.4 Complete and submit all assignments, assessments, and required documents on time

A5. Internalize

- A5.1 Show self-reliance when working independently
- A5.2 Cooperate in group activities
- A5.3 Revise judgments and changes behavior in light of new evidence and feedback
- A5.4 Value people for who they are, not how they look
- A5.5 Identify sources of stress and implement effective coping behaviors
- A5.6 Demonstrate a commitment to the physical therapy profession

Evaluation of student learning:

%	Activity	Number
40	Written Exam(s)	4
0	Quizzes	0
10	Paper(s)	1
10	SOAP Notes	5
5	Generic Abilities Assessment	Continuous
25	Practical Exam	1
10	Competency Test(s)**	4