PTA 236 PTA Seminar II  
Spring 2015  

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Course Director  
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behrensb@mccc.edu

Course Syllabus Form

<table>
<thead>
<tr>
<th>Course #:</th>
<th>PTA 236</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>PTA Seminar II</td>
</tr>
<tr>
<td>Credit Hours:(Lecture/Lab)</td>
<td>2</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>30</td>
</tr>
<tr>
<td>Number of weeks:</td>
<td>10* (*due to PTA 235)</td>
</tr>
<tr>
<td>Pre-requisite course(s):</td>
<td>PTA 225 Clinical Education I  PTA 226 PTA Seminar I</td>
</tr>
<tr>
<td>Co-requisite courses:</td>
<td>PTA 235 Clinical Education II</td>
</tr>
</tbody>
</table>

**Required Text(s)**  

**Course Description:**  
This course is designed to bring together clinical and classroom experiences. The case study concept will be further developed from initial evaluation through the process of establishing the plan of care, short and long term patient goals. Student/learners will explore learning and communication styles for patient instruction. The student/learner will have the opportunity to observe prosthetic and orthotic fabrication, explore/research home care equipment vendors, and observe physical therapy practice in an inpatient rehabilitation setting.

**TOPICAL COURSE OUTLINE:**

| I | Patient Evaluation Processes              | VII | Orthotics and prosthetics           |
| II | Learning Styles                           | VIII | Home care equipment                 |
| III | Teaching & Learning                       | IX  | Inpatient rehabilitation setting    |
| IV | Reading Professional Literature           | X   | Preparation of a resume’            |
| VI | Access to the Environment and Mobility    |      |                                      |
|    | Issues                                    |      |                                      |

**Course Grading:**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Assessment(s)</th>
<th>when</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Then and Now Paper</td>
<td>Week 3</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Teaching Learning Styles Paper</td>
<td>Week 6</td>
<td>10%</td>
</tr>
</tbody>
</table>
Generic Abilities Assessment

Generic abilities include a collection of behaviors that in addition to knowledge and skills are considered important for student/learners to be successful as future employees in the healthcare environment.

*Adapted from May, et. al. Journal of Physical Therapy Education, 9:1, Spring, 1995*

<table>
<thead>
<tr>
<th>10 pts</th>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Commitment to Learning</td>
<td>Consistently attends the entirety of all classes and/or lab sessions and if unable to attend class, proactively assumes responsibility for learning by contacting the course instructor via email to alert him/her of the absence or reason for early departure which would result in disruption of the learning for that day</td>
</tr>
<tr>
<td>2.5</td>
<td>Communication Skills</td>
<td>Is respectful to classmates, guest speakers, and faculty members in all forms of communication (verbal, non-verbal, written, email, etc.) - uses correct grammar, accurate spelling and expression, writes legibly</td>
</tr>
<tr>
<td>2.5</td>
<td>Professionalism</td>
<td>Comes to class prepared to start on time and if unable to start class/lab on time then proactively contacts the course instructor via email to alert him/her of the lateness and finding out whatever work might need to be made up from a classmate</td>
</tr>
<tr>
<td>2.5</td>
<td>Responsibility</td>
<td>Is aware of and accepts responsibility for his/her own work and progress within a course which includes awareness of the impact of assignment grades on overall course grade Discusses confidential concerns with course instructor including but not limited to grades having considered potential strategies for self-improvement</td>
</tr>
</tbody>
</table>

PTAP Policy: COURSE GRADING

One of the goals of the MCCC PTAP is to prepare student/learners to ultimately practice as PTAs after completing the PTA program. In New Jersey, as in many other states, PTAs are required to be licensed. Licensure is granted following the successful completion of a standardized licensing exam, which has a normalized passing score above what Mercer uses as a passing score.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>A+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>C-</td>
<td>60-69</td>
</tr>
</tbody>
</table>

Grades below 77 are not considered passing grades for PTAP courses, and are therefore considered unacceptable. All PTAP courses must be completed with a grade of “C+” or higher.

Written Assignments

Grading Criteria for all written assignments is provided with the assignment and it is the responsibility of the student/learner to consult with the grading criteria or grading rubric for the assignment prior to submitting the assignment, to assure that the requirements have been met to the best of his or her abilities.

