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NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Jefferson College

Program Title: Physical Therapist Assistant

Degree/Certificate: Associate of Applied Science in Physical Therapist Assistant

Options: Not Applicable

Delivery Site(s): Jefferson College, Hillsboro Campus

CIP Classification: 51.0806 (Please provide a CIP code)

Implementation Date: Fall 2012

Cooperative Partners: NA

AUTHORIZATION:

Dr. Joyce Banjac, CAO

Name/Title of Institutional Officer

Joyce Banjac 12/1/11
Signature Date

Bridget B. Webb, Program Director

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Person to Contact for More Information

Telephone



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1. Need:

- i. Student Demand: Please see attached Form SE

Year	1	2	3	4	5
Full Time	24	48	48	48	48
Part Time	0	0	0	0	0
Total	24	48	48	48	48

- ii. Enrollment is currently limited to 24 students per class due to available space and resources with the desire for lower instructor to student ratios for lecture and laboratory time. Enrollment will be capped in the future only at the request of the Commission on Accreditation of Physical Therapy Education.

A. Market Demand:

Analysis of local, regional, state, and national data shows a justified need for additional educational programs, such as a physical therapist assistant program at Jefferson College, as it will result in benefits to students, future patients, and the community on each of these aforementioned levels.

In 2007, the Midwest Center for Health Workforce Studies published a mixed method, quantitative study performed via survey of participants to include leaders in the physical and occupational therapy professions, educators, higher education administrators, national level employers, owners of clinical practices, practicing therapists, and representatives of payer sources. The results of the survey led to the conclusion that “the shortage of therapists is expected to worsen due to the reduced number of programs and enrollment capacity. This shortage has had the greatest negative impact on acute care hospitals, skilled nursing facilities, and home health agencies, but also affects schools and outpatient clinics.”

In 2007, then-Governor Matt Blunt, created the Missouri P-20 Council, which consists of the Department of Elementary and Secondary Education, the Department of Higher Education, and the Department of Economic Development. The Council’s first project was “Workforce 2025: Missouri’s Labor Force of Tomorrow,” which addresses how Missouri can best position itself as a leader in the new global economy and how educational systems and business and industry can work together to fill the jobs the new economy will bring. One of the recommendations in this report is “the need for a sustained pipeline of highly skilled, well-educated technicians and workers in high-



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tech/high demand industries.” Building on the recommendations of this council, current Governor, Jay Nixon, laid out five principles for his vision of Missouri in his 2009 State of the State Address. The first principle was economic and workforce development while the second principle is a strong education system. A physical therapist assistant program at Jefferson College can merge both of these principles.

Because the Missouri Economic Research and Information Center (MERIC) reports the health care industry is one of few that will expand significantly in the next few years, Governor Jay Nixon launched the “Caring for Missourians” program in 2009 to train additional Missouri students to enter high-demand, critical-need health care fields. Governor Nixon announced “Caring for Missourians will help train the next generation of medical professionals to meet the health care needs of tomorrow while also helping turn the economy around today.” MERIC projects a 12.3% increase in the health care workforce statewide by 2016.

The Economic Indicators section of the 2011 *Missouri State of the Workforce Report*, reports “in the past couple of decades, a much different picture has emerged of Missouri with a shift from a goods producing to a service producing economy. Health Care, Information Technology, Education and Professional & Technical Services are the new leading industries replacing traditional ones such as manufacturing (6).” Because “having a skilled and educated workforce that is ready and able to meet the demands of an evolving economy will be the key to sustaining and attracting new industries to the state (9)”, new training programs, such as Jefferson College’s associate of applied science degree in physical therapist assistant will assist in creation of this new workforce. The Workforce in Training Section of this same report states “Education and Training of Missouri’s workforce needs to be the centerpiece of new economic policy to drive a more advanced and sophisticated workforce. There are forty-four two-year colleges in Missouri “that allow for faster workforce training and lower costs to the students (44).” Again, a physical therapist assistant program at Jefferson College fits into this needs assessment.

According to the 2011 *Missouri State of the Workforce Report*, “between 2008 and 2018, Missouri’s employment is projected to grow by over 3% across all occupations and there will be 829,000 job openings due to growth or replacement (17)”. Growth openings are new jobs added to the economy while replacements are not new jobs, but rather created due to turnover or retirement. Almost 10% of the new growth jobs created will require an associate degree level of education and training and is considered a middle-skill level occupation. During this same period of 2008-2018, half (ten of twenty) of the occupations with the fastest projected growth are health care-related, including physical therapist assistant. Physical Therapist Assistant and other “middle level skill careers make up 43.7% of all occupations in Missouri. Collectively, these middle-skill level occupations are expected to have 162,600 growth openings between 2008 and 2018 (18)”. Due to the relatively short training period required, an associate of applied science degree in physical therapist assistant will provide a means of reemployment for

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dislocated workers who can then reengage in the workplace. While unemployment rates have been on the decline during 2011, eastern Missouri counties to include Jefferson County, St. Louis County, St. Louis City, Franklin, Washington, St. Francois, Ste. Genevieve, and Iron Counties continue to have unemployment rates ranging from 7.4-11% of their populations. These are the counties from which most of our student population would matriculate.

In 2011, the Missouri Hospital Association began surveying employee turnover and vacancies for physical therapist assistant positions. While employee vacancy in member hospitals for physical therapist assistants for the state of Missouri is 3.4%, the southeast region of Missouri, has an 11.8% vacancy rate. The mission of the physical therapist assistant program at Jefferson College is to assist in filling the need for such health care workers in rural areas of Jefferson County and the surrounding regions.

According to the Executive Summary in the 2011 *State of the St. Louis* workforce report, “employers must continue to partner with area education and training providers so that developed curricula packages technical expertise with academic competencies to ensure quality of future talent. In the dislocated worker survey included in this report, the third most reported barrier to committing to long-term training was the “lack of training/education program in my area.” Again, a physical therapist assistant program at Jefferson College could address the needs of training dislocated workers in the surrounding areas.

Physical Therapist Assistant is on the list of Missouri's “Hot Jobs” for 2008-2018. According to the Department of Elementary and Secondary Education (DESE), to be rated ‘hot,’ an occupation must be growing, have numerous openings, and offer better-than-average wages, according to the Missouri Economic Research and Information Center. The Missouri Career Report assigns grades to careers based on growth rates, average wages, and total openings over the next 10 years. The career of physical therapist assistant has been assigned a grade of “B+”. Employment of physical therapist assistants is expected to grow by over 30% from 2008 to 2018, which is much faster than the average. In addition to employment growth, job openings will result from the need to replace workers who leave the occupation. Job opportunities should be particularly good in acute hospitals, skilled nursing, and orthopedic settings, where the elderly are most often treated. Job prospects in rural areas should be especially favorable, as many therapists tend to cluster in highly populated urban and suburban areas. On average, physical therapist assistants earn a median wage of \$46,000 and that amount can vary based on location and type of facility as well as number of years' experience.

On a national level, Health Leaders Media Council reports in September 2011 that the healthcare sector has “again provided about the only bright spot in an otherwise drab report on job growth from the U.S. Bureau of Labor Statistics. Healthcare employment rose 29,700 jobs in August (2011), and the sector has created 205,100 new jobs in the

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first eight months of 2011, accounting for 22% of the 930,000 non-farm payroll additions in the overall economy in 2011.

In his January 2011 State of the State address, Governor Nixon said, "We're fighting for every worker who needs a new skill to complete. We're fighting for every student who dreams of college and a career. And because we've been frugal, we have money to invest in the things that matter most to Missourians: jobs, education, health care, and law enforcement. To compete for twenty-first century jobs, we need a highly skilled and well-trained workforce. Our Training for Tomorrow and Caring for Missourians initiatives are preparing thousands more workers for the careers of tomorrow. We've invested millions in training workers to meet the growing demand in fields like computer technology, clean energy, automotive technology, and health care. Much of that training is taking place in our excellent community colleges, where the link between education and employment has always been strong. We've also invested \$40 million in training more than 1,000 doctors, dentists, nurses, and other professionals through our Caring for Missourians initiative. With the booming demand for health care, they'll be ready to step into careers the minute they graduate."

In summary, a physical therapist assistant program not only aligns with the mission of Jefferson College, but also Governor Nixon's vision for all of Missouri.

B. Societal Need:

Health care is an ever changing industry that must adjust to meet the needs of its ever-changing population.

In 2011, the first members of the Baby Boomer generation turned 65 years old. It is estimated that by 2030, those over the age of 65 will represent 20% of the population. Due to improvements in the practice of medicine as well as technology, adults who reach the age of 65 are likely to live an additional 19 years. Medical and technological developments have also permitted an increased percentage of trauma victims and newborns with birth defects to survive, creating added demand for therapy and rehabilitation services.

Currently, about 80% of those over the age of 65 have one chronic condition, while 50% are living with two or more chronic conditions. Examples of chronic conditions include arthritis, high blood pressure, heart disease, diabetes, and osteoporosis. Manifestations of these chronic conditions, including functional impairments such as decreased strength, balance, and mobility can lead to falls and further disability. These chronic conditions and their resulting impairments lead to increased utilization of health care as evidenced by appointments with physicians and hospital stays, and other costs to society.

Locally, the state of Missouri has the distinction as the state with the highest falls-related death rate in the country. Missouri also ranks in the top three states for recorded falls in

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the older adult population. Physical therapists and physical therapist assistants can lead the effort in educating the public in fall prevention and risk reduction, especially with the aging population.

According to an article in 2007 in *The Chronicle of Higher Education*, this rapid aging of the population has caused the Federal Bureau of Labor Statistics to project that 3.5 million more health care workers will be needed to meet the increasing demand. This number is in addition to replacements for the two million health care workers who will leave their positions.

The American Physical Therapy Association's Vision 2020 Statement includes a focal point that "consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist directed and supervised components of interventions. Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based services throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences."

Health care is beginning to shift toward wellness and prevention of common disease processes as evidenced by federal initiatives such as Healthy People 2010, Healthy People 2020, and The National Prevention Strategy: America's Plan for Better Health and Wellness, launched earlier this year. This latter initiative is a call to action for health care providers, including physical therapists and physical therapist assistants, to assist our nation in reducing disability, improving function, and advancing health status. The goal of this strategy is to "move the nation away from a health care system focused on sickness and disease to one focused on wellness and prevention." In response to this National Prevention Strategy, the American Physical Therapy Association supports "strategic directions to create healthy and safe communities, reduce or preferably eliminate health disparities, integrate clinical and community prevention, and assist individuals in making healthful lifestyle choices. These strategies will improve the health of our nation and provide increasing opportunities for individuals across the lifespan and of all abilities." Physical therapist assistants will have a vital role in achieving these goals as those who practice physical therapy are movement specialists and can educate the population on the recommended parameters of aerobic and resistance training.

In the business model of health care, due to health care reform and changes in reimbursement, it is also expected to see physical therapists increasing the use of physical therapist assistants to reduce the cost of providing physical therapy services. Once a patient is evaluated and a treatment plan is designed by the physical therapist, the physical therapist assistant can provide many parts of the treatment, as directed by the therapist. As defined by the American Physical Therapy Association, "physical therapist

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assistants (PTAs) work as part of a team to provide physical therapy services under the direction and supervision of the physical therapist. PTAs implement selected components of patient/client interventions (treatment), obtain data related to the interventions provided, and make modifications in selected intervention either to progress the patient/client as directed by the physical therapist or to ensure patient/client safety and comfort. PTAs assist the physical therapist in the treatment of individuals of all ages, from newborns to the very oldest, who have medical problems or other health related conditions that limit their abilities to move and perform functional activities in their daily lives. PTAs provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes.”

In summary, a physical therapist assistant program at Jefferson College can positively impact society by educating students who can serve as advocates of healthy living as well as address the needs of the aging population.

C. Methodology Used to Determine Above Noted Demand and Need:

Research was conducted utilizing information, reports, and articles from sources including the United States Department of Labor, Missouri Economic Research and Information Center, the Office of Governor of Missouri, Missouri Hospital Association, American Physical Therapy Association, Workforce Investment Boards, Occupational Outlook Handbook, Department of Elementary and Secondary Education, The Chronicle of Higher Education, Midwest Center for Health Workforce Studies, and regional healthcare facilities and employers. A Third Edition textbook entitled *Geriatric Physical Therapy* written by Guccione, Wong, and Avers was also utilized.

2. Duplication and Collaboration:

St. Louis Community College at Meramec is the only accredited program offering an Associate of Applied Science in Physical Therapist Assistant near Jefferson College. St. Louis Community College at Meramec is located in St. Louis County, 28 miles north of Jefferson College. This program accepts 32 students annually, and currently has a two year waiting list. St. Louis Community College at Meramec offers a Physical Therapist Assistant program in a 1+1 curriculum format, where the students complete one year of general education courses prior to the technical courses in the second year. In contrast, Jefferson College will offer a Physical Therapist Assistant Program using a two year, integrated format in which the general education and technical courses occur together throughout the two years.

Three Rivers College in Poplar Bluff, MO has a pre-physical therapist assistant certificate, in which the students complete the general education requirements at this institution prior to completing one year of physical therapist assistant technical courses at Linn State Technical College, in Jefferson City. Linn State Technical College is 113 miles from Jefferson College.

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Again, this program structure is a 1+1 curriculum format. These programs have been approved and accredited by the Commission on Accreditation for Physical Therapy Education.

Finally, Mineral Area College offers general education courses at the Perryville Area Higher Education Center. The technical courses for the physical therapist assistant degree can then be completed at the Cape Girardeau Career and Technology Center in Cape Girardeau, MO, which 93 miles from Jefferson College. This program, too, is a 1+1 curriculum format. This program is currently a candidate for accreditation by the Commission on Accreditation for Physical Therapy Education.



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STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	24	48	48	48	48
Part Time	0	0	0	0	0
Total	24	48	48	48	48

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Form SE - Student Enrollment Projections



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PROGRAM STRUCTURE

A. Total credits required for graduation: 78-81

B. Residency requirements, if any:

Course/program fees are assessed based on residency status.

C. General education: Total credits: 25-36

General Education is an aspect of the College's instructional program which enables a student to acquire general knowledge and intellectual skills: to achieve some level of basic competencies, to prepare for advanced work, and to develop the skills and knowledge needed to function in society. These General Education courses required for the Physical Therapist Assistant Program consist of college-level (non-remedial) coursework, including all relevant prerequisites and/or necessary test scores.

The following are the Associate of Applied Science General Education, Institutional, and Physical Therapist Assistant Program Requirements:

Written Communications (3)

ENG101* English Composition I (3)

Humanities or Communications (3)

SPD105 Oral Communication (3)

Social and Behavioral Sciences (9)

PSC102 U.S. and Missouri Governments and Constitutions (3)

Or HST103 U.S. History I (3)

PSY101 General Psychology (3)

PSY205* Human Development (3)

Mathematics and/or Natural Sciences (6-14)

^BIO211* Anatomy and Physiology I (4)

^BIO212* Anatomy and Physiology II (4)

BIO245* Pathophysiology (3)

MTH121* Technical Math (3)

Computer Literacy (3)

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CIS133 Microcomputer Software Applications (3)

First Year Experience (1-3)

COL101 Introduction to College: Strategies for Success
Or GUD136 Mastering the College Experience

Courses designated with a “*” have prerequisites or necessary test scores for registration.
^PTA100 and PTA105 can be substituted for BIO211 and BIO212.

D. Major requirements: 45-54 total credits

These courses contain fundamental theories, practical skills, and clinical experiences that fulfill required content and performance standards for accreditation of physical therapist assistant education programs and cover information that will be tested on the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants.

PTA100** Anatomy and Physiology I for Physical Therapist Assistants (5)
PTA105** Anatomy and Physiology II for Physical Therapist Assistants (4)
PTA110 Introduction to Physical Therapy (4)
PTA115 Kinesiology (5)
PTA120 PTA Principles and Procedures I (3)
PTA130 Professional Conduct and Communication (2)
PTA140 Neuromotor Development (2)
PTA150 Clinical Experience I (2)
PTA210 Physical Agents (5)
PTA220 PTA Principles and Procedures II (4)
PTA240 PTA Principles and Procedures III (3)
PTA250 Clinical Experience II (2)
PTA260 PTA Principles and Procedures IV (3)
PTA270 PTA Seminar (2)
PTA280 Clinical Experience III (4)
PTA285 Clinical Experience IV (4)

** BIO211 and BIO212 can be substituted for PTA100 and PTA105.

The total number of general education credits and major requirements depends on the department through which the students take their required Anatomy and Physiology I and II courses.

E. Free elective credits:

There are no electives in the Physical Therapist Assistant Program.

F. Requirements for thesis, internship or other capstone experience:

Credits for all clinical experiences are included in the above listed total credits for the major.

