



**Physical Therapist Assistant Program
Rehabilitation Techniques
PTHA 2435.11013
Fall 2014
T, TH: 8:30-11:30
CT 104/108**

Instructor: Tana Pipes

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Office Hours: Monday, Wednesday 10:30 – 11:30, 1:00 – 3:00
Tuesday: 1:00 – 3:00 Thursday: 2:30 – 3:30, Friday: 9:00 – 10:00

Course Description:

Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected musculoskeletal, neuromuscular, cardiopulmonary, and integumentary disorders. Time management, creative thinking, decision-making, problem-solving and reasoning abilities as they relate to progressing the plan of care are emphasized.

Required Texts:

1. Neurologic Intervention for Physical Therapy – Second Edition; by Martin & Kessler; Saunders, 2007
2. PTHA 2435 Course Packet is optional. The course packet will be posted on Black Board.

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2042-2015, page 68*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for __PTHA 2435__ (Source: *Odessa College Catalog of Courses*)

Outcome	ICO
LIST LEARNING OUTCOMES HERE THAT WILL ALIGN WITH ICO'S	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making

	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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Objectives:

After completing this course, the student should be able to:

- 1.0 Understand the effects of aging on individuals and the rehabilitation process.
- 2.0 Understand the classification and characteristics of burns and the physical therapy component of burn management.
- 3.0 Describe the requirements and components of occupational rehabilitation programs and physical therapy interventions typically used in the rehabilitation of injured workers.
- 4.0 Understand the role of physical therapy in the treatment of respiratory conditions.
- 5.0 Understand the role of physical therapy in the treatment of cardiac conditions.
- 6.0 Understand the roles of selected providers in the treatment of athletic injuries.
- 7.0 Understand the characteristics of normal and abnormal development and their impact on the rehabilitation process.
- 8.0 Understand the role of physical therapy in the treatment of amputees.
- 9.0 Describe the function and use of selected orthotics.
- 10.0 Describe the process of finding and securing a job.

Competencies:

- 1.0 1.0 To demonstrate competency in understanding the effects of aging on individuals and the rehabilitation process, the student should be able to:
 - 1.1. *Identify and describe normal and pathological physiological aspects of aging that impact the provision of physical therapy.
 - 1.2. *Identify and describe psychosocial aspects of aging that impact the provision of physical therapy.
 - 1.3. *Describe the rationale for modifications in the provision of physical therapy to geriatric patients.
 - 1.4. *Identify and describe typical modifications for geriatric physical therapy interventions.
 - 1.5. *Identify safety factors and precautions specific to geriatric physical therapy interventions.
 - 1.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 2.0 To demonstrate competency in understanding the classification and characteristics of burns and the physical therapy component of burn management, the student should be able to:
 - 2.1. *Identify and describe the pathology, symptoms, and sequelae of burn injuries.
 - 2.2. *Identify critical aspects of acute burn care.
 - 2.3. *Describe the rationale for physical therapy intervention in burn care.
 - 2.4. *Identify and describe important components of a physical therapy program for burn injury.
 - 2.5. *Identify safety factors and precautions specific to a physical therapy program for burn injury.
 - 2.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 3.0 To demonstrate competency in describing the requirements and components of occupational rehabilitation programs and physical therapy interventions typically used in the rehabilitation of injured workers
 - 3.1. *Describe the requirements for occupational rehabilitation programs in Texas.