*Please note that a penalty of 5 points per day may be imposed for late submission of assignments.*
COURSE GOALS:

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

1. Describe the relationship between learning styles and instructional tools, how one is influenced by the other and why one’s life experiences have taught us more than just how to be a student as well as the importance of understanding learning as an active event.
2. Differentiate between prosthetics and orthotics and the importance of understanding how access to the patient’s environment can be impacted by something as simple but important as a pressure area on either their prosthesis or orthoses.
3. Describe the process of formulating an in-service presentation for one’s peers after first assessing learning styles, the needs of the audience, appropriate assessment tools and mode of delivery and how to modify the process based upon feedback.
4. Formulate a first draft of a professional resume’ for use as a physical therapist assistant entering the workforce after graduation and assessing the potential job market, determining an interview strategy and potential obstacles to overcome for the workforce after graduation.

PTA 236 COURSE OBJECTIVES:

Following the successful completion of this course, the student/learner will be able to:

Cognitive/Knowledge
1. describe the relationships between tests, measurements and the development of a plan of care
2. describe at least two forms of information access for medical information regarding a particular topic
3. differentiate between active and passive learning styles in a classroom activity
4. discuss the steps utilized in the fabrication and patient fitting of orthotic and prosthetic devices
5. compare similarities and differences in cost and design of home care equipment utilized for activities of daily living (ADL) and mobility for patients with a diagnosed disability
6. discuss differences in treatment approaches utilized in an in-patient rehabilitation center for patients with orthopedic, neurological, spinal cord, and traumatic brain injuries
7. identify barriers to accessibility within the community for patients with mobility challenges by participating in a disability day activity where a disability is assumed for the day by the learner
8. examine and discuss the professional literature and discuss the potential implications that it may have on current practice
9. assess learning styles and propose a learning/assessment activity that determines the effectiveness of the activity and results in a plan for improvement if indicated by the results of the outcome of the assessment activity

Psychomotor
1. demonstrate skill in conducting a small group activity maintaining group interest and meeting established objectives for the activity
2. demonstrate effective communication skills with classmates, faculty and patients in conveying patient information, case study information and patient instructions ensuring that the recipient is able to restate the information correctly in return
3. demonstrate skill teaching activities for classmates so that classmates are able to respond correctly to questions about the information presented after the teaching has taken place
4. develop a personal resume’ that is suitable for use in pursuit of the first PTA position after graduation
5. construct a case study for presentation to their classmates and PTA program faculty members as a graded activity
6. prepare an in-service presentation and present it to their classmates complete with an assessment tool to assess the successfulness of the presentation and a self assessment of the presentation and a plan for improvement for future presentations
**Affective**
1. discuss patients and communicate professionally in written and verbal formats with PTA program classmates and faculty while maintaining individual patient’s rights
2. display compassion for their classmates, patients and peers by participating freely with classmates in lab activities, evaluating the work of classmates fairly and providing constructive feedback to classmates

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**Confidentiality Expectations**

**Classmates:**
Periodically during the course of the semester, individuals among your classmates may be asked to share physical anomalies or previous injuries and treatments with the PTAP class. If an individual chooses to share this information with the class, it is NOT to leave the classroom. If an individual does not wish to share a personal diagnosis or anomaly with the class, it is within his or her right not to do so.

Volunteers will be solicited for laboratory demonstrations. Information obtained during lab exercises is intended for demonstration purposes only. It is the right of every individual NOT to volunteer for a demonstration. However, all student/learners are expected to participate in lab activities to the best of his or her ability. This participation may involve the removal of minor articles of clothing. In the event that clothing is removed, draping techniques will be employed to preserve the dignity of the individual.

**Faculty:**
Any and all individuals who elect to allow themselves to be "the patient" during class and lab activities can expect that all information gained during the activity will remain confidential. This extends to all MCCC faculty and MCCC staff, who volunteer to be “patients.”