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Form PS – Program Structure

G. Any unique features such as interdepartmental cooperation:

Certain classes will include group projects requiring interaction with students of other health occupations at the college.



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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Jefferson College
Physical Therapist Assistant Program
November 15, 2011

Student Preparation:

Admission to the Physical Therapist Assistant Program will require the following:

- Students will complete Anatomy and Physiology I or the equivalent and English Composition I each with a grade of “B” or better.
- Students will need a minimum cumulative GPA of 2.5 or higher.
- Students will need standardized test scores from within the past two years. The minimum acceptable ACT composite score is 18 and no subscore below 18 will be allowed. The other acceptable standardized test is the COMPASS Test. The minimum acceptable Writing Score on this test is 70; the minimum acceptable Reading Score is 82; and the minimum acceptable Algebra Score is 42. These test results, combined with any necessary remedial coursework, will place the students at the necessary level to successfully complete the General Education requirements within the curriculum.
- Students will complete the HESI a-2 Assessment with a minimum score of 75% each for the reading comprehension, vocabulary and general knowledge, and grammar subsections. Students will also complete the learning styles, personality profile, and the critical thinking components of the HESI a-2 Assessment; however, their scores will not affect admission to the program.
- Students will complete a minimum of 24 observation hours in at least two different physical therapy settings, and write an essay regarding these observation experiences.
- Admission will be contingent upon a negative drug test, clear background check, and up to date physical and vaccinations.

Characteristics of a specific population to be served, if applicable:

The first sentence in the mission statement of Jefferson College includes a commitment “to providing an accessible, quality college experience as it strives to meet the diverse needs of the students and community.” Therefore, the Physical Therapist Assistant program will be open to recent high school graduates as well as those seeking a different career path for any number of reasons to include recent displacement, desire for increased job security or flexibility, etc.

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Faculty Characteristics:

- All faculty of the Physical Therapist Assistant program will meet all of the requirements of employment by Jefferson College.
- As per the requirements of the Commission on Accreditation in Physical Therapy Education, the program director of a physical therapist assistant program must be a licensed physical therapist or physical therapist assistant who holds a master's degree, has a minimum of five years of experience as a physical therapist or physical therapist assistant that includes clinical practice, didactic and/or clinical teaching, and experience in administration.
- As per the requirements of the Commission on Accreditation in Physical Therapy Education, the physical therapist assistant program includes a core faculty member designated as the Academic Coordinator of Clinical Education (ACCE). The qualifications of the ACCE include a minimum of two years of experience as a center coordinator of clinical education (CCCE) and/or clinical instructor (CI), or experience in teaching, curriculum development, and administration in a physical therapist assistant or physical therapist program, clinical or educational administration experience, experience in human resource management, and experience in a variety of areas of teaching.
- The program director and academic coordinator of clinical education, along with any other academic and clinical faculty, will be responsible for all initial and on-going accreditation requirements, development and assessment of curriculum, clinical education, and program outcomes.
- All academic faculty as a unit will have the qualifications and experience necessary to achieve program goals.
- All clinical education faculty selected will meet set criteria to demonstrate the capacity to perform as effective clinical teachers.
- It is estimated that 80% of the credit hours will be assigned to full time faculty.
- All faculty in the Physical Therapist Assistant Program will follow the policies and procedures as listed in the Jefferson College Faculty handbook in regard to workload responsibilities of teaching semester hours, contact hours, institutional service, conferences, and student advisement.
- The core faculty of the Physical Therapist Assistant Program will be responsible for advisement of all students in the program once admitted to the program.

- All academic and clinical education faculty will follow, at a minimum, the policies and procedures of the state of Missouri in reference to completion of continuing education and licensure renewal.
- All academic and clinical faculty will be encouraged to be members of the American Physical Therapy Association, Missouri Community College Association, and the Missouri Association for Career and Technical Education.
- The core Physical Therapist Assistant Program faculty are expected to keep abreast of latest practice through frequent reading of the available professional literature and attending annual national conferences to enhance clinical professional development. These faculty members are also expected to keep abreast of the latest best practices in teaching techniques by attending local workshops and other available faculty development activities.
- In keeping with the expectations and characteristics of the latest generation of students, all Physical Therapist Assistant Program faculty are expected to utilize the technology available today, to include, but limited to ebooks, IClickers, SMART board technology, interactive CD-ROMS and DVDs for classroom and laboratory instruction and simulation of the clinical environment.

Enrollment Projections:

- It is estimated that by the end of five years, the number of full-time students majoring in the program will be 48.
- It is estimated that by the end of five years, the number of full-time and part-time students will be 48. The program is a full-time day format; therefore, there will be no part-time students.

Student and Program Outcomes:

- At the end of three and five years after program implementation, the annual number of graduates will be 24.
- It is estimated that 95% of graduates from the program will pass the national licensure examination as administered by the Federation of State Board of Physical Therapy. Upon passing the licensure examination, the graduate can register with the Missouri Board of Healing Arts and receive his/her license.
- As per the document, “Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level” approved by the American Physical Therapy Association’s Board of Directors in November 2008, the physical therapist assistant will have

specific skills in the categories of plan of care review, procedural interventions, patient instruction, patient progression, data collection, documentation, safety, CPR, and emergency procedures, healthcare literature, education of others, resource management, communication, promotion of health, wellness, and prevention, career development, and behavioral expectations to include accountability, altruism, compassion, caring, cultural competence, duty, integrity, and social responsibility. Physical Therapist Assistants also have eight standards of Ethical Conduct to which they are always expected to adhere.

- Jefferson College requires an exit exam for all graduates to monitor and improve academic achievement. Because students who successfully complete the Physical Therapist Assistant Program, will receive an Associate of Applied Science degree, they will take the WorkKeys assessment. This assessment includes sections on Reading for Information, Applied Mathematics, and Locating Information.
- In order to be eligible to work as a physical therapist assistant, after graduation, a student must complete an application from the licensing authority of the jurisdiction in which he/she is seeking licensure. The jurisdiction licensing authority will approve eligibility and notify the Federation of State Boards of Physical Therapy who will, in turn, send an “Authorization to Test” letter with a timeframe for eligibility to complete the test as well as registration instructions.
- The National Physical Therapy Examination for physical therapist assistants is scored on an arithmetic conversion of raw scores (the number of questions a candidate answers correctly out of 150 possible questions) to a scale that ranges from 200 to 800. Effective July 1996, all jurisdiction licensing authorities adopted the same criterion-referenced passing score for the National Physical Therapy Examination. Therefore, a score at or above 600 is considered to be a passing score and a score below 600 is considered a failing score.
- It is estimated that 92% of graduates will be placed in fields related to physical therapy. It is estimated that 4% of graduates will be placed in other fields, while 0% will be unemployed.
- It is estimated that 4% of students will transfer into another program or continue his/her education beyond the associate of applied science degree.

Program Accreditation:

Jefferson College will seek accreditation by the Commission on Accreditation of Physical Therapy Education (CAPTE). Pending program approval from the Missouri Department of Higher Education, Jefferson College will submit an application for candidacy to the Commission on Accreditation in Physical Therapy Education in the spring of 2012. If

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Jefferson College achieves candidate status, the first cohort of students in the Physical Therapist Assistant program could begin as soon as August 2012. The accreditation process continues throughout the two and a half years this first cohort of students moves through the curriculum. Simultaneously, the Physical Therapist Assistant program faculty at Jefferson College continues to prepare a Self Study Report to be submitted to the accrediting body in November 2013. An onsite review team from the Commission on Accreditation in Physical Therapy Education will visit Jefferson College in early February 2014 and make its final decision regarding granting accreditation in time for the first cohort of students to graduate in May 2014. Upon graduating from an accredited program, the students are eligible to sit for the national licensure examination, a requirement in the state of Missouri.

Alumni and Employer Survey:

- Every three months, Jefferson College conducts surveys via phone and mail to reach most recent graduates and alumni. The physical therapist assistant program's graduates will be contacted in this same manner. It is estimated that 92% of those graduates surveyed will indicate both that they were well prepared for employment in the field and that they are satisfied with the program.
- As students complete required clinical experiences and enter the workforce, employers will be surveyed via mail to assess their satisfaction with the students' and graduates' level of competence and preparedness for employment. Our goal is 92% of employers will indicate satisfaction with our graduates.

Institutional Characteristics:

- Jefferson College is well equipped to support the proposed Physical Therapist Assistant Program because in the latest assessment of the mission "to meet the needs of the community", they recognize the need for increased healthcare workers due to changes healthcare systems as well as changes in the age and general health of the population. Missouri's economy is shifting away from manufacturing and moving toward service industries; therefore, Jefferson College wants to provide educational programs to members of the community who are interested in a career in physical therapy. In doing so, they were able to acquire funding for renovation of existing space for large and small classrooms, laboratory space, offices, necessary equipment, and personnel to address this documented need.
- Jefferson College has four campus locations in which students could complete some of the general education course requirements. In addition to the Hillsboro campus where the physical therapist assistant technical courses will occur, there are campuses in Arnold, Imperial, and Cedar Hill.

- There is a multitude of student services and support available at Jefferson College to ensure student success. The Advising and Retention Center assists in long-term academic decision making and works together with the Career Development Center in career exploration and preparation for entry into the workforce. Academic Support Services offers peer and profession tutoring for students in need of academic assistance. There are also writing labs available, including one online, and a math lab for assistance in these specific subjects. The Learning Center offers courses which will help students develop essential skills necessary for college success. Students with disabilities can utilize available support services including and Assistive Technology Center.
- The campus library offers study rooms, a large collection of books, magazines, DVDs, videos, CDs, and databases as well as access to books from throughout the state of Missouri through the MOBIUS system.
- Project SUCCESS helps students develop academic skills and achieve set educational goals. This federally funded TRIO program provides free services including academic assistance, personal support, career and transfer counseling, financial guidance, and cultural enrichment. Students with low income, and/or documented disability, and/or first generation college students are eligible for this program.
- The Jefferson College Child Development Center enrolls children age two to twelve from students, faculty, staff, and the community. The center is accredited by the state of Missouri and provides developmentally appropriate activities for children in a safe environment.
- Jefferson College and the Cultural Council offer a variety of concerts, drama, exhibits, festivals, film, and guest lecturers in the evenings and on the weekend for the students and the community to enjoy.
- Jefferson College offers intercollegiate athletic programs in women's basketball, softball, and volleyball as well as men's baseball and soccer.
- The Office of Student Activities offers leadership opportunities for students to become involved both in and off of campus, including options for community service.
- Student housing is available in the form of 52 fully furnished apartments (two and four bedroom units), including a full service kitchen, on-site laundry facilities, and connections for telephone, cable, and internet.

Any Other Relevant Information:

- At the invitation of the program director of the Physical Therapist Assistant at St. Louis Community College at Meramec, Jefferson College will join the Central ACCE Consortium, a clinical collaboration of faculty at various physical therapist and physical therapist assistant programs in Missouri and four neighboring states.



STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
P.O. Box 480, Jefferson City, Missouri 65102-0480
Phone: (573) 751-3500 Fax: (573) 526-4261

Postsecondary Career Education Program Approval Request

WHEN SUBMITTING A CAREER EDUCATION PROGRAM APPROVAL REQUEST TO THE DEPARTMENT OF HIGHER EDUCATION, PLEASE RETURN THIS COMPLETED FORM TO THE COORDINATOR OF CAREER EDUCATION AT THE ABOVE ADDRESS

TO BE COMPLETED BY INSTITUTION

Institution Name:

County District Code:

Career Education Program Title:

Degree/Certificate:

Options:

Proposed CIP Code:

Implementation Date:

Date Proposal Submitted to DHE:

College Website for Course Listing:

List all CTE courses that are part of this program.

FOR DESE USE ONLY

Approved by Coordinating Board

Date:

Approved by DESE

Date:

Entered into Division Program Directory

Date:

Last Name

First Name

Date of Birth

ASSOCIATE OF APPLIED SCIENCE
Degree Plan
PHYSICAL THERAPIST ASSISTANT

Effective 2012-2013

COURSE TITLES	COURSE NUMBERS	COMPLETED	ENROLLED	NEED
Anatomy and Physiology I (4-5)	BIO211 or PTA100	These courses must be completed with a "B" or better prior to admittance into the program.		
English Composition I (3)	ENG101(H)			
General Psychology (3)	PSY101(H)			
Anatomy and Physiology II (4)	BIO212 or PTA105			
Pathophysiology (3)	BIO2XX			
First Year Experience (1-3)	COL101 or GUD136			
Microcomputer Software Applications (3)	CIS133			
Oral Communication (3)	SPD105(H)			
Technical Mathematics I (3)	MTH121			
Introduction to Physical Therapy (4)	PTA110			
Human Development (3)	PSY205			
Neuromotor Development (2)	PTA140			
Kinesiology (5)	PTA115			
PTA Principles and Procedures I (3)	PTA120			
Professional Conduct and Communication (2)	PTA130			
Governments & Constitution (3)	PSC102(H) or HST103(H)			
Clinical Experience I (2)	PTA150			
Physical Agents (5)	PTA210			
PTA Principles and Procedures II (4)	PTA220			
PTA Principles and Procedures III (3)	PTA240			
Clinical Experience II (2)	PTA250			
PTA Principles and Procedures IV (3)	PTA260			
PTA Seminar (2)	PTA270			
Clinical Experience III (4)	PTA280			
Clinical Experience IV (4)	PTA285			

Student Signature/Date _____

Advisor Signature/Date _____

Created October

Total Credit Hours: 78-81

JEFFERSON COLLEGE AAS, PTA PROGRAM
Curriculum Sequence Summer 2012- Spring 2014

COURSE NUMBER	Prerequisites (Summer 2012)	CREDITS
PTA XXX	Anatomy and Physiology I for Physical Therapist Assistants	5
ENG 101(H)	English Composition I	3
COL 101	Introduction to College: Strategies For Success	1
		9
	SEQUENCE	
	First Semester (Fall 2012)	Credits
PTA XXX	Anatomy and Physiology II for Physical Therapist Assistants	4
MTH 121	Technical Math I	3
PSY 101(H)	General Psychology	3
CIS 133	Microcomputer Software Applications	3
PTA XXX	Introduction to Physical Therapy	4
		17
	Second Semester (Spring 2013)	Credits
PSY 205	Human Development	3
BIO XXX	Pathophysiology	3
SPD 105(H)	Oral Communication	3
PTAXXX	Kinesiology	5
PTAXXX	PTA Principles and Procedures I	3
		17
	Summer Semester (Summer 2013)	Credits
PSC 102(H)	US & MO Governments & Constitutions	3
PTAXXX	Professional Conduct and Communication	2
PTAXXX	Neuromotor Development	2
PTAXXX	Clinical Experience I	2
		9
	Third Semester (Fall 2013)	Credits
PTAXXX	Physical Agents	5
PTAXXX	PTA Principles and Procedures II	4
PTAXXX	PTA Principles and Procedures III	3
PTAXXX	Clinical Experience II	2
		14
Code	Fourth Semester (Spring 2014)	
PTAXXX	PTA Principles and Procedures IV	3
PTAXXX	PTA Seminar	2
PTAXXX	Clinical Experience III	4
PTAXXX	Clinical Experience IV	4
		13
	TOTAL	79

Physical Therapist Assistant Course Descriptions

General Education Course Descriptions

ENG 101 English Composition I (3 Credits)

Prerequisite: COMPASS writing skills score of 70 or higher within the past two years, ACT English score of 18 or higher within the past two years, ENG099 with a grade of “C” or better, or ENG034 with a grade of “C” or better.

English Composition I offers the student the opportunity to learn to write competent expository essays and to do preliminary research. Students will review grammar and mechanics, but the emphasis is on the writing process. English Composition I is required for all degrees. Non-native speakers of English who do not qualify for ENG101, based on the required test scores, must take ENG031, English as a Second Language I; ENG032, English as a Second Language II; ENG033, English as a Second Language III; and/or ENG034, English as a Second Language IV. (F,S,Su,O)

MTH 121 Technical Mathematics I (3 Credits)

Prerequisite: COMPASS Algebra with a score of at least 42, ACT Math score of 18 or higher, or MTH002 with a grade of “C” or better.

