# 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 106, PTA 112</td>
<td>Fall</td>
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</tbody>
</table>

**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 bandaging, edema management, and continuous passive motion devices. Students develop their skills through practice with each other. Competencies evaluated throughout the course.

**Required texts/other materials:**


- Text previously used in PTA 105 Kinesiology.
- Texts are also being used in PTA 211 Physical Agents

**Revision date:** Fall 2012  
**Course coordinator:** Holly Beinert, 609-570-3478, beinerth@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. Formulate a general program of therapeutic exercises to increase ROM, improve strength, and promote endurance for the upper and lower body regions.
5. Measure an ambulatory assistive device for a classmate and instruct the classmate in the appropriate use of that device.
6. Discuss and demonstrate the therapeutic benefits of soft tissue massage within the physical therapy plan of care.
7. Describe the benefits of CPM, 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.

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>Title</th>
<th>Goals:</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Aseptic Technique, Vital Signs &amp; Emergency Procedures</td>
<td>1,2,3,4,8,9 A, B, C, D, E, F, G</td>
<td>C1, C4, C5, C14, P1, P18, P19, P21, A8, A9, CG2, CG7</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Patient Positioning and Draping</td>
<td>1,2,3,4,8,9 A, B, C, D, E, F, G</td>
<td>C4, C5, C6, C10, P1, P4, P5, P15, A2, A3, A5, A7, , CG7</td>
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<tr>
<td>Unit 3</td>
<td>Wound Care and Burns</td>
<td>1,2,3,4,8,9 A, B, C, D, E, F, G</td>
<td>C4, C5, C6, C10, P1, P4, P5, P15, A2, A3, A5, A7, , CG7</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Body Mechanics, Bed Mobility &amp; Transfers</td>
<td>1,2,3,4,8,9 A, B, C, D, E,</td>
<td>C7, C8, C12, P2, P3, P17, P19</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 principles and components of a therapeutic exercise program
3. describe the sequence for postural drainage for the lobes of the lungs and differentiate between the need for one position versus another based upon lung sounds
4. describe the sequence for tissue healing
5. describe the differences between normal and abnormal tissue healing characteristics
6. identify the components of tissue healing that need to be documented in a patient record
7. describe the principles of body mechanics that would prevent injury to self and others
8. differentiate between safe and unsafe patient handling techniques and demonstrate safe patient handling techniques
9. identify therapeutic exercises to strengthen prime-mover muscles that have been tested and identified as needing strengthening
10. question a patient to determine his or her subjective complaints suitable for the patient record
11. list the possible ambulatory assistive devices that can be utilized for a patient with compromised weight bearing status
12. define the levels of assistance for patient activities and transfers
13. describe non-pathologic gait patterns and differentiate them from pathologic gait patterns
14. describe the components of vital signs (heart rate, respiratory rate, blood pressure)
15. list the components of a continuous passive motion device for the knee
16. describe the use of intermittent compression as a therapeutic intervention for lymph edema
17. describe chest wall expansion and excursion during inspiration and what may limit it
18. describe the characteristics of cough and sputum differentiating normal from infected sputum
19. describe the components of an aerobic conditioning therapeutic exercise program
20. describe the difference between strength and endurance

**Psychomotor:**
The student/learner will be able to successfully:
1. demonstrate appropriate aseptic techniques to control the spread of disease
2. perform safe dependent and assisted patient transfers utilizing appropriate body mechanics
3. demonstrate body mechanics principles, assessment of vital signs and patient positioning & draping techniques that are consistent with clinical practice
4. perform clean and sterile dressing techniques
5. distinguish between bony and non-bony landmarks with accuracy
6. perform a therapeutic massage to the cervical and lumbar musculature to relieve muscle guarding
7. prepare a patient for the application of continuous passive motion or intermittent compression
8. measure a patient for ambulatory assistive devices to accommodate altered weight bearing status
9. demonstrate interpersonal skills to teach therapeutic exercises to patients and family members
10. demonstrate and teach ambulation with assistive devices (walkers, crutches, canes) on all surfaces (level, curbs, steps, ramps, carpets, tile and outdoor surfaces)
11. perform manual postural drainage techniques
12. document treatment techniques utilized with classmates in the formulation of a SOAP note
13. adjust the level of patient activity with therapeutic exercises to maintain patient safety
14. position a patient in supine, prone, side lying or sitting to decrease weight bearing on bony landmarks and to improve postural drainage
15. build a therapeutic exercise program that prepares a patient for activities of daily living (ADL), functional mobility and/or endurance training within the PT established POC demonstrate wheelchair operation for patient education and safety
16. demonstrate wheelchair operation for patient education and safety
17. measure vital signs including blood pressure, heart rate, respiratory rate at rest and during exercise
18. describe the safety and progression of patients while performing gait, wheelchair and mobility activities
19. 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
20. demonstrate and perform passive range of motion exercises with patients on all peripheral joints
21. 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

**Affective:**
The student/learner will be able to successfully:
1. defend a patients right to privacy by protecting the patient record
2. act as an advocate for the patient by draping them to maintain patient dignity and revealing only the treatment area
3. advocate for the value of soft tissue massage as an essential therapeutic tool in the relief of muscle guarding or lymph edema management when appropriate for a patient appreciate patient privacy and dignity issues without prompting
4. advocate for the documentation of objective signs & symptoms in the patient record
5. weigh patient responses to therapeutic exercise and massage to assess patient progress versus the patient’s subjective requests
6. internalize professional behaviors when interacting as a clinician
7. recognize abnormal signs including cyanosis, orthostatic hypotension, dyspnea, tachycardia, bradycardia, etc., and act appropriately to care for the safety of the patient
8. recognize activities that aggravate or relieve edema, pain or dyspnea
   recognize activities that aggravate or relieve edema, pain or dyspnea and preserve patient safety
9. recognize an emergency situation in the physical therapy clinical environment and care for the safety of the patient, consulting others as appropriate

**Evaluation of learning**

<table>
<thead>
<tr>
<th>% of grade</th>
<th>Activity</th>
<th>Number within course</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Written Exams</td>
<td>3</td>
</tr>
<tr>
<td>NA</td>
<td>Quizzes</td>
<td>0</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>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Class Participation</td>
<td>Continuous</td>
</tr>
<tr>
<td>25</td>
<td>Practical Exam*</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Competency Tests**</td>
<td>5</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

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