**Patients in a Clinical Environment:**
During the academic preparation to become a physical therapist assistant, there will be instances when student/learners will be expected to collect data regarding a patient that is being seen or who is being treated. This data is intended to be used for educational purposes only. Under NO circumstances, should this data be identified with a particular patient or individual by the use of proper names. **Photocopying patient information in a clinical environment is strictly prohibited by law without prior written consent from the patient!**

**Sample acceptable data for collection:**
- diagnosis
- age, gender
- previous medical history
- summary of PT visits
- prescribed medications
- overall medical condition of the patient
- physical therapy plan of care
- physical therapy evaluation findings

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**Class Philosophy:**
Those who enroll in PTAP courses will be expected to accept responsibility for their learning, and as such will be considered learners.

**Learners identify:**
- topic areas that are of particular interest to them for the purpose of paper assignments
- topic areas that present challenges to them
• strategies for meeting his or her individual needs to master the information

Learners also:
• actively participate in the presentation/discussion of course materials
• actively participate in the negotiation of a class schedule that meets the objectives for the course and for the learners
• respect the interests and needs of other learners or faculty
• work together toward a meaningful understanding of the materials presented.

Reasonable Accommodations

On July 26, 1990, the President of the United States signed the Americans with Disabilities Act (P.L. 101-336). The ADA is intended to remove barriers against the more than 43 million people with disabilities in the United States. If you have a documented learning disability, psychological disability, physical disability, or other hidden disability that requires an accommodation, it is your responsibility to make an appointment to meet with the course director and potentially the PTA program coordinator prior to the due date for any course examinations or assignments to discuss what accommodations might be necessary.

Mercer County Community College & the Americans with Disabilities Act

Any student/learner in any class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

If someone believes that he or she is eligible for services, it is that individual’s responsibility to contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson’s office is LB217, and she can be reached at (609) 570-3525.

A list of Essential Functions for the PTA program student/learners and graduates is available through the PTA program website.

Exams in the Academic Testing Center (ATC)

Mercer County Community College has an Academic Testing Center on campus in the Student Center which makes it possible for exams to be administered outside of class time, allowing student/learners the ability to schedule their own time for testing. This also permits more judicious use of class time for lectures and labs rather than testing. The following list represents some things to remember when using the (ATC)

1. Anyone taking "Scantron" exams in the testing center will need to keep the “Testing Center Report Form” that is provided at the completion of the exam.
   a. This form indicates the grade that was earned and which test questions were incorrect.
   b. This form should be retained as a record of the exam.
2. Anyone taking an exam in the testing center is required to present a current Mercer ID
   a. one that has a sticker on it indicating the current semester
      i. issued by the security office in the student center
3. The Academic Testing Center typically is open on the West Windsor Campus as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring</td>
<td>M-R (closed on Fridays)</td>
<td>9am-7:30pm</td>
</tr>
<tr>
<td></td>
<td>Saturdays</td>
<td>9am-2:30pm</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>M-R (closed on Fridays)</td>
<td>9am-7:30pm</td>
</tr>
<tr>
<td></td>
<td>Saturdays</td>
<td>9am-12:30pm</td>
</tr>
</tbody>
</table>

- It is the responsibility of the student/learner to make sure that he/she has verified the operating hours for the Academic Testing Center
  - This is subject to change from semester to semester

### Recording an Instructor:

1. Audio recording of the instructor during lecture and lab will only be permitted for those student/learners who have documentation stating that audio recordings are a reasonable accommodation for that student/learner.
   - Information regarding Documentation for Reasonable Accommodation can be obtained from Arlene Stinson the Director of Academic Support Services. Ms. Stinson’s office is LB217, and she can be reached at (609) 570-3525 or via email at stinsona@mccc.edu.
2. Audio recording under these circumstances will be permitted once a copy of the appropriate documentation has been provided to the instructor.
3. Video recording of the instructor during lecture and lab are not permitted under any circumstance without prior written approval from the instructor.

### Attendance for PTA program Courses:

1. Mercer County Community College does not have a "cut system." **Student/learners in PTA program courses are required to attend all lecture, lab, competency testing and clinical affiliation sessions.** Attendance records are maintained.