Technical Mathematics I is a study of selected topics from algebra and trigonometry with technical applications. Refer to the required curricular section of the catalog as this course is required in a number of programs. Technical Mathematics I is not applicable toward the Associate of Arts degree. (F,S)

PSY 101 General Psychology (3 Credits)

Prerequisite: None

General Psychology deals with the scientific study of behavior and mental processes found in humans and animals. This course partially fulfills the social and behavioral science requirement for the Associate of Arts and Associate of Arts in Teaching Degrees. (F,S,Su,O)

PSY 205 Human Development (3 Credits)

Prerequisite: PSY101

Human development examines the development of the individual from conception through adulthood. The physical, cognitive, and psychosocial development of the individual is described for each period of life. Human development partially fulfills the social and behavioral science requirement for the Associate of Arts and Associate of Arts in Teaching degrees. (F,S,Su,O)

SPD 105 Oral Communications (3 Credits)

Prerequisite: None

Oral Communication involves the student in both interpersonal (one-to-one) communication and public speaking. This course will require tests and activities demonstrating understanding of principles of interpersonal communication and speeches demonstrating skill in both informative and persuasive speaking. Oral communication fulfills the oral communication requirement for the Associate of Arts and Associate of Arts in Teaching degrees. (F,S,O)

BIO211 Anatomy and Physiology (4 Credits)
Prerequisite: High school biology and chemistry or equivalent (BIO101 and CHM 101), with a grade of “C” or better within the previous five years of registration date
Anatomy and Physiology I examines the structure and function of cells, tissues, organs, and organ systems. Although all organ systems are introduced, special emphasis is given to the integumentary, skeletal, muscular, nervous, and endocrine systems. Laboratory time is required. Anatomy and Physiology I fulfills the laboratory science requirement for the Associate of Arts and Associate of Arts in Teaching degrees. Students cannot apply both BIO120 and BIO211 toward graduation. (F,S)

BIO212 Anatomy and Physiology II (4 Credits)
Prerequisite: BIO211 with a grade of “C” or better or special permission of the Dean; BIO120 will not fulfill the prerequisite for BIO212
Anatomy and Physiology II is a continuation of BIO211 with emphasis on cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems. Laboratory time is required. (F,S,Su)

BIO 245 Pathophysiology (3 Credits)
Prerequisite: BIO 211 and BIO 212, or Anatomy and Physiology I and II for Physical Therapist Assistants each with a grade of “C” or better.
This course presents the fundamental mechanisms of human disease including the etiology, diagnosis, pathology, epidemiology, prevention, and treatment of significant human diseases. Required for the AAS degrees in Health Information Technology and Physical Therapist Assistant. (F, S, Su)

PCS 102 U.S. and Missouri Governments and Constitutions (3 Credits)
Prerequisite: None
U.S. and Missouri Governments and Constitutions examines the U.S. and Missouri Constitutions including their impact on federal, state, and local government structure and power. Focus is on citizen and group efforts to influence government policies. This course fulfills the Missouri and U.S. Constitutions requirements and partially fulfills the history-political science requirement for the Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science degrees. (F,S,Su,O)

HST 103 U.S. History I to Reconstructions (3 Credits)
Prerequisite: None
U.S. History I shows the development of the United States from Columbian contact through post Civil War reconstruction. This course is designed to help students understand and function in their society. U.S. History I fulfills the Missouri and U.S. Constitutions requirements and partially fulfills the history-political science requirement for the Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science degrees. (F,S,O)

COL 101 Introduction to College/ Strategies for Success (1 Credit)
Prerequisite: None
Introduction to College: Strategies for Success introduces students to college life. This course emphasizes orientation to the college, behavioral expectations of college students, required skills

for academic success, Jefferson College resources, and essential college/workplace issues such as time management, decision making, and goal setting. (F,S,Su,O)

CIS 133 Microcomputer Software Applications (3 Credits)

Prerequisite: None

Microcomputer Software Applications gives practical experiences using widely utilized microcomputer software application programs: word processing (Word), spreadsheet (Excel), database (Access), and presentation (PowerPoint). Students will also learn basic Windows functions and briefly explore the Internet. Students may need to work in the computer laboratory outside of class in order to complete the assignments. This course fulfills the computer literacy graduation requirement for degree-seeking students. (F,S,Su,O)

PTA Core Curriculum Course Descriptions: Year 1

PTA 100 Anatomy & Physiology I for Physical Therapist Assistants (5 Credits)

Prerequisite: None

This course begins with an introduction to basic concepts in biology and chemistry, including cellular components and division, genetics and inheritance, molecular transport, tissue types, atom structure, ions, pH, and use of the scientific method, before moving on to organ system level of organization of the human body. While each organ system will be presented, the skeletal, muscular, and nervous systems will be studied in greatest depth. Laboratory time is required. This course is limited to students applying to the Physical Therapist Assistant Program. (F,S,Su)

PTA 105 Anatomy & Physiology II for Physical Therapist Assistants (4 Credits)

Prerequisite: Anatomy & Physiology I for Physical Therapist Assistants or BIO211 with a grade of “B” or better.

This course is a continuation of Anatomy and Physiology I for Health Occupations with emphasis on the sensory, integumentary, endocrine, circulatory, respiratory, lymphatic, digestive, and genitourinary systems. This course will also present additional information on metabolism, energy, fluid and electrolyte balance, and the acid-base balance within the body and how each works to maintain homeostasis. Laboratory time is required. This course is limited to students admitted to the Physical Therapist Assistant Program. (F,S,Su)

PTA110 Introduction to Physical Therapy (4 Credits)

Prerequisite: Admission to the Physical Therapist Assistant Program

This course presents foundational information to students beginning this course of study. Students will begin to understand the role, range of work, and professional behaviors required of a physical therapist assistant (PTA). Topics presented include, but are not limited to, the history of the profession, the scope of practice and relationship between the physical therapist (PT) and (PTA), the role of the PTA as a part of the health care team, the relationship between the PTA and patient, the mission of the American Physical Therapy Association (APTA), the PTA practice act, a general awareness of the health care system, the patient chart, physical therapy documentation, and evidence-based practice. As the medical model begins to emphasize wellness, this course will also present life skills including stress management, fitness, nutrition, avoidance of health risks, and disease prevention strategies. Physical therapist assistants will

need to model such behaviors as well as educate patients and the community on these healthy lifestyle choices. (F)

PTA120 PTA Principles and Procedures I (3 Credits)

Prerequisite: Introduction to Physical Therapy with a grade of “C” or better

This combination lecture-lab course is the first in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on introduction to basic patient care skills and data collection techniques. By course completion, students will demonstrate safety and competency in performing the following: vital signs, anthropometrics, aseptic techniques and wound care, universal precautions, draping, positioning, body mechanics, massage, wheelchair management, transfer techniques, and gait and stair training with various assistive devices. Students will also be introduced to the patient chart and further their documentation skills. (S)

PTA115 Kinesiology (5 Credits)

Prerequisite: Introduction to Physical Therapy with a grade of “C” or better.

This combination lecture-lab course presents fundamental information on the biomechanical basis of human movement, with in-depth study of the structure and function of each joint within the musculoskeletal system and how each works together to allow for postural control and stability as well as dynamic movements seen in gait. By course completion, students will demonstrate safety and competency in the following data collection techniques: palpation, muscle length testing, manual muscle testing, goniometry measurements, and basic analysis of posture and gait. (S)

PTA140 Neuromotor Development (2 credits)

Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better

This course presents information on basic neuroanatomy, motor development, motor learning, motor control, and then applies it to facilitation techniques used as interventions to improve fundamental skills such as transfers and gait. The information presented in this course will form the basis for task analysis and interventions taught in the PTA Principles II, III, and IV courses later in the curriculum. (Su)

PTA130 Professional Conduct and Communication (2 credits)

Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better

This course builds on information first presented in the Introduction to Physical Therapy course. More in-depth discussions are facilitated regarding legal and ethical concepts guiding behaviors, patient-practitioner interactions to include psychosocial, cultural, and spiritual issues, principles of patient teaching and learning, written, verbal, and nonverbal communication with supervising physical therapists, other health care professions, and patients, and reading and applying evidence-based practice. This course will also introduce elements necessary for entering and remaining in the workplace such as creating a resume and job interview skills, performance evaluations and participation in healthcare standards, quality assurance and improvement processes. A grade of “C” or better is required in this class to progress to Clinical Experience I. (Su)

PTA150 Clinical Experience I (2 credits)

Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better

Pre-/corequisite: Professional Conduct and Communication

This is the first of four clinical education experiences that provides an opportunity for students to integrate the basic principles, skills, and data collection techniques learned thus far in the didactic portion of the curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant two days a week for five weeks in a setting where he/she can further develop critical thinking skills and professional behaviors, making the connection between theory and practice. Students will begin to develop skills in monitoring and modifying patient interventions, documentation, and communication with other members of the healthcare team. (Su)

PTA Core Curriculum Course Descriptions: Year 2

PTA210 Physical Agents (5 credits)

Prerequisites: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I

In this combination lecture-lab course students will study basic physics theories and principles with a hands-on application to thermal, mechanical, and electromagnetic agents utilized by the physical therapist assistant under the direction and supervision of the physical therapist. By course completion, students will demonstrate safety and competency in using the following physical agents: compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, biofeedback, electrotherapeutic agents, and athermal agents. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

PTA220 PTA Principles and Procedures II (4 credits)

Prerequisite: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I

This combination lecture-lab course is the second in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on practice of essential patient care skills including therapeutic exercises and other techniques specific to patients with common cardiopulmonary and musculoskeletal conditions. This course will also address application of documentation techniques and appropriate progression through a plan of care established by a supervising physical therapist and for this patient population. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

PTA240 Principles and Procedures III (3 credits)

Prerequisites: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I

This combination lecture-lab course is the third in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on introduction to essential patient care skills and data collection techniques including therapeutic exercises and other techniques specific to

children and adults with common neuromuscular conditions. This course will also address application of documentation techniques and appropriate progression through a plan of care established by a supervising physical therapist for this patient population. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

PTA250 Clinical Experience II (2 credits)

Prerequisites: Successful completion of Clinical Experience I

Pre-/corequisites: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents

This is the second of four clinical education experiences that provides an opportunity for students to integrate the principles and skills learned thus far in the didactic portion of the curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant for two weeks (40 hours per week) in a setting where he/she can further strengthen critical thinking skills and professional behaviors. Students will continue to develop skills in monitoring and modifying patient interventions, documentation, billing practices, time management, and communication with other members of the healthcare team. (F)

PTA260 PTA Principles and Procedures IV (3 credits)

Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better and successful completion of Clinical Experience II

This combination lecture-lab course is the last in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study physical therapy theories and principles with a hands-on introduction to essential patient care skills and data collection techniques including therapeutic exercises and other techniques specific to selected topics and specific patient populations including, but not limited to, health promotion and wellness, industrial rehabilitation, burns, orthotics and prosthetics, aquatic therapy, genetic diseases, women’s health, and special topics in geriatric rehabilitation. The course culminates in a comprehensive practical covering all information from throughout the curriculum to ensure safety and competency in entry-level skills prior to beginning terminal clinical experiences. A grade of “C” or better is required in this class to progress to Clinical Experience III. (S)

PTA270 PTA Seminar (2 credits)

Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better and successful completion of Clinical Experience II

This course prepares students for the licensure exam, entry into the workforce, lifelong learning, competency in all entry level skills, issues in administration, and the multidisciplinary approach to care. This course also allows a forum for student sharing and discussion of their recent clinical experiences and presentations and culminates in completion of a timed, computerized full length examination that allows students to assess areas of personal strengths, weakness, and possible areas needing remediation. A grade of “C” or better is required in this class to graduate from the physical therapist assistant program. (S)

PTA280 Clinical Experience III (4 credits)

Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better and successful completion of Clinical Experience II

Pre-/corequisite: PTA Principles and Procedures IV

This is the third of four clinical education experiences that provides an opportunity for students to integrate the principles and skills throughout the curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant for six weeks (40 hours per week) in a setting where he/she can further strengthen critical thinking skills and professional behaviors. Students will continue to build on skills attained in previous clinical experiences as well as further develop skills in cultural competence, communication with other members of the health care team, patients, and caregivers. Students will work with a variety of patients to improve competence with the expected entry level skills of a physical therapist assistant. Students must pass this course to progress to Clinical Experience IV. (S)

PTA285 Clinical Experience IV (4 credits)

Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better and successful completion of Clinical Experience II

Pre-/corequisite: Clinical Experience III, PTA Principles and Procedures IV

This is the final of four clinical education experiences that provides an opportunity for students to integrate the principles and skills learned throughout the entire curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant for six weeks (40 hours per week) in a setting where he/she can further develop critical thinking skills, professional behaviors, and continue to build on practical abilities attained in previous clinical experiences. Students will work with a variety of patients to improve competence with the expected entry level skills of a physical therapist assistant. Students will function as an involved full time member of the healthcare team to prepare them for entry into the workforce. Students must pass this course to graduate from the physical therapist assistant program. (S)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA100

Anatomy and Physiology I for Physical Therapist Assistants

5 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

November 22, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA100 Anatomy and Physiology I for Physical Therapist Assistants

I. CATALOGUE DESCRIPTION

- A. Prerequisite: None
- B. Credit hour award: 5
- C. Description: This course begins with an introduction to basic concepts in biology and chemistry, including cellular components and division, genetics and inheritance, molecular transport, tissue types, atom structure, ions, pH, and use of the scientific method, before moving on to organ system level of organization of the human body. While each organ system will be presented, the skeletal, muscular, and nervous systems will be studied in greatest depth. Laboratory time is required. This course is limited to students applying to the Physical Therapist Assistant Program. (F, S, Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Define the scientific method.	Summative Written Examinations Quizzes Written Assignments Class Discussion/Activity
Apply the scientific method to a provided research article.	Written Assignments Class Discussion/Activity
Differentiate between inductive and deductive reasoning.	Summative Written Examinations Quizzes Written Assignments Class Discussion/Activity
Diagram the components of a cell.	Summative Written Examinations Quizzes Written Assignments Class Discussion/Activity
Describe basic concepts of protein synthesis, genetics, and inheritance.	Summative Written Examinations Quizzes Class Discussion/Activity
Compare and contrast various methods of molecular transport.	Summative Written Examinations Quizzes Class Discussion/Activity
Describe the differences among atoms, ions, and elements.	Summative Written Examinations Written assignments Classroom Discussion/Activity
Describe the differences among carbohydrates, lipids, and proteins.	Summative Written Examinations Quizzes Written assignments Classroom Discussion/Activity

Describe the function of each organ system.	Classroom Discussion/Activity Quizzes Written assignments Summative Written Examinations
Contrast the composition of tissues of the organs that make up the skeletal, muscular, and nervous systems.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Demonstrate the ability to correlate gross anatomical skeletal and muscular structures with surface anatomy landmarks.	Classroom Discussion/Activity Laboratory Exercises
Demonstrate the ability to correlate gross central, peripheral, and autonomic nervous system structures with surface anatomy landmarks.	Classroom Discussion/Activity Laboratory Exercises
Describe the function of cells and cellular components of the skeletal, muscular, and nervous system structures.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Identify changes in the skeletal, muscular, and nervous systems across the lifespan.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Explain how the skeletal, muscular, and nervous systems function together.	Classroom Discussion/Activity Written assignments Summative Written Examinations
Describe muscle cell anatomy, physiology, and adaptations to resistance training.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Contrast the differences among skeletal, muscular, and nervous system function in a sedentary versus an active individual.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Identify principles of specificity of aerobic and resistance training in relation to muscle fiber size, type, and training effects.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments

III. OUTLINE OF TOPICS

- A. Scientific Method
 1. Inductive Reasoning
 2. Deductive Reasoning

- B. Basic Chemistry
 - 1. Atomic Structure
 - 2. Chemical Bonds
 - 3. Chemical Reactions
 - 4. Properties of Water
 - 5. Physiologic Role of pH
 - a. Acids
 - b. Bases
 - c. Salts
 - 6. Carbohydrates
 - 7. Lipids
 - 8. Proteins
 - 9. Nucleic Acids
 - 10. ATP
- C. Cellular Level
 - 1. Plasma Membrane
 - 2. Organelles
 - 3. Citric Acid Cycle
 - 4. Nucleus
 - 5. Protein Synthesis
 - 6. Transport Mechanisms
 - a. Diffusion
 - b. Osmosis
 - 7. Stages of Cell's Life Cycle
 - 8. Mitosis and Meiosis
 - a. Spermatogenesis
 - b. Oogenesis
 - 9. Genes, Chromosomes, and Inheritance
 - a. Patterns of Inheritance
 - b. Variations, Mutations
 - c. Sex Linked Inheritance
- D. Tissue Level of Organization
 - 1. Epithelial Tissue
 - 2. Connective Tissue
 - a. Cartilage
 - b. Bone
 - 3. Tissue Membranes
 - a. Mucous Membranes
 - b. Serous Membranes
 - c. The Cutaneous Membrane
 - d. Synovial Membranes
 - 4. Muscle Tissue
 - a. Skeletal Muscle Tissue
 - b. Cardiac Muscle Tissue
 - c. Smooth Muscle Tissue
 - 5. Glands

