COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 210</td>
<td>PTA Techniques &amp; Modalities</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours: lecture/Lab/Other</th>
<th>Pre-requisite</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/2/0</td>
<td>PTA 107, PTA 112</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Co-requisite</td>
<td></td>
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<td>PTA 211</td>
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Catalog description:

Addresses patient care and handling, including patient positioning and bed mobility, vital signs, transfers, gait and posture, massage, aseptic techniques, wound care and burns, edema management, body mechanics, and cardiac and pulmonary interventions. Students develop their skills through practice with each other. Competencies evaluated throughout the course.

Required texts/other materials:
3. Kinesiology text previously used in PTA 105:
   OR
4. Text Required for PTA 211 Physical Agents:

Revision date: Fall 2016
Course coordinator: Holly Kaiser, 609-570-3478, Kaiserh@mccc.edu

Information resources:
This course makes use of the required texts for the course and in addition, uses the resources of the Web.

Course Competencies/Goals:
Following the successful completion of this course with a grade of C+ or higher, the learner will be able to:
MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
1. Explain and demonstrate the importance of the utilization of safe body mechanics for transporting, transferring, and/or lifting patients.
2. Describe the characteristics of a patient’s vital signs at rest and in response to exercise, and appropriately measure and document vital signs.
3. Describe the components of normal gait, and typical abnormalities of gait dysfunction.
4. Measure an ambulatory assistive device for a classmate and instruct the classmate in the appropriate use of that device.
5. Discuss and demonstrate the therapeutic benefits of soft tissue massage within the physical therapy plan of care.
6. Describe the benefits of mechanical compression, aseptic techniques, wound care, and/or pulmonary techniques for specific patient diagnoses within a physical therapy plan of care.

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
- **Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**
- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **Goal D. 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.
- **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

### Units of study in detail:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Goals:</th>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Aseptic Technique &amp; Vital Signs</td>
<td>1,2,3,4,8,9 A, B, C, D, E, F,G</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td>Wound Care and Burns</td>
<td>1,2,3,4,8,9 A, B, C, D, E, F,G</td>
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<tr>
<td>Unit</td>
<td>Topic</td>
<td>Learning Outcomes</td>
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<tr>
<td>Unit 3</td>
<td>Wheelchair Components and Fit</td>
<td>1. differentiate between clean and sterile techniques and describe the difference</td>
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<td></td>
<td>Patient Positioning and Draping</td>
<td>between them</td>
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<td></td>
<td>Body Mechanics</td>
<td>2. describe the components of all vital signs</td>
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<td></td>
<td>3. describe the sequence for tissue healing</td>
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<td></td>
<td></td>
<td>4. describe the differences between normal and abnormal tissue healing characteristics</td>
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<td></td>
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<td>5. identify the components of tissue healing that need to be documented in a patient</td>
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<td>record</td>
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<td>6. describe the principles of body mechanics that would prevent injury to self and</td>
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<td></td>
<td></td>
<td>others</td>
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<td></td>
<td></td>
<td>7. differentiate between safe and unsafe patient handling techniques and demonstrate</td>
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<tr>
<td></td>
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<td>safe patient handling techniques</td>
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</table>

**Learning Objectives have been identified in each of the following domains of learning:**

**Cognitive/Knowledge:**

The student/learner will be able to successfully:

1. differentiate between clean and sterile techniques and describe the difference between them
2. describe the components of all vital signs
3. describe the sequence for tissue healing
4. describe the differences between normal and abnormal tissue healing characteristics
5. identify the components of tissue healing that need to be documented in a patient record
6. describe the principles of body mechanics that would prevent injury to self and others
7. differentiate between safe and unsafe patient handling techniques and demonstrate safe patient handling techniques
8. describe how to position a patient in supine, prone, side lying or sitting to decrease weight bearing on bony landmarks and to improve postural drainage
9. define the levels of assistance for patient activities and transfers
10. identify the indications and contraindications for the use of intermittent compression
11. describe how to prepare a patient for the application of intermittent compression
12. describe the components of intermittent compression devices
13. describe non-pathologic gait patterns and differentiate them from pathologic gait patterns
14. describe the safety and progression of patients while performing gait, wheelchair and mobility activities
15. list the possible ambulatory assistive devices that can be utilized for a patient with compromised weight bearing status
16. recognize major groups of medications prescribed for musculoskeletal conditions
17. demonstrate safe patient interaction and support during an emergency episode with a patient communicating with the supervising PT after ensuring the safety of the patient
18. recognize an emergency situation in the physical therapy clinical environment and care for the safety of the patient, consulting others as appropriate
19. recognize abnormal signs including cyanosis, orthostatic hypotension, dyspnea, tachycardia, bradycardia, etc., and act appropriately to care for the safety of the patient
20. describe the sequence for postural drainage for the lobes of the lungs
21. describe the use of intermittent compression as a therapeutic intervention for edema
22. describe chest wall expansion and excursion during inspiration and what may limit it
23. describe the characteristics of cough and sputum differentiating normal from infected sputum
24. recognize positions, activities and postures that aggravate or relieve pain
   consult the supervising PT when there is a question about an unanticipated patient response to a therapeutic intervention to preserve patient safety
25. recognize activities that aggravate or relieve edema, pain or dyspnea and preserve patient safety