2. Attendance is required for all courses for all learners. If someone is going to be absent from a scheduled class, it is the responsibility of the individual to notify the course instructor in writing to inform him or her of the absence and how the work for that day will be made up. Copies of any class handouts that might have been distributed will be available in the course folders within the classroom. It is the responsibility of the learner to check the folder for the class that was missed to see if there was a new handout. It is not the instructor’s responsibility to attempt to keep track of who might have been present or who might have missed something that was discussed in class.

3. Official college closings or delayed openings are broadcast via several different mechanisms including local radio stations, the college radio station WWFM, 89.1 and MAlert which will text smartphones and send emails to registered users affiliated with Mercer County Community College. It is the student/learner's responsibility to observe these notifications when they occur and act accordingly. Notices of emergency closings are also announced on the college website at [www.mccc.edu](http://www.mccc.edu).

**Continued matriculation following acceptance in the PTA program indicates that the student/learner has agreed to accept and uphold his or her commitment to these policies.**

**Course Schedule:**  
**Fri:**  
**Location:** MS352
No PTAP course may be attempted more than twice.

**PTA 236 PTA Seminar II**

**Course Schedule**

Periodically, student/learners will have the opportunity to observe patient/clinician interaction within the classroom setting. It is an expectation that student/learners will demonstrate professional courtesy to all who share their experiences within the confines of the PTA Lab and classroom.

Student/learners will also have the opportunity to participate in visitations to various physical therapy settings. These visitations will involve student/learner transportation to and from the pre-arranged sites. It is the responsibility of the student/learner to secure his or her own transportation to and from these sites. Dates and topics will be announced during the first few weeks of class as the trips are scheduled.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment(s)</th>
<th>Topic(s)</th>
<th>Reading</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1/30</td>
<td>Patient Evaluation Process Active Listening</td>
<td>Fruth Ch 2-4</td>
<td>C1, C3, C6, P2</td>
</tr>
<tr>
<td>3</td>
<td>2/6</td>
<td>Then and Now Paper Inservice Presentation Overview</td>
<td>Plack Ch4</td>
<td>P2</td>
</tr>
<tr>
<td>4*</td>
<td>2/13</td>
<td>Learning in the Clinical Setting</td>
<td>Plack Ch8</td>
<td>CG2, C4,</td>
</tr>
<tr>
<td>5</td>
<td>2/20</td>
<td>Magee Rehab Cocco Enterprises</td>
<td>Web Resources</td>
<td>CG3, C4, C5, C9, P1, P2, P3, A2</td>
</tr>
<tr>
<td>7</td>
<td>3/6</td>
<td>In-service Presentations Accessibility and the Home</td>
<td>Web Resources <a href="http://www.msouza.net/free.htm">http://www.msouza.net/free.htm</a> <a href="http://www.makoa.org/cmpyinfo.htm">http://www.makoa.org/cmpyinfo.htm</a> <a href="http://www.ada.gov/">http://www.ada.gov/</a></td>
<td>C2, C9, P1, P2, P3, P6, A1, A2</td>
</tr>
<tr>
<td>8</td>
<td>3/13</td>
<td>NO CLASS</td>
<td></td>
<td>C6</td>
</tr>
<tr>
<td>9-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14*</td>
<td>5/1</td>
<td>Clinical Education II Homecare or Accessibility Disability Day</td>
<td></td>
<td>C5, C7, C8, A1</td>
</tr>
<tr>
<td>15</td>
<td>5/8</td>
<td>Exam Handouts</td>
<td></td>
<td>CG4, P4, A2</td>
</tr>
</tbody>
</table>
*Please note: Periodically, class times will need to be modified or may extend later into the afternoon due to travel to and from the off campus site where class will be held. Each student/learner will be expected to provide his or her own transportation to alternate class sites at his or her own expense.

You will notice that there are **Tentative** dates for several of the activities. Once these have been finalized, you will receive notification.

### Grading Rubrics for Course Assignments

1. **Paper “PTA 101 Then and Now”** (10%)
   
   You have a couple of options for this paper. Essentially, you are attempting to take a look at how far you have come during the past year. You can **either** re-read the article that you originally submitted in PTA 101 for the Case Study, *(this was the paper assignment where you described how a case study was organized)* or you can find another Case Report in the Journal of Physical Therapy published by the American Physical Therapy Association and read that article using that as your basis for this paper.