- a. Sebaceous Glands
 - b. Sweat Glands
- E. Introduction to Anatomy and Physiology
 - 1. Levels of Organization
 - 2. Homeostasis
 - 3. Anatomical Terms
 - 4. Body Cavities
- F. Skeletal System
 - 1. Bones
 - a. Bone Matrix
 - b. Bone Cells
 - c. Compact Bone Structure
 - d. Spongy Bone Structure
 - e. Ossification
 - 2. Bone Development
 - a. Effects of Exercise
 - b. Hormonal and Nutritional Effects
 - c. Calcium
 - 3. Bone Pathology
 - a. Fracture
 - b. Osteopenia
 - c. Osteoporosis
- G. Axial Skeleton
 - 1. The Skull
 - 2. The Vertebral Column
 - 3. The Thoracic Cage
- H. Appendicular
 - 1. The Pectoral Girdle
 - 2. The Upper Extremities
 - 3. The Pelvic Girdle
 - 4. The Lower Extremities
- I. Joints
 - 1. Synovial Joints
 - 2. Intervertebral Discs and Ligaments
 - 3. Ball-and-Socket Joint
 - 4. Hinge Joint
 - 5. Arthritis and Other Degenerative Changes
- J. Muscle Tissue
 - 1. Skeletal Muscle
 - a. Neuromuscular Junction
 - b. Muscle Contraction
 - c. Muscle Fiber Type and Physical Conditioning
 - 2. Cardiac Muscle
 - 3. Smooth Muscle
- K. Muscular System
 - 1. Fascicle Arrangement

2. Classes of Levers
3. Muscle Origins and Insertions
4. Axial Muscles
5. Appendicular Muscles
6. Effects of Age
7. Effects of Exercise
- L. Neural Tissue
 1. Anatomical Divisions
 2. Functional Divisions
 3. Neurons
 4. Transmembrane Potential
 5. Action Potential
 6. Synaptic Activity
 7. Neurotransmitters
 8. Excitatory and Inhibitory Stimuli
- M. Spinal Cord, Spinal Nerves, and Spinal Reflexes
 1. Central Nervous System
 2. Peripheral Nervous System
 3. Spinal Cord
 - a. Gray Matter
 - b. White Matter
 - c. Spinal Nerves
 4. Reflexes
- N. The Brain and Cranial Nerves
 1. The Brain
 2. Medulla Oblongata
 3. The Pons
 4. The Cerebellum
 5. The Midbrain
 6. The Diencephalon
 7. The Limbic System
 8. The Cerebrum
 9. Cranial Reflexes
- O. Sensory Pathways and the Somatic Nervous System
- P. The Autonomic Nervous System and Higher-Order Functions

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during laboratory portion of course in which the students use microscopes, handle bones, etc.

V. REQUIRED TEXTBOOK(S)

- A. Martini, F., Nath, J., & Bartholomew, E. (2012). *Fundamentals of Anatomy and Physiology* (9th ed.). San Francisco, CA: Pearson Education, Inc.
- B. Interactive Physiology (IP-10) CD-ROM (included with textbook)
- C. Lab Manual: Integrate for Jefferson College

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software
- B. Course homepage available through Blackboard
- C. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources
 - 1. Supplemental texts
 - a. Seiger, C. (2012). *Fundamentals of Anatomy & Physiology Study Guide* (9th ed.). San Francisco, CA. Pearson Education, Inc.
 - b. Netter, F. H. (2011). *Atlas of Human Anatomy* (5th ed.). Philadelphia, PA: Saunders-Elsevier.
 - 2. Databases
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. On-line references
 - a. anatomyarcade.com
 - b. bbc.co.uk/science/humanbody/body

VIII. METHOD OF EVALUATION

- A. Summative Classroom Written Examinations: 30%
- B. Classroom Quizzes: 10%
- C. Lab Examinations: 20%
- D. Lab Quizzes: 10%
- E. Classroom Written Assignments: 20%
- F. Lab Written Assignments: 10%
- G. Grading Scale:
 - A=90-100%
 - B=80-89.9%
 - C=70-79.9%
 - D=60-69.9%
 - F=under 60%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from their respective health occupations program and will be referred to the college for disciplinary action. (See College website,

http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA105

Anatomy and Physiology II for Physical Therapist Assistants

4 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

November 22, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA105 Anatomy and Physiology II for Physical Therapist Assistants

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Anatomy and Physiology I for Physical Therapist Assistants, or BIO211 with a grade of “B” or better.
- B. Credit hour award: 4
- C. Description: This course is a continuation of Anatomy and Physiology I for Physical Therapist Assistants with emphasis on the sensory, integumentary, endocrine, circulatory, respiratory, lymphatic, digestive, and genitourinary systems. This course will also present additional information on metabolism, energy, fluid and electrolyte balance, and the acid-base balance within the body and how each works to maintain homeostasis. Laboratory time is required. This course is limited to students admitted to the Physical Therapist Assistant Program. (F,S,Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Describe the function of each organ system.	Classroom Discussion/Activity Quizzes Written assignments Summative Written Examinations
Contrast the composition of tissues of the organs that make up the integumentary, endocrine, lymphatic, digestive, circulatory, respiratory, and genitourinary systems.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Demonstrate the ability to correlate gross anatomical for all systems with surface anatomy landmarks.	Classroom Discussion/Activity Laboratory Exercises
Describe the function of cells and cellular components of the integumentary, endocrine, digestive, lymphatic, circulatory, respiratory, and genitourinary system structures.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Identify changes in the integumentary, endocrine, digestive, lymphatic, circulatory, respiratory, and genitourinary systems across the lifespan.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Explain how the circulatory and respiratory systems function together.	Classroom Discussion/Activity Written assignments Summative Written Examinations
Describe the role of hormones in various bodily functions.	Summative Written Examinations Quizzes Classroom Discussion/Activity

	Written assignments
Describe factors that regulate basal metabolic rate.	Summative Written Examinations Quizzes Classroom Discussion/Activity
Contrast the differences among ulcers related to pressure, neuropathy, and arterial or venous insufficiency.	Summative Written Examinations Quizzes Classroom Discussion/Activity Written assignments
Discuss the importance of the acid-base balance for maintenance of homeostasis.	Summative Written Examinations Quizzes Classroom Discussion/Activity
Describe the various mechanisms the body uses for immunity.	Summative Written Examinations Quizzes Classroom Discussion/Activity

III. OUTLINE OF TOPICS

- A. The Special Senses
 - 1. Sense of Smell
 - 2. Sense of Taste
 - 3. Vision
 - 4. Hearing
- B. The Integumentary System
 - 1. Epidermis
 - 2. Dermis
 - 3. Hypodermis
 - 4. Hair
 - 5. Glands
 - a. Sebaceous Glands
 - b. Sweat Glands
 - 6. Nails
 - 7. Repairing the Integument Following An Injury
 - 8. Pressure Ulcers
 - 9. Arterial Ulcers
 - 10. Vascular Ulcers
 - 11. Neuropathic Ulcers
- C. The Endocrine System
 - 1. Homeostasis
 - 2. Hormones
 - 3. Pituitary Gland
 - 4. Thyroid Glands
 - 5. Four Parathyroid Glands
 - 6. Adrenal Glands
 - 7. Pancreas

8. Organs with Secondary Endocrine Functions
9. Role of Exercise in Diabetes
- D. Blood
 1. Plasma
 2. Red Blood Cells
 3. Blood Types
 4. White Blood Cells
 5. Platelets
 6. Hemostasis
- E. The Heart
 1. Structure and Function
 2. Conducting System
 3. Cardiac Cycle
 4. Cardiodynamics
 - a. Cardiac Output
 - b. Heart Rate
 - c. Stroke Volume
 5. Effects of Exercise on the Heart
- F. Blood Vessels and Circulation
 1. Arteries and Arterioles
 2. Capillaries
 3. Venules and Veins
 4. Capillary Exchange
 5. Cardiovascular Regulatory Mechanisms
 6. Physiological Stress
 7. Pulmonary and Systemic Circuits
- G. The Lymphatic System and Immunity
 1. Lymphatic Vessels and Lymphocytes
 2. Lymphoid Tissues and Organs
 3. Innate Defenses
 4. Adaptive Defenses
 5. T Cells
 6. B Cells
 7. Immunological Competence
 - a. Immune Disorders
 - b. Stress and the Immune Response
- H. The Respiratory System
 1. Upper Respiratory System
 2. Larynx
 3. Trachea and Primary Bronchi
 4. The Lungs
 5. Gaseous Exchange
 6. Pulmonary Ventilation
 7. Oxygen and Carbon Dioxide Transport
 8. Control of Respiration
- I. The Digestive System

1. The Oral Cavity
2. The Pharynx
3. The Esophagus
4. The Stomach
5. The Small Intestine
6. The Large Intestine
7. Absorption and Use of Nutrients
- J. Metabolism and Energy
 1. Carbohydrate Metabolism
 2. Lipid Metabolism
 3. Protein Catabolism
 4. Adequate Nutrition
 5. Metabolic Rate
- K. The Urinary System
 1. Kidneys and Nephrons
 2. Glomerular Filtration Rate
 3. Antidiuretic Hormone and Aldosterone
 4. Urine
- L. Fluid, Electrolyte, and Acid-Base Balance
 1. Regulation of Fluids and Electrolytes
 2. Hydrostatic and Osmotic Pressures
 3. Sodium, Potassium, Calcium, and Chloride Balance
 4. pH Control
 5. Respiratory Acidosis/Alkalosis
 6. Metabolic Acidosis/Alkalosis
- M. The Reproductive System
 1. The Male Reproductive Tract
 2. The Accessory Glands
 3. Male Hormones
 4. Female Reproductive Organs
 5. The Mammary Glands
 6. Female Hormones

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during laboratory portion of course in which the students use microscopes, handle bones, etc.

V. REQUIRED TEXTBOOK(S)

- A. Martini, F., Nath, J., & Bartholomew, E. (2012). *Fundamentals of Anatomy and Physiology* (9th ed.). San Francisco, CA: Pearson Education, Inc.

- B. Interactive Physiology (IP-10) CD-ROM (included with textbook)
- C. Lab Manual: Integrate for Jefferson College

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software
- B. Course homepage available through Blackboard
- C. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources
 - 1. Supplemental texts
 - a. Seiger, C. (2012). *Fundamentals of Anatomy & Physiology Study Guide* (9th ed.). San Francisco, CA. Pearson Education, Inc.
 - b. Netter, F. H. (2011). *Atlas of Human Anatomy* (5th ed.). Philadelphia, PA: Saunders-Elsevier.
 - 2. Databases
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. On-line references
 - a. anatomyarcade.com
 - b. bbc.co.uk/science/humanbody/body

VIII. METHOD OF EVALUATION

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- B. Classroom Quizzes: 10%
- C. Lab Examinations: 20%
- D. Lab Quizzes: 10%
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JEFFERSON COLLEGE

COURSE SYLLABUS

PTA110

Introduction to Physical Therapy

4 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 17, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA110 Introduction to Physical Therapy

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Admission to the Physical Therapist Assistant Program
- B. Credit hour award: 4
- C. Description: This course presents foundational information to students beginning this course of study. Students will begin to understand the role, range of work, and professional behaviors required of a physical therapist assistant (PTA). Topics presented include, but are not limited to, the history of the profession, the scope of practice and relationship between the physical therapist (PT) and PTA, the role of the PTA as a part of the health care team, the relationship between the PTA and patient, the mission of the American Physical Therapy Association (APTA), the PTA practice act, a general awareness of the health care system, the patient chart, physical therapy documentation, physical therapy terminology, and evidence-based practice. As the medical model begins to emphasize wellness, this course will also present life skills including stress management, fitness, nutrition, avoidance of health risks, and disease prevention strategies. Physical therapist assistants will need to model such behaviors as well as educate patients and the community on these healthy lifestyle choices. (F)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Define medical terms using common combining forms, prefixes, and suffixes	Written Assignments Quizzes Summative Written Examinations
Identify function, structures, diseases, and interventions of the various body systems.	Written Assignments Quizzes Summative Written Examinations
Describe ways to maintain physical, mental, and psychological health and coping techniques to manage stress.	Summative Written Examinations Quizzes Written Assignments
Explain how to best age successfully including how to avoid health risks, and to prevent disease.	Summative Written Examinations Quizzes Written Assignments
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Class Discussion/Activity Written Assignments Summative Written Examinations
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Class Discussion/Activity Summative Written Examinations Written Assignments

Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Written Assignments Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. (3.3.2.6.)	Class Discussion/Activity Summative Written Examinations Written Assignments
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Class Discussion/Activity Summative Written Examinations
Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Activity/Discussion
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Quizzes Summative Written Examinations
Perform health care literature database searches. (3.3.2.18.)	Class Discussion/Activity Summative Written Examinations Written Assignments
Instruct other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19)	Classroom Discussion/Activity Written Assignments Oral Presentation
Explain the role of the physical therapist assistant to others. (3.3.2.20.)	Written Assignments Oral Presentation Classroom Discussion/Activity
Practice with other members of the health care team in patient-care and non-patient care activities. (3.3.2.21.)	Written Assignments Group Project Classroom Discussion/Activity
Arrange performance improvement activities such as quality assurance projects. (3.3.2.24.)	Group project Classroom Discussion/Activity
Demonstrate an awareness of social responsibility, citizenship, and advocacy,	Classroom Discussion/Activity Written Assignments

including participation in community and service organizations and activities. (3.3.2.26.)	Community Service Project
Identify career development and lifelong learning opportunities. (3.3.2.27.)	Classroom Discussion/Activity Written Assignments
Recognize the role of the physical therapist assistant in the clinical education of physical therapist assistant students. (3.3.2.28.)	Classroom Discussion/Activity

III. OUTLINE OF TOPICS

- A. The History of Physical Therapy and the Physical Therapist Assistant
 - 1. The Beginnings of Physical Therapy
 - 2. Development of the Physical Therapist Assistant
 - 3. Current Utilization of the Physical Therapist Assistant
 - 4. Define Health and Disability
 - a. International Classification of Function
 - b. Nagi Framework
 - 5. Physical Therapy Clinical Settings
 - 6. The Beginnings of the American Physical Therapy Association
 - 7. The American Physical Therapy Association Today
 - 8. Opportunities for Physical Therapist Assistant Involvement and Recognition in the American Physical Therapy Association Today
- B. The Preferred Physical Therapist/Physical Therapist Assistant Relationship
 - 1. Role Delineation and Education
 - 2. Recognizing Strengths and Tendencies
 - 3. Communication Styles and Strategies: Planning for Interaction
 - 4. Parameters for Communication With Others
- C. Regulatory Requirements for Direction and Supervision of the Physical Therapist Assistant
 - 1. State Regulation: Practice Acts
 - 2. Variations in Physical Therapy Assistant Regulations
 - 3. American Physical Therapy Association Policies Regarding Direction and Supervision
 - 4. Third-Party Payer Regulation
 - 5. Supervision of Students
 - 6. Licensure Requirements for a Physical Therapist Assistant
- D. Laws Impacting Physical Therapist Practice
 - 1. Differentiating Between Legal and Ethical Issues
 - 2. Health-Care Malpractice
 - 3. Legal Responsibility Within the Physical Therapist/Physical Therapist Assistant Team
 - 4. The State's Role in Handling Accusations of Practice Act Violations
 - 5. Risk Management Resources and Strategies
- E. Ethics and Ethical Behavior in Physical Therapy

1. Ethics Theory and Terminology
2. Types of Ethical Problems
3. Developing Ethical Behaviors
4. Using an Ethical Decision-Making Model
5. Ethical Violations
- F. The Patient-Physical Therapist Assistant Relationship
 1. The Rights of the Patient
 2. Challenges for Patients in Asserting Their Rights
 3. Health Insurance Portability and Accountability Act (HIPAA)
 4. Americans with Disabilities Act (ADA)
 5. Patient Reactions to Illness and Injury
 6. Psychosocial Factors that Affect the Patient-Physical Therapist Assistant Relationship
 7. Advocacy and Accountability
 8. The Role of Communication in the Patient-Physical Therapist Assistant Relationship
 9. Communication: More than Talking
 10. Communication Method for Teaching and Learning
 11. Communication Method for Patient Education
 12. Strategies to Improve Communication in Times of Breakdown
 13. The Impact of Culture on Communication
 14. The Impact of Spirituality on Communication
- G. Introduction to Documentation for the Physical Therapist Assistant
 1. Documentation Standards and Principles
 2. The Foundation of Progress Notes: The Subjective Objective Assessment Plan Note
 3. Other Documentation Formats and Organizational Styles
 4. Roles of the Physical Therapist and Physical Therapist Assistant in Documentation
 5. Common Problems in Documentation
 6. Reimbursement Basics
- H. Medical and Physical Therapy Terminology
 1. Suffixes and Combining Forms Made Easy
 2. Essential Prefixes and More
 3. Diagnostic Procedures and Therapeutic Interventions
 4. Common Physical Therapy Terms Related to Each Body System
- I. Evidence-Based Practice and Research Review Fundamentals
 1. The Physical Therapist Assistant's Role in Evidence-Based Practice
 2. Developing the Questions
 3. Finding the Evidence
 4. Assessing the Evidence
 5. Reading a Research Article
 6. Sharing the Evidence
- J. Leadership Development of Physical Therapist Assistants
 1. Leadership Needs in Physical Therapy
 2. Developing Physical Therapist Assistant Leadership Skills