- 3.2. *Describe the rationale for occupational rehabilitation and differences between occupational rehabilitation and other rehabilitation programs.
 - 3.3. *Identify and describe typical components of occupational rehabilitation programs.
 - 3.4. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 3.5. *Describe the principles and clinical relevance of inclinometer measurements for spinal mobility.
 - 3.6. *Perform and explain inclinometer measurement techniques for spinal mobility.
- 4.0 To demonstrate competency in understanding the role of physical therapy in the treatment of respiratory conditions, the student should be able to:
- 4.1. *Identify and describe selected respiratory pathologies and their clinical manifestations.
 - 4.2. *Describe the rationale for physical therapy in the treatment of respiratory conditions.
 - 4.3. *Identify and describe basic techniques for examination of the respiratory patient to include cough and sputum characteristics, chest wall expansion and excursion, recognition of cyanosis, thoracoabdominal movements and breathing patterns with activity, and activities that affect symptoms.
 - 4.4. *Identify and describe important components of a physical therapy program for respiratory conditions.
 - 4.5. *Identify safety factors and precautions specific to a physical therapy program for respiratory conditions.
 - 4.6. *Perform selected respiratory physical therapy interventions to include breathing exercises and coughing techniques.
 - 4.7. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 4.8. *Describe / discuss the role of respiratory physical therapy interventions in achieving short and long term goals within the plan of care.
- 5.0 To demonstrate competency in understanding the role of physical therapy in the treatment of cardiac conditions, the student should be able to:
- 5.1. *Identify and describe selected cardiac pathologies and their clinical manifestations.
 - 5.2. *Describe the rationale for cardiac rehabilitation.
 - 5.3. *Identify and describe important components of a cardiac rehabilitation program.
 - 5.4. *Identify safety factors and precautions specific to a cardiac rehabilitation program.
 - 5.5. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 6.0 To demonstrate competency in understanding the roles of selected providers in the treatment of athletic injuries, the student should be able to:
- 6.1. *Identify and describe typical components of a sports medicine program.
 - 6.2. *Identify characteristics of sports injuries.
 - 6.3. *Describe the role of the athletic trainer.
 - 6.4. *Identify precautions and safety concerns for the application and use of supportive taping.
 - 6.5. *Perform selected athletic taping procedures.
 - 6.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 6.7. *Describe / discuss the role of athletic taping procedures in achieving short and long term goals within the plan of care.
- 7.0 To demonstrate competency in understanding the characteristics of normal and abnormal development and their impact on the rehabilitation process, the student should be able to:
- 7.1. *Identify and describe the normal sensorimotor developmental sequence from birth to three years.
 - 7.2. *Identify and describe selected neonatal reflexes and righting and equilibrium reactions.
 - 7.3. *Explain the interrelationship between the developmental sequence and neonatal and postural reflexes.
 - 7.4. *Describe the relevance of developmental activities to the provision of physical therapy
 - 7.5. *Describe the rationale for modifications in the provision of physical therapy to pediatric patients.
 - 7.6. *Identify and describe typical modifications for pediatric physical therapy interventions.
 - 7.7. *Identify safety factors and precautions specific to the provision of physical therapy to pediatric patients.
 - 7.8. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 8.0 To demonstrate competency in understanding the role of physical therapy in the treatment of amputees, the student should be able to:
- 8.1. *Identify and describe various causes and levels of amputation and describe their functional implications.
 - 8.2. *Describe the rationale for physical therapy intervention in amputee care.

- 8.3. *Identify and describe typical components of a pre-prosthetic and a prosthetic physical therapy program.
 - 8.4. *Identify safety factors and precautions specific to pre-prosthetic and prosthetic physical therapy programs.
 - 8.5. *Identify typical prosthetic care instructions to be given to patients/caregivers.
 - 8.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 9.0 To demonstrate competency in describing the function and use of selected orthotics, the student should be able to:
- 9.1. *Describe the rationale for use of orthotics.
 - 9.2. *Identify the function of various types of orthotics.
 - 9.3. *Identify safety factors, precautions and application guidelines for proper use of selected orthotics.
 - 9.4. *Identify typical orthotic care instructions to be given to patients/caregivers.
 - 9.5. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 9.6. *Describe / discuss the role of orthotics in achieving short and long term goals within the plan of care.
- 10.0 To demonstrate competency in describing the process of finding and securing a job, the student should be able to:
- 10.1. *Describe the essential elements of an effective résumé and cover letter.
 - 10.2. Prepare a résumé for submission to potential employers.
 - 10.3. *Describe effective interview strategies.

** Indicates integrated, core curriculum skills (math, reading, writing, communication, technological literacy and/or critical thinking)*

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Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2014-2015; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2014-2015, page 33*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2014-2015, page 48*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2014-2015, page 39*)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2014-2015, page 49*)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Institutional Calendar Fall 2014 (8/27-12/14)

<http://www.odessa.edu/college-calendar14-15.pdf>

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort/Academic Honesty

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

The Physical Therapist Assistant Program at Odessa College requires students adhere to the highest standards of academic integrity.