   **Read a Case Report**
   Compare your understanding of the article that you first read for your PTA 101 paper and your knowledge of the interventions now. In other words,
   - What do you think about the article now?
   - Do you now understand more of it than you did when you took PTA 101 Intro to PTA?
   - Has your recent experience in the clinical setting changed your perspective at all when you now read the same article?
   - Do you visualize patients with whom you have worked when you read the article?

   **Grading Rubric: “Then & Now” Case Report Paper**

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Provided an explanation of what the Case Report entailed and compared current knowledge of case diagnosis to first experience reading a physical therapy case report</td>
</tr>
<tr>
<td>25</td>
<td>Related clinical experience with patients to Case Report treatment intervention or patient described in the Case Report</td>
</tr>
<tr>
<td>25</td>
<td>Described personal development or growth related to how reading a Case Report is different now than it was the first time one was read several years ago prior to starting the professional phase of the PTA program</td>
</tr>
<tr>
<td>25</td>
<td>Uses appropriate medical terminology, spelling, grammar, format and meets all other written assignment guidelines for PTA program</td>
</tr>
</tbody>
</table>

2. **In-service Presentation** (25%)
   
   Choose a topic of interest within the scope of physical therapy practice and prepare an in-service for your classmates. *(During your last clinical affiliation you will be required to present an in-service to the department, so this will be good preparation for you).* You may consider specific exercise approaches (lumbar stabilization, functional training), treatment approaches (myofascial release, strain/counterstrain), or casting/taping approaches (serial casting, patello-femoral taping), or any topic that you want to research further.

   Prepare an in-service that
   - Introduces, identifies and defines your topic area
   - Explains the impact of your topic area on the field of physical therapy
Explains how it is implemented into patient treatment interventions and what patient population it can potentially benefit
- Identifies objective testing or assessment measures used to document progression/regression when the treatment intervention is utilized
- Provides sources of information where participants can go for more information on the topic

Present your in-service to your classmates and invited guests
- In-service presentations should be no more than 15 minutes in length

**Grading Rubric: In-service Presentation**

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| 25     | Introduces, identifies and defines the topic area  
Explains the impact of the topic area on the field of physical therapy  
Explains how it is implemented into patient treatment interventions and what patient population it can potentially benefit |
| 25     | Identifies objective testing or assessment measures used to document progression/regression when the treatment intervention is utilized and demonstrates a technique that audience can practice and take away from presentation back into practice |
| 25     | Is relevant to audience, allows for questions and provides sources of information where participants can go for more information on the topic |
| 20     | Uses appropriate medical terminology, spelling, grammar, format, and meets all other written assignment guidelines for PTA program. |
| 5      | Makes good eye contact with audience by **not** reading note cards! |

3. **Assessment Tools from your In-Service** (*Communication, Teaching and Learning Styles*) (10%)
- Identify "compatible" partners to work with based upon the group options that you and your classmates have identified will work well with you
- Find out about learning styles by reviewing resources on the Web and discuss how you and your partners are similar and different, determining how each of you learn "best"
- Select a physical therapy related topic that you, your group and the course instructor agree to.
- Develop a plan to present your topic as an in-service presentation for your classmates
- Prepare an assessment tool to determine what was learned and use your tool to see how well your classmates learned what you taught
- Prepare a separate assessment tool to determine how well your group did as presenters
- Exchange assessment tools with another group and compare them to see:
  - Whether or not you accomplished your goals for each one?
    - Did your audience learn?
      - How do you know?
    - Were you able to gain any useful information from the tool that you can use in the future to improve your presentation?

**Guiding Questions for Group Members:**
1. Who will be the "leader" and direct the workflow?
2. Who will be the "organizer" and make sure that tasks are accomplished and goals are met?
3. Who will be the "worker bee" who silently works behind the scenes to make sure that things get done?
4. Who will be the "instigator" who essentially starts things but may not follow through?