3. The First Task: Passing the Licensure Examination
 4. Beyond Patient Care: Other Physical Therapist Assistant Roles in the Clinical Setting
 5. Academia and the Physical Therapist Assistant
 6. Lifelong Learning Opportunities
 7. Achieving and Demonstrating Advanced Skill Development Through American Physical Therapy Association
- K. A Lifetime of Health and Wellness
1. Physical
 2. Psychological
 3. Stress Management
 4. Fitness and Physical Activity Recommendations
 5. Nutrition
 6. Avoiding Health Risks
 7. Disease Prevention

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies

V. REQUIRED TEXTBOOK(S)

- A. Clynych, H. M. (2012). *The Role of the Physical Therapist Assistant: Regulations and Responsibilities* (1st ed.). Philadelphia, PA: F.A. Davis Company.
- B. Erickson, M., & McKnight B. (2009). *Documentation Basics: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Incorporated.
- C. Leonard, P. C. (2011). *Quick & Easy Medical Terminology* (6th ed.). Maryland Heights, MO: Saunders-Elsevier.
- D. Hales, D. (2011). *An Invitation to Health* (1st ed.). Belmont, CA: Wadsworth Cengage Learning.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources

1. Supplemental Textbooks
 - a. Curtis, K., & DeCelle Newman, P. (2005). *The PTA Handbook* (1st ed.). Thorofare, NJ: SLACK Incorporated.
 - b. Dreeben-Irimia, O. (2011). *Introduction to Physical Therapy for Physical Therapist Assistants* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.
 2. Databases including: “Nursing and Allied Health Collection”, “Sports Medicine and Physical Therapy Collection”, and “Medline”
 3. Periodicals
 4. Videos
- C. Internet Resources
1. On-line references
 2. Textbook companion website
 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 20%
- B. Oral Presentation(s): 25%
- C. Quizzes: 20%
- D. Written Assignments: 25%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

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JEFFERSON COLLEGE

COURSE SYLLABUS

PTA115

Kinesiology

5 Credit Hours

Prepared by:
Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

November 22, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA115 Kinesiology

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Introduction to Physical Therapy with a grade of “C” or better
- B. Credit hour award: 5
- C. Description: This combination lecture-lab course presents fundamental information on the biomechanical basis of human movement, with in-depth study of the structure and function of each joint within the musculoskeletal system and how each works together to allow for postural control and stability as well as dynamic movements seen in gait. By course completion, students will demonstrate safety and competency in the following data collection techniques: palpation, muscle length testing, manual muscle testing, goniometry measurements, and basic analysis of posture and gait. (S)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES (Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Apply the convex-concave rule of arthrokinematic motion to each joint of the body.	Summative Written Examinations Classroom Discussion/Activity
Compare and contrast first, second, and third class levers.	Summative Written Examinations Classroom Discussion/Activity
Identify the origin, insertion, action, and innervations of each muscle of the body.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Describe ideal standing, sitting, and supine postures.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Describe the stance and swing phases and determinants of normal gait.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Identify potential causes of atypical gait patterns.	Summative Written Examinations Practical Examinations Skills Checks

	Class Discussion/Activity Written Assignments
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes related to transfers and gait. (3.3.2.6.)	Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity
Demonstrate competence in implementing components of the plan of care established by the physical therapist to include functional training, therapeutic exercise for range of motion, postural awareness, stretching, and strengthening as they relate to patients with neurological conditions. (3.3.2.7., 3.3.2.7.5., 3.3.2.7.24-27.)	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include muscle length testing, joint integrity via palpation and end feel, muscle performance via manual muscle testing, range of motion via goniometry, posture, and gait as they relate to patients	Practical Examinations Skills Checks

with neurological conditions. (3.3.2.8., 3.3.2.8.14-17., 3.3.2.8.24-27.)	
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Class Discussion/Activity
Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Activity/Discussion Practical Examinations
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations

III. OUTLINE OF TOPICS

- A. Skeletal and Articular Systems
 - 1. Body Segments
 - 2. Types of Motion
 - 3. Type of Joints
 - 4. Planes and Axes
 - 5. Degrees of Freedom
- B. Arthrokinematics
 - 1. Osteokinematic Motion
 - 2. End Feel
 - 3. Accessory Motions and Forces
 - 4. Convex-Concave Rule
 - 5. Joint Congruency
- C. Muscular System
 - 1. Attachments
 - 2. Fiber Arrangement
 - 3. Length-Tension Relationship
 - 4. Types of Contraction

- 5. Angle of Pull
- D. Biomechanics
 - 1. Laws of Motion
 - 2. Force
 - 3. Torque
 - 4. Stability
 - 5. Levers
 - 6. Pulleys
- E. Joints and Motions, Bones and Landmarks, Ligaments, Muscle Length and Strength, Function, Range of Motion, and Basic Therapeutic Exercise Techniques for Each of the following:
 - 1. Shoulder Girdle
 - 2. Shoulder Joint
 - 3. Elbow Joint
 - 4. Wrist Joint
 - 5. Hand
 - 6. Temporomandibular Joint
 - 7. Neck and Trunk
 - 8. Thoracic Cage
 - 9. Pelvic Girdle
 - 10. Hip Joint
 - 11. Knee Joint
 - 12. Ankle Joint
 - 13. Foot
- F. Posture
 - 1. Vertebral Alignment
 - 2. Standing Posture
 - 3. Sitting Posture
 - 4. Supine Posture
- G. Gait
 - 1. Stance Phase
 - 2. Swing Phase
 - 3. Determinants of Gait
 - 4. Age-Related Gait Patterns
 - 5. Atypical Gait

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during laboratory portion of course in which the students will act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Clarkson, H. (2012). *Musculoskeletal Assessment* (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.
- B. Lippert, L. (2011). *Clinical Kinesiology and Anatomy* (5th ed.). Philadelphia, PA: F. A. Davis Company.
- C. Kisner, C. & Allen Colby, L. (2002). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis Company.
- D. *Interactive Functional Anatomy* DVD

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
 - 1. Supplemental texts
 - a. Lippert, L. & Duesterhaus Minor, M.A. (2011). *Kinesiology Flashcards* (3rd ed.). Philadelphia, PA: F. A. Davis Company.
 - b. Lippert, L. & Duesterhaus Minor, M.A. (2011). *Laboratory Manual for Clinical Kinesiology and Anatomy* (3rd ed.). Philadelphia, PA: F. A. Davis Company.
 - 2. Databases: “Nursing and Allied Health Collection”, “Sports Medicine and Physical Therapy Collection”, and “Medline”
 - 3. Periodicals
 - 4. Videos
- C. Current Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

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- B. Practical Examinations: 30%
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JEFFERSON COLLEGE

COURSE SYLLABUS

PTA120
PTA Principles and Procedures I

3 Credit Hours

Prepared by:
Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 12, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA120 PTA Principles and Procedures I

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Introduction to Physical Therapy with a grade of “C” or better
- B. Credit hour award: 3
- C. Description: This combination lecture-lab course is the first in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on introduction to basic patient care skills and data collection techniques. By course completion, students will demonstrate safety and competency in performing the following: vital signs, anthropometrics, aseptic techniques and wound care, universal precautions, draping, positioning, body mechanics, massage, wheelchair management, transfer techniques, and gait and stair training with various assistive devices. Students will also be introduced to the patient chart and further their documentation skills. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Practical Examinations Written Assignments Skills Checks Class Discussion/Activity Summative Written Examinations
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes, including situations where specialized equipment may be present. (3.3.2.6.)	Class Discussion/Activity Practical Examinations Summative Written Examinations Written Assignments
Demonstrate the difference types of range of motion, muscle contractions,	Skills Checks Class Discussion/Activity

and active exercise. (3.3.2.7.25., 3.3.2.7.27.)	Summative Written Examinations
Demonstrate competence in implementing selected components of interventions, such as functional training, infection control procedures, manual therapy techniques, therapeutic exercise and wound management) identified in the plan of care established by the physical therapist. (3.3.2.7., 3.3.2.7.1., 3.3.2.7.3., 3.3.2.7.5, 3.3.2.7.7-11., 3.3.2.7.24-29.)	Practical Examinations Skills Checks
Demonstrate competence in performance of components of data collection skills, such as vital signs, pain scales, and anthropometrics. (3.3.2.8., 3.3.2.8.1., 3.3.2.8.4., 3.3.2.8.22.)	Practical Examinations Skills Checks
Explain the safety and status of patients while engaged in gait with assistive devices, locomotion, wheelchair management, and wheelchair mobility. (3.3.2.8.9.)	Summative Written Examinations Class Discussion/Activity
Perform the progression of patients while engaged in gait with assistive devices, locomotion, wheelchair management, and wheelchair mobility. (3.3.2.8.9.)	Practical Examinations Skills Checks Summative Written Examinations Written Assignments Classroom Discussion/Activity
Differentiate between those positions and postures that aggravate pain or produce associated skin trauma and those positions and postures that relieve pain or prevent associated skin trauma. (3.3.2.8.12., 3.3.2.8.23.)	Practical Examinations Skills Checks Summative Written Examinations Written Assignments Classroom Discussion/Activity
Identify safety issues and barriers in a variety of physical environments. (3.3.2.8.28., 3.3.2.8.29.)	Written Assignments Summative Written Examinations Classroom Discussion/Activity
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or changes in patient status and reports this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)	Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations
Identify when interventions should not be provided due to changes in the patient's status and reports these changes to the supervising physical therapist.	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations

(3.3.2.10.)	
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Classroom Discussion/Activity Summative Written Examinations Practical Examinations
Explain to patients, family members, and caregivers goals and desired outcomes based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	Practical Examinations Skills Checks
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations

III. OUTLINE OF TOPICS

- A. Assessment of Vital Signs
 - 1. Body Temperature
 - 2. Pulse
 - 3. Blood Pressure
 - 4. Respiration (Pulmonary Ventilation)
 - 5. Pain
 - 6. Anthropometrics
- B. Approaches to Infection Control
 - 1. Control of Disease in the Health Care Environment
 - 2. Hand Hygiene
 - 3. Isolation Precautions
 - 4. Application of Protective Garments
 - 5. Removal of Contaminated Protective Garments
- C. Basic Wound Care and Specialized Interventions
 - 1. The Sterile Field
 - 2. Wound Management
 - 3. Wound Dressing

- D. Body Mechanics
 - 1. Lifting Principles and Techniques
 - 2. Pushing, Pulling, Reaching, and Carrying
 - 3. Posture and Body Control
- E. Positioning and Draping
- F. Basic Exercise: Passive and Active
 - 1. Types of Exercise for Range of Motion
 - 2. Preparation for Application of Passive and Active Range of Motion
- G. Massage
 - 1. Indications
 - 2. Precautions
 - 3. Techniques
- H. Features and Activities of Wheeled Mobility Aids
 - 1. Standard Wheelchair Measurements and Components
 - 2. Functional Activities and Mobility
 - 3. General Care and Maintenance
 - 4. Prescriptive Wheelchair
- I. Transfer Activities
 - 1. Preparation
 - 2. Precautions
 - 3. Principles of Mobility Activities for a Bed or Mat
 - 4. Standing, Sitting, Lifting Transfers
 - 5. Mechanical Equipment
- J. Special Equipment and Patient Care Environments
 - 1. Orientation to the Special Intensive Care Unit
 - 2. Types of Beds
 - 3. Life Support and Monitoring Equipment
- K. Incidents and Emergencies
 - 1. Principles and Concepts
 - 2. Emergency Care
 - 3. Support Devices
 - 4. Emergency Care for Specific Conditions
- L. Americans with Disabilities Act and Environmental Assessments
 - 1. General Aspects of the Americans with Disabilities Act
 - 2. Compliance and Implementation of Regulations
 - 3. Assessing the Environment
- M. Ambulation Aids, Patterns, and Activities
 - 1. Preambulation Equipment, Procedures, and Activities
 - 2. Measurement and Fit
 - 3. Safety Considerations and Precautions
 - 4. Parallel Bar Activities
 - 5. Basic Gait Patterns
 - 6. Preambulation Functional Activities
 - 7. Standing and Sitting Activities
 - 8. Ambulation Functional Activities

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during the laboratory portion of course in which the students act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Pierson, F. & Fairchild, S. (2008). *Principles and Techniques of Patient Care* (4th ed.). St. Louis, MO: Saunders-Elsevier.
- B. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- C. Erickson, M. & McKnight, B. (2005). *Documentation Basics: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Inc.
- D. Kisner, C. & Colby, L. (2007). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Equipment for lab to include gait belts, stethoscopes, and blood pressure cuffs
- E. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- A. Library Resources
 - 1. Textbooks
 - a. Dueterhaus Minor, M. & Dueterhaus Minor, S. (2010). *Patient Care Skills* (6th ed.). Upper Saddle River, NJ: Pearson.
 - b. O'Sullivan, S. & Schmitz, T. (2007) *Physical Rehabilitation* (5th ed.). Philadelphia, PA: F.A. Davis.
 - c. *Guide to Physical Therapist Practice* (1st ed.). (2003). Alexandria, VA: APTA.
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos

- C. Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION (basis for determining course grade)

- A. Summative Written Examinations; 30%
- B. Lab Practicals: 30%
- C. Skills Checks: 10%
- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA130

Professional Conduct and Communication

2 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 17, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA130 Professional Conduct and Communication

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better
- B. Credit hour award: 2
- C. Description: This course builds on information first presented in the Introduction to Physical Therapy course. More in-depth discussions are facilitated regarding legal and ethical concepts guiding behaviors, patient-practitioner interactions to include psychosocial, cultural, and spiritual issues, principles of patient teaching and learning, written, verbal, and nonverbal communication with supervising physical therapists, other health care professions, and patients, and reading and applying evidence-based practice. This course will also introduce elements necessary for entering and remaining in the workplace such as creating a resume, job interview skills, performance evaluations, and participation in healthcare quality assurance and improvement processes. A grade of “C” or better is required in this class to progress to Clinical Experience I. (Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Paraphrase information found in a patient chart.	Summative Written Examinations Written Assignments Class Discussion/Activity
Create a resume in preparation for clinical experiences.	Written Assignments
Prepare professional answers to expected interview questions.	Mock Interview
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Written Assignments Class Discussion/Activity
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Summative Written Examinations Written Assignments Class Discussion/Activity
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Summative Written Examinations Written Assignments Class Discussion/Activity
Explain how to implement the plan of	Class Discussion/Activity

care developed by the physical therapist to achieve short and long term goals and intended outcomes. (3.3.2.6.)	Summative Written Examinations Written Assignments
Demonstrate competence in performance of components of data collection skills, specifically standardized pain questionnaires. (3.3.2.8., 3.3.2.8.22.)	Classroom Discussion/Activity
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and report this to the supervising physical therapist. (3.3.2.9.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations
Identify when intervention should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations
Report any changes in the patient's status to the supervising physical therapist. (3.3.2.11.)	Classroom Discussion/Activity Summative Written Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations
Explain desired outcomes to patients, family members, and caregivers to achieve goals based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Discussion/Activity
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Summative Written Examinations
Performs healthcare literature database searches. (3.3.2.18.)	Written Assignments
Explain therapy related concepts to other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19.)	Oral Presentation

Identify career development and lifelong learning opportunities, including possibilities in the realm of clinical education, and begin to prepare for entry into the health care field. (3.3.2.27-28.)	Written Assignments
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III. OUTLINE OF TOPICS

- A. Knowing Self/Knowing Others
 - 1. Client-Professional Relationships
 - 2. Creating Inviting Environments of Care
 - 3. Attitudes, Stigma, and Prejudice in Health Care Delivery
- B. Patient Education, Communication, and Behavior Modification
 - 1. Communication Skills/Strategies Used in Patient Education
 - 2. Mindfulness
 - 3. Patient Education and Health Communication Factors and Strategies
 - 4. Patient Education Related to Literacy, Health Literacy, and Numeracy
 - 5. Patient Education and the Internet
 - 6. Written Communication Strategies to Improve Patient Teaching and Learning
 - 7. Communication with Patients Who Have Limited English Proficiency
 - 8. Basic Communication Strategies in Patient Education for Older Adult
 - 9. Sources and Levels of Conflict
 - 10. Conflict Resolution Strategies
 - 11. Behavioral Modification Factors in Patient Educations
 - 12. The Importance of Motivation in Patient Education
- C. Factors Affecting Communication with Patients
 - 1. Loss and Grief
 - 2. Chronic Sorrow
 - 3. Coping Skills
 - 4. Psychosocial Adaptation Strategies
- D. Family Systems
 - 1. Roles and Responsibilities Within the Family System
 - 2. Developing Caregiver Skills
 - a. Caregiver Burden
 - b. Caring for the Caregiver
 - c. Relationships Between Professional and Family Caregivers
- E. Conditions That Challenge Patient Communication and Care
 - 1. Disabilities
 - 2. Chronic Conditions
 - 3. Psychiatric Disorders
 - 4. Self-Destructive Behaviors
 - 5. Abuse and Neglect
- F. Basic Concepts of Patient Education
 - 1. Patient Education versus Health Education
 - 2. The Patient-Centered Care Model

