

PTHA 2435
Syllabus

COURSE SYLLABUS

PTHA 2435

Rehabilitation

PHYSICAL THERAPIST ASSISTANT PROGRAM

HEALTH OCCUPATIONS DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

PTHA 2435
Syllabus

COURSE SYLLABUS

COURSE TITLE: REHABILITATION
COURSE CREDIT: 4
CONTACT HOURS: 4 LECTURE, 4 LAB

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OFFICE HOURS:

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

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I. GENERAL COURSE INFORMATION

Prerequisites: The Profession of Physical Therapy (PTHA 1301), Pathophysiology (PTHA 1321), Basic Patient Care (1405), Functional Anatomy (PTHA 1413), Therapeutic Exercise (PTHA 2509), and A&P I & II Concurrent: Rehabilitation (PTHA 2535), Clinical 1 (PTHA 2260), and Physical Agents (PTHA 1431)

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of South Plains College PTA degree, the student will be able to:

KNOW (K) - Students will actively and independently acquire, apply and adapt skills and knowledge to develop expertise and a broader understanding of the world as lifelong learners.

COMPREHEND (C) - Students will think analytically and creatively to explore ideas, make connections, draw conclusions, and solve problems.

APPLY (A) - Students will exchange ideas and information with clarity and originality in multiple contexts, act purposefully, reflectively, and respectfully in diverse and complex environment.

EVALUATE (E) - Students will demonstrate integrated learning from different areas and solve problems with creative thinking.

A. COURSE DESCRIPTION:

Rehabilitation is an advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected musculoskeletal, neuromuscular, cardiopulmonary, and integumentary disorders. Rehabilitation is a capstone course for the PTA Program. **This is a Lecture/Lab course**

GENERAL LEARNING OBJECTIVES

Upon successful completion of the course, following a given plan of care and under the supervision of the PT, the student will be able to:

1. Review the phases of development and function of the nervous system.
2. Apply appropriate techniques related to the theories of neurological development in given cases.
3. Assess abnormal gait patterns for a given case.
4. Explain the appropriate type of wheelchair for a given case.
5. Describe the appropriate type of supportive device for a given case.
6. Competently apply interventions as directed in the plan of care for patients with orthopedic conditions commonly encountered in physical therapy.
7. Competently apply interventions as directed in the plan of care for patients with debility conditions commonly encountered in physical therapy.
8. Competently apply interventions as directed in the plan of care for patients with neurologic conditions commonly encountered in physical therapy to include patients with developmental disorders, CVA, TBI and SCI.
9. Competently apply interventions as directed in the plan of care for patients with amputations, commonly encountered in physical therapy.
10. Competently apply interventions as directed in the plan of care for patients with integumentary conditions, commonly encountered in physical therapy.
11. Explain outcome assessment related to course content.
12. Apply generic abilities related to course content.
13. Describe basic concepts related to the APTA *Guide to Physical Therapist Practice*.

SPECIFIC LEARNING OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Review the development and function of the nervous system.
 - a. Describe the anatomy and function of the nervous system.
 - b. Demonstrate sensory assessment using dermatomes and peripheral nerve patterns.
 - c. Demonstrate motor assessment using reflexes.
 - d. Recognize the relationship between nervous system impairment and muscle tone.
 - e. Explain neuroplasticity across the life span.
 - f. Recognize gross motor/fine motor milestones
2. Apply appropriate techniques related to the theories of neurological development in given cases.
 - a. Describe basic principles of motor learning and motor control.
 - b. Differentiate between neurological techniques such as Neurodevelopmental Treatment (NDT), Brunnstrom, Carr/Shepherd, Developmental Model, PNF, Rood and Ayers, and Taub.
 - c. Demonstrate competency in neurological techniques to meet requirements outlined in the skill check and lab exam.
 - d. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.
3. Assess abnormal gait patterns for a given case
 - a. Differentiate normal and abnormal gait patterns.
 - b. Assess alignment of the trunk and extremities in normal and abnormal gait for a given case.
 - c. Explain equilibrium and righting reactions.
 - d. Administer balance assessment tools.
4. Explain the appropriate type of wheelchair for a given case.
 - a. Identify the appropriate type of wheelchair related to a given diagnosis.
 - b. Demonstrate competency in wheelchair transfers to meet requirements outlined in the skill check and lab exam.

