COURSE OUTLINE

Course Number
PTA 213

Course Title
PTA Therapy Clinic

Hours: lecture/Lab/Other 3/3/0

Pre-requisite  PTA 210, PTA 211
Co-requisite PTA 235

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.

Required texts/other materials:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Ed</th>
<th>Publisher</th>
<th>Date</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin S</td>
<td>Neurologic Intervention for PTA</td>
<td>4th</td>
<td>Elsevier/Saunders</td>
<td>2007</td>
<td>0-7216-0427-7</td>
</tr>
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Recommended texts:

<table>
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<tr>
<th>Author</th>
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<th>Date</th>
<th>ISBN</th>
</tr>
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<tbody>
<tr>
<td>OSullivan &amp; Schmitz</td>
<td>Improving Functional Outcomes in Physical Rehabilitation</td>
<td></td>
<td>FA Davis</td>
<td>2010</td>
<td>978-0-8036-2218-0</td>
</tr>
</tbody>
</table>

Course coordinator: Holly Kaiser, 609-570-3478, Kaiserh@mccc.edu

Revision date: Spring 2016

Course Competencies/Goals:
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 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 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>Units</th>
<th>Goals:</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Pain/Posture, Outcome Measures &amp; Accessibility</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td>Osteoarthritis and Arthroscopy</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td>Endocrine System, Amputation and Prosthetics</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 4</strong></td>
<td>Orthotics</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 5</strong></td>
<td>Coordination &amp; Muscle Tone</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 6</strong></td>
<td>Cerebral Vascular Accident</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 7</strong></td>
<td>Spinal Cord Injury</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 8</strong></td>
<td>Guest Speakers</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 9</strong></td>
<td>Traumatic Brain Injury</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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<tr>
<td><strong>Unit 10</strong></td>
<td>Other Neurological Disorders</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
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Learning Objectives have been identified in each of the following domains of learning:
The student will be able to…

**Cognitive/Knowledge:** The learner will be able to:
1. explain the differences between left and right hemiplegia
2. describe the levels of spinal cord injury and the effect that they will have on their ability to perform activities of daily living (ADLs)
3. recognize safety and barriers in home, community, and work environments by reviewing measurements of the physical environment and physical space
4. discuss architectural barriers for patients who use wheelchairs, walkers, crutches and canes
5. recognize the differences between various orthotic and prosthetic devices and their applications
6. recognize changes in skin condition while using orthotic and prosthetic devices
7. recognize safety factors while using orthotic and prosthetic devices
8. identify the individual’s and caregiver’s ability to care for orthotic and prosthetic devices
9. recognize levels of patient cognition and orientation to self, time and location
10. correlates results of standardized questionnaires (or outcome measurement tools) to the patient’s level of function
11. identify the detrimental effects of poor posture to a patient
12. explain interventions appropriate for the improvement of postural alignment while in various positions
13. define muscle tone and contrast normal from abnormal muscle tone
14. explain factors that influence muscle tone and describe how to adjust treatment interventions based on changes in tone
15. discuss the safety status and progression of patients while engaged in gait, locomotion, balance, and wheelchair management/mobility training
16. identify which subjective and objective data may indicate the need to hold physical therapy interventions until the physical therapist has been consulted.

**Psychomotor:** The learner will be able to:
1. teach patients about post-operative care and potential complications following joint replacement surgeries for the hip or knee
2. determine which lower extremity exercises can be performed by a patient with total hip precautions
3. educate a patient on proper diabetic foot care, including skin inspection, foot care and footwear.
4. determine whether or not there is evidence of unhealthy pressure areas that result from orthotic and prosthetic device use by inspecting the patient’s skin and respond accordingly by communicating these findings with the appropriate individuals
5. adjust interventions within the plan of care established by the PT in response to patient clinical indications and report this to the supervising physical therapist
6. demonstrate an exercise plan to a patient to improve muscle strength in a specific muscle group as indicated
7. incorporate current and relevant evidence to identify appropriate PT interventions based on a given patient scenario
8. document treatment techniques utilized with classmates in the formulation of a SOAP note
9. Identify which CPT Code(s) you would bill for and the rationale for choosing the code(s).
10. 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
11. demonstrate transfers and gait training for a patient with total hip precautions
12. demonstrate safe and effective residual limb wrapping techniques for a trans-tibial amputation model
13. question a patient to determine his or her subjective complaints suitable for the patient record
**Affective:** The learner will be able to:
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

**Evaluation of student learning**

<table>
<thead>
<tr>
<th>%</th>
<th>Activity</th>
<th>Number</th>
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<tbody>
<tr>
<td>45</td>
<td>Written Exam(s)</td>
<td>5</td>
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<tr>
<td>0</td>
<td>Quizzes</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Paper(s)</td>
<td>1</td>
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<tr>
<td>10</td>
<td>SOAP Notes</td>
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<tr>
<td>5</td>
<td>Generic Abilities Assessment</td>
<td>Continuous</td>
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<tr>
<td>20</td>
<td>Practical Exam</td>
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<tr>
<td>10</td>
<td>Competency Test(s)**</td>
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**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)