3. Health Care Providers' Instructional Skills
4. Patient Education Strategies to Increase Adherence
5. Predictors of Adherence in Patient Education
6. Barriers to Adherence
7. Patient Education and Empowerment Using a Patient-Centered Approach
- G. Teaching and Learning Theories: Applications to Patient Education
 1. Principles of Teaching and Learning Applied to Physical Rehabilitation
 2. Learning and Motivation in Patient and Health Education
 3. Stages of Development and the Importance of Patient Education
 4. Teaching and Learning for the Late Adult Stage of Development
 - a. Teaching and Learning Considering Cognitive Abilities
 - b. Teaching and Learning Considering Visual Impairments
 - c. Teaching and Learning Considering Hearing Impairments
 - d. Teaching and Learning Considering Family/Caregivers
 - e. Teaching and learning Considering Patients' Active Participation
 5. Teaching Physical Activities and Exercises to Older Adults
- H. Ethical, Legal, and Cultural Variables in Patient Education
 1. Personal and Professional Values in Patient Education
 2. Interrelated Legal and Ethical Principles in the Context of Patient Education
 3. Cultural Dimensions in Patient Education
 - a. Culture and Verbal Communication
 - b. Culture and Nonverbal Communication
 - c. Cultural Competence and Strategies in Patient Education
 - d. The Process for Developing Cultural Competence
 - e. Guidelines for Teaching and Learning with Diverse Populations
 - f. Culture and Health Disparities
- I. Teaching and Learning Strategies for Motor Performance
 1. The Significance of Motor Learning and Motor Performance
 2. Learning Methods for Motor Performance
 3. Variables of Motor Learning
 4. Application of Motor Learning to Physical and Occupational Therapy
- J. Teaching and Learning Considerations for Wellness, Health Promotion, and Disease Prevention
 1. Concepts of Wellness, Health Promotion, and Disease Prevention in Physical and Occupational Therapy
 2. Delivering Disease Prevention Services in Physical Occupational Therapy
- K. Communication with Physical Therapist and Other Health Care Professionals
 1. Physical Therapist Assistant's Role in a Patient's Plan of Care
 - a. Understand Set Goals
 - b. Adjust Interventions When Appropriate
 - c. Reporting to a Physical Therapist
 1. Patient Changes in Status
 2. When Interventions are not Completed
 3. When Intervention are not within the Physical Therapist Assistant's Range of Work
 2. Direction and Supervision by Physical Therapist

- 3. Levels of Supervision
- L. Written Communication
 - 1. Patient Chart
 - 2. Physical Therapy Evaluation
 - 3. Legal Considerations
 - 4. Ethical Considerations
 - 5. Guidelines for Physical Therapy Documentation
- M. Models of Practice of Physical Therapy
 - 1. Standards of Ethical Conduct and Guide for Conduct for the Physical Therapist Assistant
 - 2. Missouri Practice Act
 - 3. Standards of Practice for Physical Therapy
 - 4. Provision of Physical Therapy Intervention
 - 5. American Physical Therapy Association's Vision 2020
- N. Evidence Based Practice
 - 1. Searching for Evidence
 - 2. Forming a Research Question
 - 3. Basic Research Terms
 - a. Reliability
 - b. Validity
 - c. Correlation
 - d. Likelihood Ratio
 - 4. Case Studies
 - 5. Surveys and Questionnaires
- O. Entering the Job Market
 - 1. Developing a Cover Letter and Resume
 - 2. Networking
 - 3. Interview Preparation

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies

V. REQUIRED TEXTBOOK(S)

- A. Erickson, M., & McKnight, B. (2009). *Documentation Basic: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Incorporated.
- B. Drench, M.E., Noonan, A. C., Sharby, N. & Ventura, S. H. (2012). *Psychosocial Aspects of Health Care* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- C. Dreeben, O. (2012). *Patient Education in Rehabilitation* (1st ed.). Sudbury, MA: Jones & Bartlett Learning.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources
 - 1. Supplemental textbooks
 - a. Jewell, D. (2011). *Guide to Evidence-Based Physical Therapy Practice* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.
 - b. Curtis, K. & DeCelle Newman, P. (2005). *The PTA Handbook* (1st ed.). Thorofare, NJ: SLACK Incorporated.
 - c. Dreeben-Irimia, O. (2011). *Introduction to Physical Therapy for Physical Therapist Assistants* (1st ed.). Sudbury, MA: Jones & Bartlett Learning.
 - d. Scott, Ron. (2009). *Promoting Legal and Ethical Awareness* (1st ed.). St. Louis, MO: Mosby-Elsevier.
 - e. Portney, L. & Watkins, M. P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
 - 2. Databases including: “Nursing and Allied Health Collection”, “Sports Medicine and Physical Therapy Collection”, and “Medline”
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Oral Presentation(s): 40%
- C. Written Assignments: 20%
- D. Attendance/Participation: 10%
- E. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
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JEFFERSON COLLEGE

COURSE SYLLABUS

PTA140

Neuromotor Development

2 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 25, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA140 Neuromotor Development

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better
- B. Credit hour award: 2
 Description: This course presents information on basic neuroanatomy, motor development, motor learning, motor control, and then applies it to facilitation techniques used as interventions to improve fundamental skills such as transfers and gait. The information presented in this course will form the basis for task analysis and interventions taught in the PTA Principles II, III, and IV courses later in the curriculum. (Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Describe basic principles of motor learning and motor control.	Summative Written Examinations Classroom Discussion/Activity
Describe how neurotransmission occurs at the cellular level and its implications on human function.	Summative Written Examinations Classroom Discussion/Activity
Identify neuroplasticity changes across the lifespan.	Summative Written Examinations Classroom Discussion/Activity
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes related to transfers and gait. (3.3.2.6.)	Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity

<p>Demonstrate competence in implementing components of the plan of care established by the physical therapist to include functional training, developmental activities, and wheelchair activities and mobility. (3.3.2.7., 3.3.2.7.1-5., 3.3.2.7.7).</p>	<p>Practical Examinations Skills Checks</p>
<p>Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include safety with devices, safety, status, and progression of patients engaged in gait, locomotion, and wheelchair management and mobility, recognition of normal and abnormal joint movement and muscle tone, and recognition of level of functional status. (3.3.2.8., 3.3.2.8.6., 3.3.2.8.8., 3.3.2.8.14., 3.3.2.8.18., 3.3.2.8.30.)</p>	<p>Practical Examinations Skills Checks</p>
<p>Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include recognition of gross and fine motor milestones and righting and equilibrium reactions. (3.3.2.8., 3.3.2.8.19-21.)</p>	<p>Practical Examinations Skills Checks Summative Written Examinations Written Assignments Class Discussion/Activity</p>
<p>Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or changes in patient status and reports this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)</p>	<p>Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations</p>
<p>Identify when interventions should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)</p>	<p>Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations</p>
<p>Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)</p>	<p>Class Discussion/Activity Summative Written Examinations Practical Examinations</p>
<p>Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the</p>	<p>Classroom Activity/Discussion</p>

direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Perform health care literature database searches. (3.3.2.18.)	Class Discussion/Activity Written Assignments

III. OUTLINE OF TOPICS

- A. Neuroanatomy
 - 1. Major Components of the Nervous System
 - 2. Reaction to Injury
- B. Motor Control and Motor Learning
 - 1. Relationship of Motor Control with Motor Development
 - 2. Relationship of Motor Learning with Motor Development
- C. Motor Development
 - 1. Developmental Time Periods
 - 2. Influence of Cognition and Motivation
 - 3. Developmental Concepts
 - 4. Developmental Processes
 - 5. Gross- and Fine-Motor Milestones
 - 6. Typical Motor Development
 - 7. Posture, Balance, and Gait Changes with Aging
- D. Proprioceptive Neuromuscular Facilitation
 - 1. Basic Principles of Proprioceptive Neuromuscular Facilitation
 - 2. Biomechanical Consideration
 - 3. Patterns
 - 4. Proprioceptive Neuromuscular Facilitation Techniques
 - 5. Developmental Sequence
 - 6. Proprioceptive Neuromuscular Facilitation and Motor Learning
- E. Interventions to Improve Motor Control and Motor Learning
- F. Interventions to Improve Transfers and Wheelchair Skills
- G. Interventions to Improve Locomotor Skills

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting

- E. Case Studies
- F. Hands-on interaction during the laboratory portion of course in which the students act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Martin, S., & Kessler, M. (2007). *Neurologic Interventions for Physical Therapy* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
- B. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- C. O'Sullivan, S. & Schmitz, T. (2010). *Improving Functional Outcomes in Physical Rehabilitation* (1st ed.). Philadelphia, PA: F.A. Davis Company

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook.
- D. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Library Resources
 - 1. Supplemental Tests
 - a. Kuchler O'Shea, R. (2009). *Pediatrics for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
 - b. O'Sullivan, S., & Schmitz, T. (2007). *Physical Rehabilitation* (5th ed.). Philadelphia, PA: F. A. Davis Company.
 - c. Dreeben, O. (2012). *Patient Education in Rehabilitation* (1st ed.). Sudbury, MA: Jones & Bartlett Learning.
 - d. Shumway-Cook, A. & Woollacott, M. (2012). *Motor Control: Translating Research into Clinical Practice* (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Practical Examinations: 30%
- C. Skills Checks: 10%
- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (see College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA150

Clinical Experience I

2 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 17, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA150 Clinical Experience I

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Kinesiology and PTA Principles and Procedures I each with a grade of “C” or better
Pre-/corequisite: Professional Conduct and Communication
- B. Credit hour award: 2
- C. Description: This is the first of four clinical education experiences that provides an opportunity for students to integrate the basic principles, skills, and data collection techniques learned thus far in the didactic portion of the curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant two days a week for five weeks in a setting where he/she can further develop critical thinking skills and professional behaviors, making the connection between theory and practice. Students will begin to develop skills in monitoring and modifying patient interventions, documentation, and communication with other members of the healthcare team. (Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations. PTA = Physical Therapist Assistant, and CPI = Clinical Performance Instrument.)

Expected Learning Outcomes	Assessment Measures
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	PTA CPI Written Assignments Online Discussion
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	PTA CPI Written Assignments Online Discussion
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	PTA CPI Written Assignments Online Discussion
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes, including situations where specialized equipment may be present. (3.3.2.6.)	PTA CPI Written Assignments Online Discussion
Demonstrate safety and competence in implementing selected components of interventions such as functional training, infection control procedures, manual therapy techniques, physical and mechanical agents, therapeutic exercise, and wound management as identified in the plan of care established by the physical therapist. (3.3.2.7., 3.3.2.7.1-5., 3.3.2.7.7-29.)	PTA CPI

Demonstrate competence in performance of components of data collection skills such as aerobic capacity and endurance, anthropometrical characteristics, arousal, mentation, and cognition, assistive, adaptive, orthotic, protective, supportive, and prosthetic devices, gait, locomotion, and balance, integumentary integrity, joint integrity and mobility, muscle performance, neuromotor development, pain, posture, range of motion, self-care and home management and community reintegration, ventilation, respiration, and circulation. (3.3.2.8., 3.3.2.8.1-6., 3.3.2.8.8-35.)	PTA CPI
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and report this to the supervising physical therapist. (3.3.2.9.)	PTA CPI Written Assignments Online Discussion
Identify when intervention should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	PTA CPI Written Assignments Online Discussion
Report any changes in the patient's status to the supervising physical therapist. (3.3.2.11.)	PTA CPI Written Assignments Online Discussion
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	PTA CPI Written Assignments Online Discussion
Explain to patients, family members, and caregivers desired goals and outcomes based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	PTA CPI Written Assignments Online Discussion
Describe appropriate actions to take in an emergency situation as applicable. (3.3.2.15)	PTA CPI Written Assignments Online Discussion
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	PTA CPI
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	PTA CPI Written Assignments Online Discussion
Perform health care literature database searches. (3.3.2.18.)	PTA CPI Written Assignments Online Discussion
Explain therapy related concepts to other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19.)	PTA CPI Written Assignments Online Discussion
Explain the role of the physical therapist assistant to others. (3.3.2.20.)	PTA CPI Written Assignments Online Discussion

Practice with other members of the health care team in patient-care and non-patient care activities. (3.3.2.21.)	PTA CPI Written Assignments Online Discussion
Record accurate and timely information for billing and reimbursement. (3.3.2.22.)	PTA CPI
Demonstrate a commitment to meeting the needs of the patients and consumers of physical therapy services. (3.3.2.25.)	PTA CPI
Demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities. (3.3.2.26.)	PTA CPI

III. OUTLINE OF TOPICS

- A. Supervised initial clinical education experience in an inpatient or outpatient setting.
 1. Observation and participation in the plan of care developed by a physical therapist
 2. Integration of theories, principles, skills, and behaviors learned thus far in the didactic curriculum
 3. Integration of evidence-based practice
 4. Regular journal entries
 5. Regular posts to online discussion board
 6. Creation and presentation of in-service on topic agreed upon by Academic Coordinator of Clinical Education, clinical instructor, and student to include a handout
 7. Completion of Values Based Behaviors for the Physical Therapist Assistant Self-Assessment by the student.
 8. Completion of Physical Therapist Assistant Clinical Performance Instrument by student and clinical instructor at the end of the 5 weeks

IV. METHOD(S) OF INSTRUCTION

- A. Physical interaction, participation in hands-on patient care with direct supervision by clinical instructor in clinical setting
- B. Interaction with other members of the health care team
- C. Regular participation in online discussion board
- D. Self-assessment and reflection
- E. Peer interaction activities

V. REQUIRED TEXTBOOK(S)

- A. Clinical Education Handbook
- B. Dreeben, O. (2008). *Physical Therapy Clinical Handbook for PTAs* (1st ed.).

Sudbury, MA Jones & Bartlett Publishers.

VI. REQUIRED MATERIALS

- A. Transportation to/from Clinical Site
- B. Clothing to match dress code as per the assigned clinical facility's policies

VII. SUPPLEMENTAL REFERENCES

- A. Notes, texts from all previous didactic coursework
- B. Library Resources
 - 1. Textbooks
 - a. Skinner, S. B. & McVey C., (2011). *Clinical Decision Making for the Physical Therapist Assistant* (1st ed.). Sudbury, MA: Jones & Bartlett Publishers.
 - b. *Guide to Physical Therapist Practice* (2003, 2nd ed.). Alexandria, VA: APTA.
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. American Physical Therapy Assistant (APTA) Website

VIII. METHOD OF EVALUATION

- A. Because this is a PASS/FAIL course, if a student fails the Clinical Education components, he/she cannot pass the course.
- B. Physical Therapist Assistant Clinical Performance Instrument with 9/12 criteria rated by clinical instructor at a minimum of "Advanced Beginner" level of performance.
- C. Completion of in-service with accompanying handout at clinical site.
- D. Completion of regular journal entries.
- E. Completion of regular online discussion board posts.