5. Describe the appropriate type of supportive device for a given case.
 - a. Demonstrate appropriate application of supportive devices while maintaining skin integrity.
 - b. Identify the functional use of orthotics for a given case.
6. Competently apply interventions as directed in the plan of care for patients with orthopedic conditions commonly encountered in physical therapy.
 - a. Demonstrate appropriate treatment and progression for orthopedic procedures such as TKA, THA, and Rotator Cuff Repair etc.
 - b. Demonstrate competency in appropriate treatment techniques to meet requirements outlined in skills check and lab exams.
 - c. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.
7. Competently apply interventions as directed in the plan of care for patients with debility conditions commonly encountered in physical therapy.
 - a. Demonstrate appropriate treatment and progression for patients recovering from prolonged bed rest or debilitating conditions such as pneumonia, ARDS, obesity, renal failure for a given case.
 - b. Demonstrate competency in appropriate treatment techniques to meet requirements outlined in a given case.
 - c. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.
8. Competently apply interventions as directed in the plan of care for patients with neurologic conditions commonly encountered in physical therapy to include patients with developmental disorders, CVA, TBI and SCI.
 - a. Demonstrate competency in appropriate treatment techniques for mock patients with a developmental disorder to meet requirements for a given case.
 - b. Demonstrate appropriate treatment programs for patients with a cerebral vascular accident (CVA) developed within the plan of care for a given case.
 - c. Demonstrate appropriate treatment programs for patients with a traumatic brain injury developed within the plan of care for a given case.
 - d. Demonstrate appropriate treatment programs for patients with a spinal cord injury developed within the plan of care for a given case.
 - e. Demonstrate appropriate treatment programs for patients with an upper motor neuron (UMN) or lower motor neuron (LMN) lesion developed within the plan of care for a given case.
 - f. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.
9. Competently apply interventions as directed in the plan of care for patients with amputations commonly encountered in physical therapy
 - a. Demonstrate appropriate treatment programs for patients with an amputation based on the plan of care for a given case.
 - b. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.
10. Competently apply interventions as directed in the plan of care for patients with integumentary conditions commonly encountered in physical therapy
 - a. Demonstrate appropriate treatment programs for patients with integumentary conditions based on the plan of care for a given case.
 - b. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.
11. Explain outcome assessment related to course content.
 - a. Evaluate outcomes of chosen interventions based on given case.
 - b. Identify equipment and resources necessary for discharge.
 - c. Finalize a functional home exercise program including ADLs.
 - d. Provide input to the supervising physical therapist about outcomes.
 - e. Explain magnitude and effect of changes in cognition, arousal, and mentation of patients for given case scenario.
12. Apply generic abilities related to course content. (*Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.*)

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- a. *Commitment to Learning* – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding.
 - b. *Interpersonal Skills* – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues.
 - c. *Communication Skills* – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes.
 - d. *Effective Use of Time* – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.
 - e. *Use of Constructive Feedback* – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction.
 - f. *Problem-Solving* – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
 - g. *Professionalism* – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.
 - h. *Responsibility* – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.
 - i. *Critical Thinking* – Demonstrate the ability to question logically; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
 - j. *Stress Management* – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.
 - k. Use a SOAP note format to document lab skills.
13. Describe basic concepts related to the APTA *Guide to Physical Therapist Practice*.
- a. Integrate basic concepts presented in the APTA *Guide to Physical Therapist Practice* related to course content.
 - b. Identify the parameters of the scope of practice of the PTA related to course content.

ASSESSMENT TECHNIQUES USED BUT NOT LIMITED TO:

- 1. Lecture Exams.
- 2. Midterm and Final Lab Exams.
- 3. Assignments.