Students are entrusted to be honest in **every phase of their academic life** and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, collusion, violation of test conditions, taking part in dishonest behavior, or other falsification of academic work is a serious breach of College standards. *“Cheating on a test” shall include: a. Copying from another student’s test paper; b. Using test materials not authorized by the person administering the test, c. Collaborating with or seeking aid from another student during a test without permission from the test administrator, d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test, f. Substituting for another student, or permitting another student to substitute for one’s self, to take a test, g. Bribing another person to obtain an unadministered test or information about an unadministered test. “Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. “Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.* Depending upon the nature of the case, a student guilty of academic dishonesty may receive penalties ranging from a grade of "F" for the work submitted to expulsion from the Program.

Description of students

Students enrolled in this course are preparing for 2431

Course prerequisites

PTHA 2460 (Source: *Odessa College Catalog of Courses 2014-2015, page 216-219*)

Corequisites:

PTHA 1413, 2201, 2409

Course Alignment with Industry Standards This course (Rehabilitation Techniques PTHA 2435 / Fall) has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in The PTA program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Professional Behavior:

Professional behavior is absolutely essential both while the individual is a student in this program as well as after graduation. The Professional Behaviors Assessment form provides a standard for behavior and a mechanism for self-assessment by the student as well as assessment by faculty during the academic component of the program. If a faculty member observes consistent failure to demonstrate acceptable professional behavior by a student, the faculty member will utilize the assessment form as a tool for counseling the student. **Failure to respond appropriately to counseling regarding professional behaviors will result in dismissal from the program.**

Attendance Policy

Regular attendance at lecture and lab is essential and has a direct effect on the final grade that a student earns in class. Non-attendance on the part of a student may result in grade penalty or may lead to dismissal from the program.

A student should attend all lecture and laboratory sessions. Habitual or patterned absenteeism in lecture or lab will not be tolerated. As soon as such a problem is identified, the student will be required to meet with the faculty to determine a course of action and, if the problem is not corrected, the student will be subject to dismissal from the program. Absences in laboratory sessions are particularly problematic because of the lost opportunity to practice skills; therefore, students will be penalized for missing more than one lab session per semester. Should a student miss more than one lab session, one point for each missed session will be deducted from the final course grade.

All absences must be reported to the appropriate faculty member prior to the start of class. If the faculty member cannot be reached directly, a voice mail message may be left. Failure to notify the faculty prior to an absence will affect the student's Professional Behaviors Assessment. **3 unexcused absences will result in loss of 10 points from the student's final grade, at the discretion of the PTA instructor.**

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Methods of Presentation:

Lectures, demonstrations, laboratory practice, reading assignments, and outside projects and/or assignments. This course Rehabilitation Techniques/PTHA 2435/ Fall has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in PTA program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

General Course Requirements : In order to receive credit for this course, all students must:

In order to receive credit for this course, all students must:

1. Complete all unit exams.
2. Complete all laboratory sessions and worksheets.
3. Complete all assigned projects and class presentations.
4. Complete the final exam.

Grading Policy

Please understand that this is a required course for the PTA Program in order to prepare you for PTHA 2431 Ortho and Neuro Clinical Rotations. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time. A minimum grade of a 70 is required to pass PTHA 2435

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email and text. Do not text after 8 PM unless for an emergency. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

Grading Scale:

- "A" = 90-100
- "B" = 80-89
- "C" = 70-79
- "D" = 60-69
- "F" = 0-59

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Grade Compilation:

Tests	60%
Lab/Projects/Assignments	10%
Final Exam	30%

Acceptance of Late Assignments:

Projects or outside assignments are due at the beginning of class on the assigned due date. Late papers will receive a 5% per day grade penalty. This penalty will continue to be assessed each day the assignment is not turned in.

Testing Policy

Be advised, students will not be permitted to verbally ask questions of the instructor (for clarification or any reason otherwise) during a test/exam of any PTA class. Students may contact the instructor if they are in need of a restroom break or have an emergency/illness. In this case, the student will be escorted by faculty into the restroom or other location, accordingly. Students should dress and plan appropriately for the exam: no jackets/hoodies, no caps/hats/scarves, no water bottles/beverages at their testing station. Students are recommended to have hydration available during the exam, and are permitted to keep their marked container where it is in full view of the instructor (i.e. a student's water bottle may be where the instructor is seated to proctor the exam).