**Guiding Questions for In-Service Presentations:**
- A. Who will be the "spokesperson?"
B. Who will be the "techy" who does the work with the slides to make them look great?
C. Who will be the "director" of your show?
D. Who will be the "time keeper" who will make sure that you watch the clock?
E. Who will be the "librarian" to do the research for your facts?
F. Who will be the "content expert" to demonstrate techniques?
G. Who will be the "handout pro" to prepare handout materials for the audience?
H. Who will be the "assessment guru" to make sure that your assessments are on target and ready to use?

**Grading Rubric: Assessment Tools (Communication, Teaching and Learning Styles)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Establishment of a compatible work group and rationale for each member's role in the group</td>
</tr>
<tr>
<td>15</td>
<td>Describe how each member of the work group is similar, different and how each one learns best</td>
</tr>
<tr>
<td>15</td>
<td>Assessment tool development for In-service Presentation for learning</td>
</tr>
<tr>
<td>15</td>
<td>Assessment tool development for In-service Presentation for presentation</td>
</tr>
<tr>
<td>10</td>
<td>Discussion regarding assessment tool evaluation after exchange with another group</td>
</tr>
<tr>
<td>10</td>
<td>What if anything do you think you will take and use from this experience in the future? <em>(Please be as descriptive as possible.)</em></td>
</tr>
<tr>
<td>20</td>
<td>Uses appropriate medical terminology, spelling, grammar, format and meets all other written assignment guidelines for PTA program</td>
</tr>
</tbody>
</table>

4. **Disability Option A (10%)**

**Paper: Homecare Equipment Supply Company Group Activity Delcrest Medical**

1. Working with a partner, you will be assigned one of the patient diagnoses from below.

   **Diagnoses:**
   
   A. 35 year old male with T10 complete SCI  
   B. 65 year old female post R THR.  
   C. 50 year old male post L trans-femoral amputation.  
   D. 62 year old female post R CVA  
   E. 75 year old male post L trans-tibial amputation.  
   F. 33 year old male post surgical repair anterior dislocation R shoulder  

2. Determine what assistive devices and equipment a patient who has been diagnosed with this condition would need in order for him or her to return home. *The individual has a significant other at home who will assist in his or her care.* Keep in mind the patient’s functional needs in the areas of Activities of Daily Living (ADL), leisure, and mobility. You will need to develop a little “personal history” for your patient for the leisure activities.

3. Make a list of the devices and **prioritize the list** according to what would be critical and what would be optimal for him or her to have at home.

4. Drive to **Delcrest Medical (at Five Points)** and start to “shop” for the items that you have identified.

5. Record the prices for the items and keep a running total for the listed items.

6. Record any additional items that you found at **Delcrest Medical** that should be added to your original list.

7. Submit a copy of your findings via email to behrensb@mccc.edu including a price list, the items and your **rationale for your prioritization**. All partners need to submit a copy of the list to receive credit for completing the activity.

8. **Support Statement** and expected “shelf life” of the items recommended for purchase. In other words, how long do you anticipate that it would be before a significant number of the items that you are
recommending for purchase would need to be purchased again and why? Please email your support statement to B. Behrens at behrensb@mccc.edu

In your support statement, please provide the rationale for your prioritization of the list that you have supplied based upon the diagnosis for the patient especially if the patient finds out that his or her funding has been cut by 50%! In other words, now you need to prioritize the list based upon “Need to have” versus “Nice to have.”

4. Disability Option B (10%)
   Paper: How Accessible is your home?

   You have decided to modify your home for your patient. Research the requirements that would be necessary to make your home universally accessible and speak with a local home improvement store to find out how much those improvements would cost. Determine which improvements would be most critical to have made and why?

   Things to consider:
   ADLs
   Access to your home
   Access to the kitchen appliances
   Your living spaces (dimensions & mobility within the space)
   Location of your bedroom & access
   Bathrooms
   Doorway widths
   Undermounted sinks & cabinets
   Accessibility of electrical outlets

   Requirements:
   1. Submit a floor plan of the existing space with measurements and the modifications that would have to be made along with the rationale for the changes.
   2. Determine which improvements would be most critical to have made and why?
   3. Submit a projected budget for those changes and an estimate of the time that would be involved for the changes to occur along with a potential resource list of who could be contacted to have the work done.