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary

action. (see College website,
http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA210

Physical Agents

5 Credit Hours

Prepared by:
Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

November 22, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA210 Physical Agents

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I
- B. Credit hour award: 5
- C. Description: In this combination lecture-lab course students will study basic physics theories and principles with a hands-on application to thermal, mechanical, and electromagnetic agents utilized by the physical therapist assistant under the direction and supervision of the physical therapist. By course completion, students will demonstrate safety and competency in using the following physical agents: compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, biofeedback, electrotherapeutic agents, and athermal agents. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
List indications, contraindications, and precautions for each thermal, mechanical, and electromagnetic agent as studied.	Practical Examinations Written Assignments Skills Checks
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Practical Examinations Written Assignments Skills Checks Class Discussion/Activity Summative Written Examinations
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Skills Checks Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes, including	Class Discussion/Activity Practical Examinations Summative Written Examinations Written Assignments

situations where specialized equipment may be present. (3.3.2.6.)	
Demonstrate competence in implementing physical and mechanical agents (such as athermal agents, biofeedback, compression therapies, cryotherapy, electrotherapeutic agents, hydrotherapy, superficial and deep thermal agents, and traction) identified in the plan of care established by the physical therapist. (3.3.2.7., 3.3.2.7.12-19.)	Practical Examinations Skills Checks
Demonstrate competence in performance of components of data collection skills, such as anthropometric characteristics, integumentary integrity, and pain scales. (3.3.2.8., 3.3.2.8.4., 3.3.2.8.10-13., 3.3.2.8.22-23.)	Practical Examinations Skills Checks
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or status and reports this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)	Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations
Identify when interventions should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Classroom Discussion/Activity Summative Written Examinations Practical Examinations
Explain to patients, family members, and caregivers goals and desired outcomes based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	Practical Examinations Skills Checks Classroom Discussion/Activity Summative Written Examinations
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats	Written Assignments Summative Written Examinations

required. (3.3.2.16.)	
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Perform health care literature database searches. (3.3.2.18.)	Written Assignments

III. OUTLINE OF TOPICS

- A. Introduction to Physical Agents and How They Are Used
 - 1. Categories of Physical Agents
 - 2. History and Role of Physical Agents in Medicine and Rehabilitation
 - 3. General Contraindications and Precautions for Physical Agent Use
 - 4. Effects of Physical Agents
 - 5. Evidence-based Practice
 - 6. Using Physical Agents in Combination with Each Other or With Other Interventions
 - 7. Using Physical Agents within Different Health Care Delivery Systems
- B. Pathology Review
 - 1. Inflammation and Tissue Repair
 - 2. Pain
 - 3. Tone Abnormalities
 - 4. Motion Restrictions
- C. Thermal Agents: Cold and Heat
 - 1. Physical Principles of Thermal Energy
 - 2. Effects of Cold
 - 3. Contraindications and Precautions for Cryotherapy
 - 4. Application Techniques
 - 5. Documentation
 - 6. Effects of Heat
 - 7. Contraindications and Precautions for Thermotherapy
 - 8. Adverse Effects of Thermotherapy
 - 9. Application Techniques
 - 10. Documentation
- D. Ultrasound
 - 1. Effects of Ultrasound
 - 2. Clinical Applications of Ultrasound
 - 3. Contraindications and Precautions for the Use of Ultrasound
 - 4. Adverse Effects of Ultrasound
 - 5. Application Technique
 - 6. Documentation
 - 7. Phonophoresis
- E. Diathermy
 - 1. Physical Properties of Diathermy
 - 2. Types of Diathermy Applicators

3. Effects of Diathermy
4. Clinical Indications for the Use of Diathermy
5. Contraindications and Precautions for the Use of Diathermy
6. Adverse Effects of Diathermy
7. Application Techniques
8. Documentation
- F. Hydrotherapy
 1. Physical Properties of Water
 2. Physiological Effects of Hydrotherapy
 3. Contraindications and Precautions for Hydrotherapy
 4. Adverse Effects of Hydrotherapy
 5. Documentation
- G. Electrical Currents
 1. Introduction and History
 2. Effects of Electrical Currents
 3. Clinical Applications of Electrical Currents
 4. Contraindications and Precautions for the Use of Electrical Currents
 5. Adverse Effects of Electrical Currents
 6. Applications Technique
 7. Documentation
 8. Iontophoresis
 9. Biofeedback
- H. Traction
 1. Clinical Indications for the Use of Spinal Traction
 2. Contraindications and Precautions for the Use of Spinal Traction
 3. Adverse Effects of Spinal Traction
 4. Application Techniques
 5. Documentation
- I. Compression
 1. Clinical Indications for the Use of External Compression
 2. Contraindications and Precautions for the Use of External Compression
 3. Adverse Effects of External Compression
 4. Application Techniques
 5. Documentation
- J. Radiation
 1. Electromagnetic Radiation: Lasers and Light
 - a. Effects of Lasers and Light
 - b. Clinical Indications for the Use of Lasers and Light
 - c. Contraindications and Precautions for Lasers and Light
 - d. Application Technique for Lasers and Light
 - e. Documentation
 2. Ultraviolet Radiation
 - a. Effects of Ultraviolet Radiation
 - b. Clinical Indications for Ultraviolet Radiation
 - c. Contraindications and Precautions for the Use of Ultraviolet Radiation
 - d. Adverse Effects of Ultraviolet Radiation

- e. Application Techniques
- f. Documentation

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during laboratory portion of course in which the students will act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Cameron, M. (2009). *Physical Agents in Rehabilitation from Research to Practice* (3rd ed.). St. Louis, MO: Saunders-Elsevier.
- B. Hayes, K., and Hall, K. (2012). *Manual for Physical Agents* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
 - 1. Supplemental texts
 - a. Behrens, B. J., and Michlovitz, S. (1996). *Physical Agents: Theory and Practice* (2nd ed.). Philadelphia, PA: F.A. Davis Company.
 - 2. Databases: “Nursing and Allied Health Collection”, “Sports Medicine and Physical Therapy Collection”, and “Medline”
 - 3. Periodicals
 - 4. Videos
- C. Current Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Practical Examinations: 30%
- C. Skills Checks: 10%
- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

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X. ACADEMIC HONESTY STATEMENT

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JEFFERSON COLLEGE

COURSE SYLLABUS

PTA220

PTA Principles and Procedures II

4 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 25, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA220 PTA Principles and Procedures II

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I
- B. Credit hour award: 4
- C. Description: This combination lecture-lab course is the second in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on practice of essential patient care skills including therapeutic exercises and other techniques specific to patients with common cardiopulmonary and musculoskeletal conditions. This course will also address application of documentation techniques and appropriate progression through a plan of care established by a supervising physical therapist and for this patient population. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Describe common pathologies and surgical conditions related to the cardiopulmonary systems.	Summative Written Examinations Classroom Discussion/Activity
Describe common pathologies and surgical conditions related to the musculoskeletal systems.	Summative Written Examinations Classroom Discussion/Activity
Identify side effects of common medications used to treat pathological and surgical conditions of the cardiopulmonary and musculoskeletal systems.	Summative Written Examinations Classroom Discussion/Activity
Define the five components of exercise prescription.	Summative Written Examinations Classroom Discussion/Activity
List the contraindications and precautions to aerobic and resistive exercise for various cardiopulmonary and musculoskeletal conditions.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Demonstrate how to safely and appropriately progress a patient through an aerobic and a resistive exercise program under the direction and supervision of a physical therapist.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Demonstrate appropriate interactions with patients, physical therapists, and	Summative Written Examinations Practical Examinations

<p>other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)</p>	<p>Skills Checks Class Discussion/Activity Written Assignments</p>
<p>Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)</p>	<p>Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments</p>
<p>Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)</p>	<p>Practical Examinations Skills Checks Class Discussion/Activity</p>
<p>Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes related to transfers and gait. (3.3.2.6.)</p>	<p>Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity</p>
<p>Demonstrate competence in implementing components of the plan of care established by the physical therapist to include therapeutic exercise for aerobic conditioning, range of motion, postural awareness, stretching, strengthening, and reconditioning as they related to patients with neurological conditions. (3.3.2.7., 3.3.2.7.20., 3.3.2.7.22-27.)</p>	<p>Practical Examinations Skills Checks</p>
<p>Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include vital signs responses to positional changes and aerobic activities, pulses, joint integrity, muscle performance, pain, posture, range of motion, self-care and home management as they relate to patients with cardiopulmonary and musculoskeletal conditions. (3.3.2.8., 3.3.2.8.20., 3.3.2.8.22-27.)</p>	<p>Practical Examinations Skills Checks</p>

Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or changes in patient status and report this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)	Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations
Identify when interventions should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Class Discussion/Activity Summative Written Examinations Practical Examinations
Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Activity/Discussion Practical Examinations
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Perform healthcare literature database searches. (3.3.2.18.)	Classroom Discussion/Activity Written Assignments
Identify career development and lifelong learning opportunities. (3.3.2.27.)	Classroom Discussion/Activity

III. OUTLINE OF TOPICS

- A. Anatomy and Physiology Review of the Cardiovascular and Pulmonary Systems
- B. Airway Clearance Dysfunction
 1. Postural Drainage
 2. Percussion

3. Vibration
4. Coughing Techniques
5. Breathing Techniques
- C. Aerobic Exercise Parameters
 1. Intensity
 - a. Borg's Rate of Perceived Exertion
 - b. Borg's Dyspnea Scale
 2. Frequency
 3. Duration
 4. Mode
 5. Progression
- D. Therapeutic Interventions for Cardiopulmonary Conditions
 1. Respiratory Failure
 2. General Deconditioning
 3. Congestive Heart Failure
 4. Myocardial "Infarction
 5. Arrhythmias
 6. Coronary Artery Disease
 7. Intermittent Claudication
 8. Post-Bypass Graft
 9. Post-Heart Transplant
 10. Post-Pacemaker/Defibrillator Placement
- E. Anatomy and Physiology Review of the Neuromuscular Systems
- F. Connective Tissue Healing
 1. Ligaments
 2. Bone
 3. Cartilage
 4. Muscle
 5. Tendon
- G. Common Pathological and Surgical Conditions By Region
 1. Ankle, Foot, and Toes
 2. Knee
 3. Hip and Pelvis
 4. Lumbar, Thoracic, and Cervical Spine
 5. Shoulder
 6. Elbow
 7. Wrist and Hand
- H. Other Conditions
 1. Neurovascular Healing
 2. Thromboembolic Disease
 3. Rheumatic Disorders
 4. Pain
 5. Osteoporosis
- I. Common Medications for Common Pathologies and Surgical Conditions
- J. Resistance Exercise Parameters
- K. Applying Resistance Exercise Parameters to Each Joint

1. Spine
 2. Shoulder Girdle and Joint
 3. Elbow and Forearm
 4. Wrist and Hand
 5. Hip
 6. Knee
 7. Ankle and Foot
- L. Concepts in Joint Mobilization

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during the laboratory portion of course in which the students act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Shankman, G. & Manskie, R. (2011). *Fundamental Orthopedic Management for the Physical Therapist Assistant* (3rd ed.) St. Louis, MO: Mosby-Elsevier
- B. Kisner, C. & Colby, L. (2007). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis.
- C. Cameron, M.H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Equipment for lab to include stethoscope, blood pressure cuff, and goniometer
- E. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- A. Library Resources
 1. Textbooks
 - a. Goodman, C. & Fuller, K. (2012) *Pathology for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier
 2. Databases including: “Nursing and Allied Health Collection”, “Sports

- Medicine and Physical Therapy Collection”, and “Medline”
- 3. Periodicals
- 4. Videos
- C. Internet Resources
 - 1. On-line references
 - 2. Textbook companion website
 - 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Practical Examinations: 30%
- C. Skills Checks: 10%
- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA240

PTA Principles and Procedures III

3 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 25, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA240 PTA Principles and Procedures III

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Neuromotor Development with a grade of “C” or better and successful completion of Clinical Experience I
- B. Credit hour award: 3
- C. Description: This combination lecture-lab course is the third in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study basic physical therapy theories and principles with a hands-on introduction to essential patient care skills and data collection techniques including therapeutic exercises and other techniques specific to children and adults with common neuromuscular conditions. This course will also address application of documentation techniques and appropriate progression through a plan of care established by a supervising physical therapist for this patient population. A grade of “C” or better is required in this class to progress to Clinical Experience II. (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Describe abnormalities in motor control in selected neurological conditions.	Summative Written Examinations Classroom Discussion/Activity
Apply the concepts of neuroplasticity to specific neurological conditions.	Summative Written Examinations Classroom Discussion/Activity
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes related to	Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity

transfers and gait. (3.3.2.6.)	
Demonstrate competence in implementing components of the plan of care established by the physical therapist to include functional training, developmental activities, manual therapy techniques, and therapeutic exercise for aerobic conditioning, balance and coordination, range of motion, postural awareness, stretching, strengthening, and reconditioning as they related to patients with neurological conditions. (3.3.2.7., 3.3.2.7.1-7., 3.3.2.7.10-11, 3.3.2.7.20-21, 3.3.2.7.23-27.)	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include vital signs responses to positional changes and activities, changes in patients' states of arousal, mentation, and cognition, safety with and ability to care for devices, progression of patients engaged in gait, locomotion, balance, and wheelchair management and mobility, joint integrity, muscle performance, pain, posture, range of motion, self-care and home management as they relate to patients with neurological conditions. (3.3.2.8., 3.3.2.8.2., 3.3.2.8.5-9., 3.3.2.8.14-18., 3.3.2.8.22-31.)	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care to include recognition of gross and fine motor milestones and righting and equilibrium reactions. (3.3.2.8., 3.3.2.8.19-21.)	Practical Examinations Skills Checks Summative Written Examinations Written Assignments Class Discussion/Activity
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or changes in patient status and reports this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)	Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations
Identify when interventions should not be provided due to changes in the	Classroom Discussion/Activity Written Assignments

patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Summative Written Examinations Practical Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	Class Discussion/Activity Summative Written Examinations Practical Examinations
Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Activity/Discussion Practical Examinations
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations

III. OUTLINE OF TOPICS

- A. Positioning and Handling to Foster Motor Function
 - 1. Children with Neurologic Deficits
 - 2. General Physical Therapy Goals
 - 3. Function Related to Posture
 - 4. Positioning and Handling Interventions
 - 5. Interventions to Foster Head and Trunk Control
 - 6. Adaptive Equipment for Positioning and Mobility
 - 7. Functional Movement in the Context of the Child's World
- B. Cerebral Palsy
 - 1. Associated Deficits
 - 2. Physical Therapy Examination
 - 3. Physical Therapy Intervention
- C. Myelomeningocele
 - 1. Clinical Features
 - 2. Physical Therapy Intervention
- D. Disorders of Consciousness

1. Coma
2. Vegetative State
3. Minimally Conscious State
- E. Balance and Fall Risk
 1. Role of Vestibular System
 2. Postural Control
- F. Adult Non-progressive Central Nervous System Disorders
 1. Cerebrovascular Accident
 2. Traumatic Brain Injury
- G. Progressive Central Nervous System Disorders
 1. Multiple Sclerosis
 2. Amyotrophic
 3. Parkinson's Disease
 4. Huntington's Disease
 5. Alzheimer's Disease
 6. Guillan-Barre Syndrome Disease
 7. Post-Polio
- H. Non-progressive Spinal Cord Disorders
- I. Peripheral Nerve Injuries
- J. Polyneuropathies
- K. Interventions to Improve Bed Mobility & Early Trunk Control
- L. Interventions to Improve Sitting Balance
- M. Interventions to Improve Kneeling and Half-Kneeling
- N. Interventions to Improve Standing Balance
- O. Interventions to Improve Upper Extremity Skills
- P. Constraint Induced Movement Therapy

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during the laboratory portion of course in which the students act as both the patient and the physical therapist assistant to practice skills.

V. REQUIRED TEXTBOOK(S)

- A. Martin, S., & Kessler, M. (2007). *Neurologic Interventions for Physical Therapy* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
- B. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- C. Erickson, M. & McKnight, B. (2005). *Documentation Basics: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Inc.
- D. O'Sullivan, S. & Schmitz, T. (2010). *Improving Functional Outcomes in Physical*

- Rehabilitation* (1st ed.). Philadelphia, PA: F.A. Davis Company.
- E. Kisner, C. & Allen Colby, L. (2002). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis Company.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Equipment for lab to include gait belts, stethoscopes, blood pressure cuffs, and reflex hammers
- E. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- A. Library Resources
1. Textbooks
 - a. Netter, MD, F. H. (2011). *Atlas of Human Anatomy* (5th ed.). Philadelphia, PA: Saunders-Elsevier.
 - b. Goodman, C. & Fuller, K. (2012). *Pathology for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
 - c. Kuchler O'Shea, R. (2009). *Pediatrics for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
 - d. O'Sullivan, S. & Schmitz, T. (2007). *Physical Rehabilitation* (5th ed.). Philadelphia, PA: F. A. Davis Company.
 - e. *Guide to Physical Therapist Practice* (1st ed.). (2003). Alexandria, VA: APTA.
 - f. Gladson, B. (2011). *Pharmacology for Rehabilitation Professionals* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 3. Periodicals
 4. Videos
- C. Internet Resources
1. On-line references
 2. Textbook companion website
 3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 30%
- B. Practical Examinations: 30%
- C. Skills Checks: 10%

- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA250

Clinical Experience II

2 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 17, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA250 Clinical Experience II

I. CATALOGUE DESCRIPTION

- A. Prerequisite: Successful completion of Clinical Experience I
Pre-/corequisites: PTA Principles and Procedures II, Principles and Procedures III, and Physical Agents
- B. Credit hour award: 2
- C. Description: This is the second of four clinical education experiences that provides an opportunity for students to integrate the principles and skills learned thus far in the didactic portion of the curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant for two weeks (40 hours per week) in a setting where he/she can further strengthen critical thinking skills and professional behaviors. Students will continue to develop skills in monitoring and modifying patient interventions, documentation, billing practices, time management, and communication with other members of the healthcare team. (F)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations. PTA = Physical Therapist Assistant, and CPI = Clinical Performance Instrument.)