**Psychomotor:**
The student/learner will be able to successfully:
1. question a patient to determine his or her subjective complaints suitable for the patient record
2. demonstrate appropriate aseptic techniques to control the spread of disease
3. measure resting vital signs including blood pressure, heart rate, respiratory rate, and pain
4. demonstrate safe and effective treatment technique in practicing universal precautions, standard precautions, and clean and sterile techniques while changing the dressing of a wound.
5. Demonstrate accurate methods for measuring the size of a wound (including length, width, depth and tunneling)
6. perform safe assisted patient transfers utilizing appropriate body mechanics (including stand pivot, squat pivot and sliding board transfers)
7. maintain safety for all people involved by preparing the treatment environment and demonstrating safe and appropriate body mechanics
8. ensure proper patient positioning to maintain patient safety while achieving clinical goals & draping techniques to maintain patient dignity, revealing only the treatment area
9. demonstrate wheelchair operation for patient education and safety
10. measure a patient for ambulatory assistive devices
11. demonstrate and teach ambulation with assistive devices (walkers, crutches, canes) on all surfaces (level, curbs, steps, ramps, carpets, tile and outdoor surfaces)
12. demonstrate safe and appropriate donning and doffing of gait belts and sterile gloves
13. demonstrate safe and effective guarding technique during various transfers and gait training
14. demonstrate safe and effective demonstration and instruction in various lower extremity weight bearing restrictions (weight bearing as tolerated, partial weight bearing, toe touch weight bearing, non-weight bearing, and full weight bearing).

15. perform a therapeutic massage to the cervical and lumbar musculature to relieve muscle guarding and pain

16. document treatment techniques utilized with classmates in the formulation of a SOAP note

17. Identify which CPT Code(s) you would bill for and the rationale for choosing the code(s).

18. consult the supervising PT (or clinical instructor when appropriate) when there is a question about an unanticipated patient response to a therapeutic intervention to preserve patient safety

**Affective:**
The student/learner will be able to successfully:

1. Display communication styles utilized in the clinical setting
2. Appropriately communicate with classmates and guest speakers in class, lab and small groups demonstrating empathy and professionalism
3. Attend class consistently and punctually
4. Appropriately discusses grades and other concerns with the instructor, demonstrating respect and listening to feedback when offered
5. Demonstrate evidence of preparation prior to class by reading the required reading and bringing in preparatory questions provided each week
### Evaluation of learning

#### Grading

<table>
<thead>
<tr>
<th>% of grade</th>
<th>Activity</th>
<th>Number within course</th>
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<tbody>
<tr>
<td>48</td>
<td>Written Exams</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Quiz</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>SOAP Notes</td>
<td>4</td>
</tr>
<tr>
<td>NA</td>
<td>Article Reviews</td>
<td>0</td>
</tr>
<tr>
<td>NA</td>
<td>Papers</td>
<td>0</td>
</tr>
<tr>
<td>NA</td>
<td>Presentation(s)</td>
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<tr>
<td>5</td>
<td>Generic Abilities Assessment</td>
<td>Continuous</td>
</tr>
<tr>
<td>25</td>
<td>Practical Exam*</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Competency Tests**</td>
<td>4</td>
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*The Practical Exam must be passed consistent with PTA program policies in the PTA program Student/Learner handbook in order for a learner to pass the course.*

**These tests take place outside of class time.

### Academic Integrity Statement:

There is a zero tolerance policy for plagiarism. Any work that violates the MCCC Academic Integrity policy will receive a grade of “0” and the learner will be reported to the College’s Academic Integrity Committee consistent with College policies. See [http://mlink.mccc.edu/omb/OMB210.pdf](http://mlink.mccc.edu/omb/OMB210.pdf)