   Helpful Websites:
   http://www.msouza.net/free.htm
   http://www.makoa.org/cmpyinfo.htm
   http://www.ada.gov/

   Whether you decide to submit Option A or Option B is completely up to you! However; you will be doing the “legwork” for this on your own time. This assignment is due once you return from your clinicals.
Mercer County Community College
Physical Therapist Assistant Program

Objectives for Field Trips

**Prosthetist/Orthotist: Cocco Enterprises**

**Objective:** to provide student/learners with the opportunity to witness the fabrication process of orthotic and prosthetic devices for patients

Following the visit, the student/learner will be able to:

1. Demonstrate the importance of the knowledge of anatomy & physiology and how it applies to functional needs for patients with orthotics and prosthetics.
2. Choose appropriate remedies for patients who will be wearing newly fitted prosthetics and orthotics to help decrease the possibility of skin breakdown.
3. Interpret patient complaints regarding areas of discomfort with a new appliance and determine whether or not the complaints are related to the appliance or the condition of the patient.
4. Formulate opinions about the specific needs in an appliance that a patient might have based upon lifestyle considerations, weight, age or other factors.
5. Describe the process for fabrication of the appliance to a patient in terms that would be meaningful to a patient

**Durable Medical Equipment Supplier: Delcrest Medical**

**Objective:** to provide the student/learners with the opportunity to visit, observe and shop for a fictitious patient with identified needs for equipment so that the patient can return to the home and lead an independent life despite a life altering spinal cord injury.

Following the visit, the student/learner will be able to:

1. Develop a needs list for the patient with a mid level spinal cord injury so that the patient can function better at home and have a higher quality of life.
2. Determine what activities of daily living would be possible for a patient with the identified level of function that has been assigned, and then develop a product list based upon that level of function.
3. Determine what the ambulation needs are for the specified patient and then assess the products that are available and what would best fit the needs of the patient.
4. Review the products that are available in the facility and make decisions whether or not the patient needs the products or whether the products would just be “nice to have.”
5. Evaluate power wheelchairs to determine what the advantages or disadvantages of these devices would be for a patient and his or her caregiver.
6. Identify new technology for assistive devices that would potentially be beneficial for patients that the student/learners have already treated by stating what patient, what diagnosis and how the new device could have been beneficial for that patient.
BodyWorlds* Exhibit

**Objective:** to provide student/learners with the opportunity to visualize diseased and non-diseased human body structures that have been preserved for examination in a unique exhibit that has posed specimens depicting muscle, internal organs, nerve, and the integumentary systems.

Following the visit, the student/learner will be able to:

1. Discuss the importance of maintaining a healthy lifestyle that involves smoking cessation.
2. Differentiate between the lungs of a smoker and a non-smoker upon visual inspection of the lungs.
3. Compare and contrast the differences between a healthy aorta and a diseased aorta describing the effects of atherosclerosis.
4. Formulate and express an opinion regarding the donation of one’s body upon death for the purpose of scientific study and display.
5. Describe the effects of disease on organs of the body and the impact that it has on function after comparing the diseased organ with normal, non-diseased organs.
6. Defend the importance and benefits of scientific study of human structure for health professionals by providing at least 3 reasons that such an experience was personally beneficial to him or her.

*or equivalent

Magee Rehabilitation Hospital

**Objective:** to provide the student/learners with the opportunity to visit and observe care in a regional urban rehabilitation center where physical therapy interventions are focused around patients dealing with brain injuries, spinal cord injuries and other neurological conditions that are not commonly treated in local facilities.

Following the visit, the student/learner will be able to:

1. Compare and contrast the differences in treatment approaches between patients with orthopedic diagnoses and patients with neurological diagnoses in terms of time involved, treatment interventions, potential equipment that might be utilized and other medical complications that impact treatment.
2. Describe the facilities and equipment that would be necessary to help someone with a high level spinal cord injury become functionally independent in the outside “real world.”
3. Formulate an exercise plan for a patient who needs to be able to propel him or herself in a wheelchair.
4. Describe the variety of options and state the benefits of the options that are available for patients who will require a wheelchair as an ambulatory assistive device to enhance his or her mobility.
5. Discuss the common attributes of a clinician who works in a rehabilitation setting and identify how that might differ from a clinician who works in another type of setting.
6. Defend the importance of time management for patient treatment interventions and the interdisciplinary approach to rehabilitation through working with other professionals to help accomplish patient goals.
Universal Accessibility of One’s Home

**Objective:** to provide the student/learners with the opportunity to assess their current living environment for potential modifications that would be necessary to make their home universally accessible and find out what the requirements, specifications and expenses are that would be involved in making these improvements to their home.

