COURSE OUTLINE

Course Number
PTA 213

Course Title
PTA Therapy Clinic

Hours: lecture/Lab/Other 3/1/0

Pre-requisite  PTA 210, PTA 211
Co-requisite  PTA 205

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:

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

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

Revision date:  Fall 2020

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>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>
</tr>
<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 GI/GU/PFM</td>
<td>1,2,4,8,9 A,B,C,D,E,F,G</td>
</tr>
<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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</tbody>
</table>
| Unit 9  | Traumatic Brain Injury          | 1,2,4,8,9  
A,B,C,D,E,F,G  
C1.6-1.7, C1.10, C2.3-2.4, C2.9, C3.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9 |
|--------|--------------------------------|-------------------------------------------------|
| Unit 10| Other Neurological Disorders   | 1,2,4,8,9  
A,B,C,D,E,F,G  
C1.6, C1.10, C2.11, C3.6, C2.5, C3.4, C5.1, C6.1, P2.1, P3.5, P4.1-4.4, P4.12-4.13, A1.1-1.9 |
|        |                                |                                                 |
Learning Objectives have been identified in each of the following domains of learning:
The student will be able to…

Cognitive
The learner will be able to successfully:

C1. Knows specific facts (Remember)
   - C1.1 Recognize the differences between various orthotic and prosthetic devices and their applications
   - C1.2 Recognize safety factors while using orthotic and prosthetic devices
   - C1.3 Identify the detrimental effects of poor posture to a patient
   - C1.4 Explain interventions appropriate for the improvement of postural alignment while in various positions
   - C1.5 Outline the process for gathering and documenting postural observations
   - C1.6 Compare and contrast clinical presentations of varying diagnoses including CVA, SCI and TBI
   - C1.7 Describe the effect of various diagnoses on deep tendon reflexes, muscle tone and vital signs
   - C1.8 Relate patient positioning and handling to changes in muscle tone and patient tolerance
   - C1.9 Differentiate between the types of services provided by varying rehabilitation professionals
   - C1.10 Recall precautions and contraindications related to PT interventions based on various diagnoses
   - C1.11 Recall factors related to bone loss
   - C1.12 Describe special tests that gather data regarding muscle tone, coordination, communication, balance, cognition and function
   - C1.13 Recall specific accessibility requirements for physical environmental spaces
   - C1.14 Differentiate between the various types of parameters seen in outcome measurement tools
   - C1.15 Relate joint replacement procedures to post-operative restrictions
   - C1.16 Recognize basic procedure of various joint replacement surgeries
   - C1.17 List common complications of various joint replacement surgeries
   - C1.18 Recall appropriate patient education related to self-care of an in sensate foot

C2. Comprehends basic concepts and principles (Understand)
   - C2.1 Distinguish between the levels of spinal cord injury and the effect on the patient’s ability to perform activities of daily living (ADLs)
   - C2.2 Explain factors that influence muscle tone
   - C2.3 Identify which subjective and objective data may indicate the need to hold physical therapy interventions until the physical therapist has been consulted
   - C2.4 Contrast various states of consciousness related to brain injury
   - C2.5 Predicts documentation needs for patients with prosthetics and how it relates to reimbursement
   - C2.6 Determine most appropriate outcome measurement tool based on patient’s diagnosis, impairments or functional limitations
   - C2.7 Relate prosthetic alignment to areas of increased pressure
   - C2.8 Explain basic research terms related to determining strengths and weaknesses of outcome measurement tools
   - C2.9 Give examples of contracture prevention techniques used for a variety of diagnoses and impairments
   - C2.10 Differentiate between normal and abnormal endocrine system function
   - C2.11 Differentiate between various congenital and hereditary conditions
   - C2.12 Outline factors influencing the rehabilitation of someone who has had an amputation

C3. Applies basic concepts and principles to new situations (Apply)
   - C3.1 recognize and predict changes in skin condition while using orthotic and prosthetic devices
   - C3.2 Correlate results of standardized questionnaires (or outcome measurement tools) to the patient’s level of function
   - C3.3 Describe how to adjust treatment interventions based on changes in tone
   - C3.4 Integrate knowledge from PTA 105, 107, 112, 201, 210, 226, and 211 into the new material in this PTA 213 course during lab scenarios, classroom case studies, competency tests, practical exams,
quizzes and written exams

C3.5 Relate PT interventions to the treatment of bone loss and the complications that arise from bone loss
C3.6 Determine probable functional impacts that various diagnoses may have on a patient
C3.7 Correlate varying levels of amputations to probable gait deviations

C4. Demonstrates the ability to analyze procedures to determine if organizational principles are being followed (Analyze)
C4.1 Contrast normal from abnormal muscle tone
C4.2 Describe how the genitourinary system, gastrointestinal system, and pelvic floor may impact treatment decisions
C4.3 Collaborate in pairs to work through case studies relating pharmacology to rehabilitation during lecture

C5. Applies thinking skills when judging data and performance (Evaluate)
C5.1 Justify the need for skilled therapy services in the assessment portion of SOAP notes completed for labs and psychomotor testing
C5.2 Explain how outcome measurement tool data can be used to create appropriate treatment sessions