Midterm Student Evaluations using Generic Abilities

COURSE GRADING

Students will successfully complete clinical course PTHA 1301 with a grade of 75 % or higher. Students who fall below passing requirements will not be allowed to continue in the PTA program. Students unable to pass any lecture exam during the semester will not be able to advance into clinical experiences even if overall grade is passing due to assignments and lab grades.

A= 90-100%

B = 80-89%

C = 75-79%

BELOW 77% at midterm of the semester will result in the development of a learning contract and the student being responsible for meeting established goals.

Grades are arrived at through attendance, class participation, written assignments, and exams. Lab grades are based on participation, assignments, and Lab Skills exam. Minimum passing grade for a skills exam is 75. All Critical Safety requirements must be successfully demonstrated on lab exams or the student will receive a failing grade on the exam.

Attendance/Participation	5%
Assignments	5%
Lecture Exam Total	50%
<u>Lab Exam Total</u>	<u>40%</u>
	100%

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ACADEMIC INTEGRITY:

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

ACCOMENDATION STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in the Student Health & Wellness Office, 806-716-2577.

DIVERSITY STATEMENT:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS

1. Handbook:
Students are required to read the SPC Student Guide and the PTA Program Student Handbook and provide a signed Acknowledgement form for permanent student file.
2. Dress Code:
Students are expected to follow the dress code as stated in the PTA student Handbook. You will need appropriate attire for lab.
3. Due Date:
A Course Assignment Calendar with due dates and description of assignments can be found on your Blackboard. For each day an assignment is late 10 points will be deducted; the 3rd day late the assignment will receive a failing grade.
4. Behavior:
Students are enrolled in a professional program and are expected to demonstrate professional behaviors such as respect, preparation for class, and dedication to learning.

Cell Phone use in class/clinic will not be tolerated. If the phone goes off during class or student is found to be texting with the phone the student will be asked to leave class and receive 1 absence for the first incident. (See absence policy)
5. Required Materials:
Students must have internet access and an internet browser and MS Office. If you do not have a computer with a modem at home, you can access South Plains College's Computer Lab. Jessica Tucker, Extension 2180 jetucker@southplainscollege.edu, will be your tech support contact for Blackboard.

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Text Books:

PHYSICAL REHABILITATION F/PHYSICAL... CAMERON; Edition: 11; ISBN: 9781437708066

REQUIRED [this one you could rent]

IMPROVING FUNCT.OUTCOMES F/...-W/ACCESS; OSULLIVAN, Edition: 2ND 16; ISBN: 9780803646124

REQUIRED [this one I would buy and keep]

6. Student will be required to spend 5 hours over the semester, in the lab with supervised independent practice. Student will be required to document time in lab outside of normal class time. Clock in and out in the Lab
7. Lab Exam times will be assigned and the student's responsibility to make arrangements. The **Pass** into lab exams will be skills check off sheet completed in lab class or open lab prior to scheduled exam.

II. ATTENDANCE

A. ABSENCES

Attendance is mandatory and there are no excused absences as found in the student handbook. Anything over 3 days, the student cannot meet the objectives and is withdrawn from the course. Any missed assignments, exams, or other activities must be completed and arrangements must be made with course instructor to turn in work.

***Students MUST call in absences to the PTA faculty.** 806.716.2470 or text 806.786.4674

B. TARDIES

Three tardies count as one absence.

Refer to the student handbook for additional explanation of attendance policies.

III. PROFESSIONAL CONDUCT

Students are expected to follow the ethics and rules of professional conduct as outlined in the student handbook. Unprofessional conduct on the part of a student as outlined in the student handbook results in dismissal from the PTA program.

You may not apply what you are learning to the general public. You are a student PTA and are learning physical therapy techniques. You will be practicing these skills on each other when you are in lab under the course instructor's supervision. If you are presently working in a clinic you cannot practice these skills on patients. Once you have passed the class, you still cannot practice the acquired skills in a clinic. You will only be permitted to apply these skills to the public under a clinical instructor's supervision once you begin your clinical experiences.

Campus Concealed Carry syllabus statement:

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

(http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.