Following the visit, the student/learner will be able to:

1. compare similarities and differences in cost and design of home care equipment utilized for activities of daily living (ADL) and mobility for patients with a diagnosed disability
2. define the minimum requirements for access to living space in one’s home and identify barriers that can be changed at a minimal cost
3. identify the minimum space requirements (dimensions) for doorways, bathrooms and other living areas within one’s home for someone using a wheelchair
4. identify the minimum requirements for ramps for height and length design for home modifications to be in compliance with safety codes
5. prepare a floor plan including room dimensions for a wheelchair accessible bathroom and shower
6. estimate the minimum time period required for home modifications to be made for a patient to be able to return to a universally accessible home environment after rehab
7. define universal accessibility as it applies to a home renovation
8. differentiate between “nice to have” and “need to have” changes in one’s home to provide universal accessibility in the home for someone in a wheelchair

Disability Day

**Objective:** to provide the student/learners with the opportunity to experience "a day in the life" of someone who either looks different or ambulates differently than others, potentially having to ask for the assistance of others in a public place, potentially experiencing fatigue in the accomplishment of "ordinary and simple ADLs" and finding out what challenges their future patients may face that they had not considered.

Following the experience, the student/learner will be able to:

1. describe the difference between energy expenditures required to ambulate as a "healthy normal" versus ambulating partial weight bearing with an assistive device
2. articulate the challenges that patients who use ambulatory assistive devices may face if they decide to attempt shopping in a clothing store in a mall and the differences between department stores and specialty item stores in terms of ease of navigation with assistive devices
3. articulate the challenges that someone in a wheelchair would face when attempting to shop in a card store, with the independent selection of cards, retrieval of items from shelves and payment of items that he or she wanted to purchase
4. describe the planning sequence that would need to take place for someone who uses a wheelchair but needs to use a public rest room (where are they located, how would you find out, how would you get there, how accessible were they? etc.)
5. articulate the process that the high end department stores at the local mall use to provide Handicap accessibility into their store and provide an overview of what ADA compliance standards for accessibility
Academic Integrity

The faculty members of the PTA program at Mercer County Community College believe in the ability of student/learners to succeed honestly, fairly and free from fraud or deception without inappropriate assistance. We also expect that student/learners enrolled in PTA program classes accept responsibility for their own work and exhibit honesty with all submissions of their academic work.

The PTA program faculty members have a zero tolerance policy for failure to abide by this philosophy and will strictly adhere to the College’s Academic Integrity Policy which can be found in the MCCC Student Handbook. OMB 210
Mercer County Community College  
Physical Therapist Assistant Program

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**Durable Medical Equipment (DME) Excursion Worksheet**  
*(Option A)*

Clinicians:  

Patient Diagnosis:  

Primary ADL Concerns:  

<table>
<thead>
<tr>
<th>Considerations:</th>
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<tbody>
<tr>
<td>Transfers</td>
<td>Seating</td>
<td>Support appliances</td>
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<tr>
<td>Ambulation</td>
<td>Reaching</td>
<td>Dressing supplies</td>
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<tr>
<td>Exercise</td>
<td>Eating</td>
<td>Home Adaptations</td>
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<tr>
<td>Dressing</td>
<td>Personal hygiene</td>
<td>Driving?</td>
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*You have NO pre-established spending limit, so be inclusive and creative!*  
*Enjoy shopping for your patient!*

If you would like an electronic copy of this form, just email me and I would be happy to send it to you!

This was “option A” if you would like to consider another option for this excursion, read on.... You still would need to stop in to Delcrest, but not linger there quite as long.
### Product Suggestions

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<thead>
<tr>
<th>Priority</th>
<th>Product/Item</th>
<th>Price</th>
<th>Rationale for Purchase</th>
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Total estimated cost of items: ____________________________