C6. Uses knowledge to create new methods necessary to gather data (Create)
C6.1 Determine appropriate PT treatment interventions based on diagnosis, medical history, impairments and functional limitations in exams, case studies, lab, comp tests and practical exams
C6.2 Using current evidence, create a physical therapy treatment session and HEP for a provided patient scenario

Psychomotor
The learner will be able to successfully:

P1. Observe patient care skills performed by the instructor (Observe)
P1.1 Observe the instructor demonstrate patient care interventions (including bed mobility, transfers and gait training) while maintaining posterior approach total hip precautions
P1.2 Observe the instructor properly don an abduction wedge on a volunteer
P1.3 Observe the instructor perform safe and effective residual limb wrapping on a trans-tibial amputate model
P1.4 Observe others conduct various outcome measurement tools by watching videos placed on the course Blackboard shell

P2. Copy patient care skills during lab activities, with feedback provided by the course instructor (Imitate)
P2.1 Document lab activities and psychomotor tests in SOAP note format utilizing guidelines provided by instructor
P2.2 Conduct outcome measurement tools safely and correctly during lab with the guidance and feedback of the instructor
P2.3 Calculate and interpret scores for various outcome measurement tools during lab with the guidance and feedback of the instructor
P2.4 Provide education to a classmate regarding post-surgical precautions and diabetic care during lab with the guidance and feedback of the instructor
P2.5 Position a classmate with a hip abduction wedge during lab with the guidance and feedback of the instructor
P2.6 Position a classmate in various positions to reduce spasticity, prevent contractures and reduce pressure during lab with the guidance and feedback of the instructor
P2.7 Perform residual limb wrapping on a trans-tibial amputate model during lab with the guidance and feedback of the instructor
P2.8 Maintain weight bearing restrictions and posterior approach total hip precautions throughout a treatment session during lab with the guidance and feedback of the instructor
P3. Perform patient care skills repeatedly to make the movements more automatic and smooth (Practice)
   P3.1 In large lab groups, compare and contrast outcome measurement tool indications, calculations and interpretations
   P3.2 In large lab groups, collaborate to determine effective patient education techniques for posterior approach total hip precautions
   P3.3 Practice a variety of outcome measurement tools with classmates
   P3.4 In large groups, work as a team to position a classmate in supine, sidelying, prone and sitting to decrease pressure on bony prominences, reduce contracture risk, and reduce spasticity
   P3.5 Demonstrate time management and responsibility by utilizing open lab hours to practice all patient care skills repeatedly until the movement patterns are automatic and smooth

P4. Make adjustments in the performance of patient care skills in order to perfect these skills (Adapt)
   P4.1 Participate in a patient-centered inter-professional collaborative care experience by working with nursing students in the nursing simulation lab to provide a physical therapy treatment session for a clinical scenario provided.
   P4.2 During competency tests, identify which CPT Code(s) you would bill for and the rationale for choosing the code(s).
   P4.3 Consult the supervising PT (or course instructor/exam proctor) when there is a question about an unanticipated subject response to a therapeutic intervention
   P4.4 Maintain the safety of all people involved by preparing a safe treatment environment and demonstrating safe and appropriate body mechanics during lab and psychomotor testing
   P4.5 Conduct outcome measurement tools safely and correctly during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.6 Calculate and interpret scores for various outcome measurement during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.7 Provide education to a classmate regarding post-surgical precautions and diabetic care during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.8 Position a classmate with a hip abduction wedge during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.9 Position a classmate in various positions to reduce spasticity, prevent contractures and reduce pressure during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.10 Perform residual limb wrapping on a trans-tibial amputate model during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.11 Maintain weight bearing restrictions and posterior approach total hip precautions throughout a treatment session during psychomotor testing, as outlined by the skill demonstration list and critical safety indicators
   P4.12 Demonstrate safe and competent psychomotor skills acquired in previous professional phase PTA courses (PTA 107, 201, 210, 211)
   P4.13 During lab scenarios, competency tests and practical examinations, practice within the scope of practice of a PTA in New Jersey
   P4.14 Attend the annual Abilities Expo at the NJ Convention & Expo Center in Edison, New Jersey and submit a written paper responding to questions provided by the instructor

Affective
The learner will be able to successfully:

A1. Demonstrate professional behaviors consistent with the values of the profession (Generic Abilities)
   A1.1 Utilize professional and respectful communication styles utilized in a professional setting
   A1.2 Demonstrate a commitment to learning by attending class consistently and showing up on time
   A1.3 Demonstrate a commitment to learning by preparing for each class
   A1.4 Demonstrate the ability to manage time and resources effectively by completing assignments in a
timely manner
A1.5 Demonstrate the ability to receive feedback in a non-defensive and receptive manner
A1.6 Take responsibility for the outcomes of personal and professional actions
A1.7 Exhibit appropriate and professional conduct consistent with the values of the profession
A1.8 Identify sources of stress and implement effective coping behaviors.
A1.9 Demonstrate a commitment to the physical therapy profession

**Evaluation of student learning**

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<th>%</th>
<th>Activity</th>
<th>Number</th>
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<tr>
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<td>Written Exam(s)</td>
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<tr>
<td>0</td>
<td>Quizzes</td>
<td>0</td>
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<tr>
<td>10</td>
<td>Paper(s)</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>
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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)