Missing an Exam:

Exams are defined as formally scheduled examinations covering a major portion of the course content and cumulatively comprising a relatively large percentage of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified prior to the scheduled exam time and arrangements must be made for make-up. It is the instructor's option to give the same exam as the one missed or a different exam over the same content. If the exam is not made up within one class day, a 5% per day penalty will be assessed each day the exam is not taken.

Mid-Semester Conference

Each student in the PTA Program will have a mid-semester conference, in which retention and progression through the program will be addressed, hosted by a faculty member in the PTA Program. The scope of this conference will include the student's grades in each PTA course, professional behaviors in all PTA courses, and a plan for retention to promote progression in the PTA Program.

The SEI process for face-to-face and online courses is scheduled for the week of November 18th.

Course Outline:

Course Outline:

BURN MANAGEMENT

- I. Incidence of Burn Injuries in the U.S.
- II. Etiology of Burns
- III. Classification by Depth
- IV. Classification by Severity
- V. Complications of Severe Burns (more than 10% TBSA)
- VI. Wound Care
- VII. Splinting / Positioning
- VIII. Scar Management
- IX. Ambulation and Exercise

OCCUPATIONAL REHABILITATION PROGRAMS

- I. Definition (as defined by the TWCC Medical Fee Guideline (2003) and CARF: The Rehabilitation Accreditation Commission)
- II. Terminology
- III. The Concept: How does it compare with traditional approaches?
- IV. Who benefits from Occupational Rehabilitation Programs?
- V. Client Eligibility
- VI. Provider Responsibility
- VII. Program Content
- VIII. Personnel Issues
- IX. Program Termination
- X. CARF (Commission on Accreditation of Rehab Facilities) Accreditation

RÉSUMÉS AND INTERVIEWS

- I. Attitude is Everything
- II. Finding the Right First Job
- III. Preparing Your Résumé
- IV. Cover Letter
- V. Interviewing Skills
- VI. Negotiating salary

RÉSUMÉ AND COVER LETTER ASSIGNMENT

CARDIAC REHABILITATION

- I. Cardiovascular disease
- II. Risk Factors
- III. Angina (stable or unstable)
- IV. MI (Myocardial Infarction) / Heart Attack
- V. CHF - Congestive Heart Failure
- VI. Arrhythmias and Ectopic Beats
- VII. Cardiac Medications
- VIII. Cardiac Rehabilitation

GERIATRICS

- I. Introduction
- II. Aging Changes
- III. Rehabilitation
- IV. Geriatric Pharmacology

CHEST PHYSICAL THERAPY

- I. Introduction
 - II. Assessment
 - III. Techniques
- Palpation and Breath Sounds

INCLINOMETRY LAB

- I. Cervical Flexion and Extension
- II. Cervical Lateral Flexion
- III. Cervical Rotation
- IV. Thoracic Flexion and Extension
- V. Thoracic Rotation
- VI. Lumbosacral Flexion and Extension
- VII. Lumbosacral Lateral Flexion

PEDIATRICS

- I. Introduction
- II. Terminology
- III. Reflexes
- IV. Postural Reactions
- V. Developmental Sequence (Chronological Motor Development or Developmental Milestones)
- VI. Normal Sensorimotor Development
- VII. Prenatal & Perinatal
- VIII. Environment
- IX. Disabled child

- X. Normal development - to 3 years.
- XI. General Sequence
- XII. Example of complex interplay of reflexes, reactions & practice

AGES AND STAGES

- I. Ages – various classification systems
- II. Generally
- III. Childhood
- IV. Adolescence
- V. Adulthood

AMPUTEES, PROSTHETICS & ORTHOTICS

- I. Orthotics
- II. Prosthetics
- III. Amputations
- IV. Surgical considerations
- V. Post-op Treatment
- VI. Prosthetic training
- VII. Gait Deviations

SPORTS MEDICINE

- I. Definition
- II. Characteristics of Sports Injuries
- III. The Athletic Trainer
- IV. The Team Physician
- V. Professional Associations
- VI. Athletic Taping