COURSE OUTLINE

Course Number  
PTA 213

Course Title  
PTA Therapy Clinic

Credits  
3

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

Pre-requisite  
PTA 210, PTA 211

Co-requisite  
PTA 235

Implementation  
Spring

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>
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<tbody>
<tr>
<td>Umphred &amp; Carlson</td>
<td>Neurorehabilitation for PTAs</td>
<td>1st</td>
<td>SLACK</td>
<td>2006</td>
<td>1-55642-645-3</td>
</tr>
<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>
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<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>
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</tbody>
</table>

Revision date:  
Spring 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:

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>Unit</th>
<th>Learning Topic</th>
<th>Goals:</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Pain/Posture, Outcome Measures &amp; Accessibility</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C3, C8, C16, C17, C18, C19, A5</td>
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<td>Unit 2</td>
<td>Osteoarthritis and Arthroscopy</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C4, P3</td>
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<td>Unit 3</td>
<td>Amputation and Prosthetics</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C4, C7, P1, P4, P5, P9, A3, A4</td>
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<td>Unit 4</td>
<td>Orthotics</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C7, P1, P4, P5, P9, A3, A4</td>
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<td>Unit 5</td>
<td>Muscle Tone</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C4, C5, C9</td>
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<td>Unit 6</td>
<td>Cerebral Vascular Accident</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C1, C4, C5, C9</td>
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<td>Unit 7</td>
<td>Spinal Cord Injury</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C2, C4, C5, C9</td>
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<td>Unit 8</td>
<td>Guest Speakers</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>A1, A2</td>
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<td>Unit 9</td>
<td>Traumatic Brain Injury</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C4, C5, C9, C10</td>
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<td>Unit 10</td>
<td>Other Neurological Disorders</td>
<td>1,2,4,8,9, A,B,C,D,E,F,G</td>
<td>C4, C5</td>
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</table>

*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. discuss architectural barriers for patients who use wheelchairs, walkers, crutches and canes
4. recognize the differences between the needs of patients in acute care, rehabilitation, and out patient clinical settings
5. recognize the differences in treatment approaches for neurologically involved patients
6. recognize the variety of developmental activities and how they may be applied in treatment techniques for various patient populations
7. recognize the differences between various orthotic and prosthetic devices and their applications
8. recognize the importance of pain as a patient response
9. describe the characteristics of neurological patient diagnoses that can be written in the patient record
10. recognize levels of patient cognition and orientation to self, time and location
11. recognize righting and equilibrium responses and their role in postural control
12. communicate an understanding of the plan of care developed by the PT to achieve short term goals (STGs), long term goals (LTGs) and intended outcomes
13. explain the differences between a STG and a LTG
14. recognize the level of functional status of a patient
15. recognize individual and cultural differences and respond appropriately in all aspects of PT services
16. recognize and explain the detrimental effects of poor posture to a patient
17. assess patient posture during sitting, standing and ambulation activities
18. assess patient’s pain perceptions at rest and during activity
19. administer standardized questionnaires to patients and others

Psychomotor: the learner will be able to:
1. assess patient needs for assistive devices for ADL, orthotics, prosthetics and pain management
2. organize an exercise plan to improve balance, coordination, gait and endurance
3. teach patients and their significant others about post operative care and potential complications following joint replacement surgeries for the hip or knee
4. differentiate between orthotic and prosthetic devices identifying the applications/indications for the features of the devices
5. 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
6. prepare and document treatment techniques utilized with classmates in a SOAP note format
7. develop exercises for increasing endurance, pre-ambulation, balance, coordination, conditioning, re-conditioning, and postural awareness
8. instruct patients in stretching exercises
9. identify the individual’s and caregiver’s ability to care for orthotic and prosthetic devices
10. discuss the safety status and progression of patients while engaged in gait, locomotion, balance, and wheelchair management/mobility training
11. 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
12. set up a discharge plan and follow up as directed by the supervising physical therapist
13. demonstrate an exercise plan to a patient to improve muscle strength in a specific muscle group as indicated

Affective: the learner will be able to:
1. recognize and respect the psychosocial needs of the patient, by providing or seeking support for patients as needed
2. recognize and respect the contributions that family members can make in the recovery of a loved one
3. recognize changes in skin condition while using orthotic and prosthetic devices
4. recognize safety factors while using orthotic and prosthetic devices
5. recognize safety and barriers in home, community, and work environments by measuring and inspecting the physical environment and physical space, reporting the information back to the PT
6. recognize when intervention should not be provided due to changes in the patient’s status and report this to the supervising physical therapist
7. relate any changes in the patient’s status to the supervising physical therapist

Evaluation of student learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
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<tbody>
<tr>
<td>Written Exam(s)</td>
<td>2</td>
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<tr>
<td>Quizzes</td>
<td>0</td>
</tr>
<tr>
<td>Paper(s)</td>
<td>1</td>
</tr>
<tr>
<td>Presentation(s)</td>
<td>0</td>
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<tr>
<td>Class Participation</td>
<td>Continuous</td>
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<tr>
<td>Practical Exam</td>
<td>1</td>
</tr>
<tr>
<td>Competency Test(s)**</td>
<td>3</td>
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Grading

% Activity Number
40 Written Exam(s) 2
N/A Quizzes 0
15 Paper(s) 1
N/A Presentation(s) 0
10 Class Participation Continuous
25 Practical Exam 1
10 Competency Test(s)** 3

**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)