Expected Learning Outcomes	Assessment Measures
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	PTA CPI Written Assignments Online Discussion
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	PTA CPI Written Assignments Online Discussion
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	PTA CPI Written Assignments Online Discussion
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes, including situations where specialized equipment may be present. (3.3.2.6.)	PTA CPI Written Assignments Online Discussion
Demonstrate safety and competence in implementing selected components of interventions such as functional training, infection control procedures, manual therapy techniques, physical and mechanical agents, therapeutic exercise, and wound management as identified in the plan of care established by the physical therapist. (3.3.2.7., 3.3.2.7.1-5., 3.3.2.7.7-29.)	PTA CPI

Demonstrate competence in performance of components of data collection skills such as aerobic capacity and endurance, anthropometrical characteristics, arousal, mentation, and cognition, assistive, adaptive, orthotic, protective, supportive, and prosthetic devices, gait, locomotion, and balance, integumentary integrity, joint integrity and mobility, muscle performance, neuromotor development, pain, posture, range of motion, self-care and home management and community reintegration, ventilation, respiration, and circulation. (3.3.2.8., 3.3.2.8.1-6., 3.3.2.8.8-35.)	PTA CPI
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and report this to the supervising physical therapist. (3.3.2.9.)	PTA CPI Written Assignments Online Discussion
Identify when intervention should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	PTA CPI Written Assignments Online Discussion
Report any changes in the patient's status to the supervising physical therapist. (3.3.2.11.)	PTA CPI Written Assignments Online Discussion
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	PTA CPI Written Assignments Online Discussion
Explain to patients, family members, and caregivers desired goals and outcomes based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	PTA CPI Written Assignments Online Discussion
Demonstrate appropriate actions to take in an emergency situation as applicable. (3.3.2.15)	PTA CPI Written Assignments Online Discussion
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	PTA CPI
Discuss elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	PTA CPI Written Assignments Online Discussion
Perform health care literature database searches. (3.3.2.18.)	PTA CPI Written Assignments Online Discussion
Explain therapy related concepts to other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19.)	PTA CPI Written Assignments Online Discussion
Explain the role of the physical therapist assistant to others. (3.3.2.20.)	PTA CPI Written Assignments Online Discussion

Practice with other members of the health care team in patient-care and non-patient care activities. (3.3.2.21.)	PTA CPI Written Assignments Online Discussion
Records and reports accurate and timely information for billing and reimbursement. (3.3.2.22.)	PTA CPI
Demonstrates a commitment to meeting the needs of the patients and consumers of physical therapy services. (3.3.2.25.)	PTA CPI
Demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities. (3.3.2.26.)	PTA CPI

III. OUTLINE OF TOPICS

- A. Supervised initial clinical education experience in an inpatient or outpatient setting.
 1. Observation and participation in the plan of care developed by a physical therapist
 2. Integration of theories, principles, skills, and behaviors learned thus far in the didactic curriculum
 3. Integration of evidence-based practice
 4. Regular journal entries
 5. Regular posts to online discussion board
 6. Completion of Values Based Behaviors for the Physical Therapist Assistant Self-Assessment by the student.
 7. Completion of Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) by student and clinical instructor at the end of the 5 weeks

IV. METHOD(S) OF INSTRUCTION

- A. Physical interaction, participation in hands-on patient care with direct supervision by clinical instructor in clinical setting
- B. Interaction with other members of the health care team
- C. Regular participation in online discussion board
- D. Self-assessment and reflection
- E. Peer interaction activities

V. REQUIRED TEXTBOOK(S)

- A. Clinical Education Handbook
- B. Dreeben, O. (2008). *Physical Therapy Clinical Handbook for PTAs* (1st ed.). Sudbury, MA Jones & Bartlett Publishers.

VI. REQUIRED MATERIALS

- A. Transportation to/from Clinical Site
- B. Clothing to match dress code as per the assigned clinical facility's policies

VII. SUPPLEMENTAL REFERENCES

- A. Notes, texts from all previous didactic coursework
- B. Library Resources
 - 1. Textbook
 - a. Skinner, S. B. & McVey C., (2011). *Clinical Decision Making for the Physical Therapist Assistant* (1st ed.). Sudbury, MA: Jones & Bartlett Publishers.
 - b. *Guide to Physical Therapist Practice* (2003, 2nd ed.). Alexandria, VA: APTA.
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. American Physical Therapy Association (APTA) Website

VIII. METHOD OF EVALUATION

- A. Because this is a PASS/FAIL course, if a student fails the Clinical Education components, he/she cannot pass the course.
- B. Physical Therapist Assistant Clinical Performance Instrument with 11/14 criteria rated by clinical instructor at a minimum of "Intermediate" level of performance.
- C. Completion of research article project and presentation at clinical site.
- D. Completion of regular journal entries.
- E. Completion of regular online discussion board posts.

IX. ADA STATEMENT

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X. ACADEMIC HONESTY STATEMENT

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http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA260

PTA Principles and Procedures IV

3 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

November 22, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA260 PTA Principles and Procedures IV

I. CATALOGUE DESCRIPTION

- A. Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better, and successful completion of Clinical Experience II
- B. Credit hour award: 3
- C. Description: This combination lecture-lab course is the last in a series of four designed to provide students with the opportunity to learn and perform patient care skills. Students will study physical therapy theories and principles with a hands-on introduction to essential patient care skills and data collection techniques including therapeutic exercises and other techniques specific to selected topics and specific patient populations including, but not limited to, health promotion and wellness, industrial rehabilitation, burns, orthotics and prosthetics, aquatic therapy, genetic diseases, women’s health, and special topics in geriatric rehabilitation. The course culminates in a comprehensive practical covering all information from throughout the curriculum to ensure safety and competency in entry-level skills prior to beginning terminal clinical experiences. A grade of “C” or better is required in this class to progress to Clinical Experience III. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Recall the guidelines of the American College of Sports Medicine in regard to minimum requirements for physical activity.	Summative Written Examinations Class Discussion/Activity Written Assignments
Debate as to which common pathologies would or would not benefit from aquatic exercise programs.	Summative Written Examinations Class Discussion/Activity Written Assignments
Differentiate between appropriate therapeutic exercises for pregnant patients before and after labor and delivery as well as after Cesarean delivery.	Summative Written Examinations Skills Checks Class Discussion/Activity Written Assignments
Describe the differences in presentation of patients with depression, dementia, and delirium.	Summative Written Examinations Practical Examinations Skills Checks Class Discussion/Activity Written Assignments
Design an appropriate therapy layout and home exercise program for geriatric patients with varying degrees of sensory changes.	Class Discussion/Activity Written Assignments

Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Summative Written Examinations Practical Examinations Class Discussion/Activity Written Assignments
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	Practical Examinations Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Practical Examinations Skills Checks Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes related to transfers and gait. (3.3.2.6.)	Practical Examinations Summative Written Examinations Written Assignments Class Discussion/Activity
Demonstrate competence in implementing entry level skills in components of the plan of care established by the physical therapist (3.3.2.7., 3.3.2.7.1-29.).	Practical Examinations Skills Checks
Demonstrate competence in performing components of data collection skills essential for an entry-level physical therapist assistant to carry out the plan of care established by a physical therapist. (3.3.2.8., 3.3.2.8.1-35.)	Practical Examinations Skills Checks
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and/or changes in patient status and report this to the supervising physical therapist. (3.3.2.9., 3.3.2.11.)	Classroom Discussion/Activity Written Assignments Practical Examinations Summative Written Examinations
Identify when interventions should not be provided due to changes in the patient's status and report these changes to the supervising physical therapist. (3.3.2.10.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist	Class Discussion/Activity Summative Written Examinations Practical Examinations

assistant and initiate clarification with the physical therapist. (3.3.2.12.)	
Explain desired outcomes to the appropriate stakeholders to achieve goals based on the plan of care established by the physical therapist while under the direct supervision of a physical therapist. (3.3.2.13., 3.3.2.14.)	Classroom Activity/Discussion Practical Examinations Skills Checks
Describe appropriate actions to take in an emergency situation. (3.3.2.15)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	Written Assignments Summative Written Examinations
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	Classroom Discussion/Activity Written Assignments Summative Written Examinations Practical Examinations
Perform health care literature database searches. (3.3.2.18.)	Classroom Discussion/Activity Written Assignments

OUTLINE OF TOPICS

- A. Genetic Diseases
 - 1. Down Syndrome
 - 2. Osteogenesis Imperfecta
 - 3. Muscular Dystrophy
- B. Burns
- C. Other Ambulation Aids
 - 1. Orthotics
 - 2. Prosthetics
- D. Niche Practices
 - 1. Wellness/Prevention
 - 2. Aquatics
 - 3. Industrial Rehabilitation
 - 4. Bariatric
 - 5. Women's Health
 - a. Pregnancy
 - b. Cesarean Delivery
 - c. Urinary Incontinence
- E. Issues in Geriatrics
 - 1. Nutrition Requirements
 - 2. Effects of Medications

3. Changes in Sensory Systems
4. Dementia, Delirium, and Depression
5. Home Care
6. Hospice Care

III. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies
- F. Hands-on interaction during the laboratory portion of course in which the students act as both the patient and the physical therapist assistant to practice skills.

IV. REQUIRED TEXTBOOK(S)

- A. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- B. Kisner, C. & Allen Colby, L. (2002). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis Company.
- C. Martin, S., & Kessler, M. (2007). *Neurologic Interventions for Physical Therapy* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
- D. Erickson, M. & McKnight, B. (2005). *Documentation Basics: A Guide for the Physical Therapist Assistant* (1st ed.). Thorofare, NJ: SLACK Inc.

V. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Appropriate clothing to both lab practice and practical testing experience as defined by student handbook
- D. Equipment for lab to include gait belts, stethoscopes, blood pressure cuffs, and reflex hammers
- E. Binder, paper, pens, pencils with erasers

VI. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- A. Library Resources
 1. Textbooks
 - a. Guccione, A., Wong, R., & Avers, D. (2011). *Geriatric Physical Therapy* (3rd ed.). St. Louis, MO: Mosby-Elsevier.
 - b. Netter, MD, F. H. (2011). *Atlas of Human Anatomy* (5th ed.). Philadelphia, PA: Saunders-Elsevier.

- c. Goodman, C. & Fuller, K. (2012). *Pathology for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
 - d. O'Sullivan, S. & Schmitz, T. (2007). *Physical Rehabilitation* (5th ed.). Philadelphia, PA: F. A. Davis Company.
 - e. *Guide to Physical Therapist Practice* (1st ed.). (2003). Alexandria, VA: APTA.
 - f. Gladson, B. (2011). *Pharmacology for Rehabilitation Professionals* (2nd ed.). St. Louis, MO: Saunders-Elsevier.
2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 3. Periodicals
 4. Videos
- C. Internet Resources
1. On-line references
 2. Textbook companion website
 3. American Physical Therapy Association (APTA) website

VII. METHOD OF EVALUATION

- A. Summative Written Examinations: 20%
- B. Practical Examinations: 40%
- C. Skills Checks: 10%
- D. Written Assignments: 20%
- E. Attendance/Participation: 10%
- F. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

VIII. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

IX. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA270

PTA Seminar

2 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 25, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA270 PTA Seminar

I. CATALOGUE DESCRIPTION

- A. Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better, and successful completion of Clinical Experience II
- B. Credit hour award: 2
 Description: This course prepares students for the licensure exam, entry into the workforce, lifelong learning, competency in all entry level skills, issues in administration, and the multidisciplinary approach to care. This course also allows a forum for student sharing and discussion of their recent clinical experiences and presentations and culminates in completion of a timed, computerized full length examination that allows students to assess areas of personal strengths, weakness, and possible areas needing remediation. A grade of “C” or better is required in this class to graduate from the physical therapist assistant program. (S)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES
 (Numbers in parentheses refer to CAPTE performance expectations)

Expected Learning Outcomes	Assessment Measures
Summarize case study information from a recent clinical experience, including the related healthcare literature as support.	Oral Presentation Written Assignments
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	Class Discussion/Activity Written Assignments Summative Written Examinations
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	Written Assignments Class Discussion/Activity
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. (3.3.2.6.)	Class Discussion/Activity Summative Written Examinations Written Assignments
Demonstrate competency in entry level intervention components and data collection skills essential for carrying out a plan of care established by a physical therapist. (3.3.2.7., 3.3.2.7.1-29., 3.3.2.8., 3.3.2.8.1-35.)	Summative Written Examinations

Discuss interactions with other members of the health care team in patient-care and non-patient care activities. (3.3.2.21.)	Oral Presentation
Describe involvement in organization planning and/or performance improvement activities such as quality assurance projects. (3.3.2.23-24.)	Oral Presentation
Describe an awareness of commitment to meeting the needs of patients and consumers. (3.3.2.25.)	Classroom Discussion/Activity Oral Presentation Written Assignments
Identify career development and lifelong learning opportunities. (3.3.2.27.)	Classroom Discussion/Activity Written Assignments
Recognize the role of the physical therapist assistant in the clinical education of physical therapist assistant students. (3.3.2.28.)	Classroom Discussion/Activity

III. OUTLINE OF TOPICS

- A. Reflections on Clinical Experiences
 - 1. Facility
 - 2. Administration
 - 3. Legal, Ethical Issues
 - 4. Cultural Issues
 - 5. Multidisciplinary Interactions
 - 6. Case Studies
 - 7. Quality Improvement Project
 - 8. Organizational Planning Project
- B. Administrative and Management Tasks
 - 1. Staffing
 - 2. Budgeting
 - 3. Accounting
 - 4. Equipment Orders and Maintenance
- C. License Examination
 - 1. Scheduling
 - 2. Preparation Course
 - 3. Computerized Practice Test(s)
- D. Lifelong Learning
 - 1. Continuing Education
 - 2. Advanced Degrees
 - 3. Clinical Education
 - 4. Specialization
 - 5. Utilization of American Physical Therapist Association
 - 6. Networking Opportunities
- E. Work Force Entry

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Textbook Readings
- C. Supplemental Handouts
- D. Active Learning in the classroom setting
- E. Case Studies

V. REQUIRED TEXTBOOK(S)

- A. Cameron, M. H. & Monroe, L. (2011). *Physical Rehabilitation for the Physical Therapist Assistant* (1st ed.). St. Louis, MO: Saunders-Elsevier.
- B. Kisner, C. & Allen Colby, L. (2002). *Therapeutic Exercise* (5th ed.). Philadelphia, PA: F.A. Davis Company.
- C. O'Sullivan, S. & Schmitz, T. (2010). *Improving Functional Outcomes in Physical Rehabilitation* (1st ed.). Philadelphia, PA: F.A. Davis Company.
- D. Clynch, H. (2012). *The Role of the Physical Therapist Assistant: Regulations and Responsibilities* (1st ed.). Philadelphia, PA: F.A. Davis Company.

VI. REQUIRED MATERIALS

- A. A computer with internet access and basic software to include Word and Power Point (available through Jefferson College labs)
- B. Course homepage available through Blackboard
- C. Binder, paper, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
 - 1. Supplemental Texts
 - a. Curtis, K. & DeCelle Newman, P. (2005). *The PTA Handbook* (1st ed.). Thorofare, NJ: SLACK Incorporated.
 - b. Jewell, D. (2011). *Guide to Evidence-Based Physical Therapy Practice* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.
 - c. Portney, L. & Watkins, M. P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos
- C. Current internet resources
 - 1. On-line references
 - 2. Textbook companion website

3. American Physical Therapy Association (APTA) website

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations: 50%
- B. Oral Presentations: 20%
- C. Written Assignments: 20%
- D. Attendance/Participation: 10%
- E. Grading Scale:
 - A=92-100%
 - B=84-91.9%
 - C=75-83.9%
 - D=65-74.9%
 - F=64.9% and below

IX. ADA STATEMENT

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X. ACADEMIC HONESTY STATEMENT

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JEFFERSON COLLEGE

COURSE SYLLABUS

PTA280

Clinical Experience III

4 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

October 17, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA280 Clinical Experience III

I. CATALOGUE DESCRIPTION

- A. Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better, and successful completion of Clinical Experience II
Pre-/corequisite: PTA Principles and Procedures IV
- B. Credit hour award: 4
- C. Description: This is the third of four clinical education experiences that provides an opportunity for students to integrate the principles and skills throughout the curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant for six weeks (40 hours per week) in a setting where he/she can further strengthen critical thinking skills and professional behaviors. Students will continue to build on skills attained in previous clinical experiences as well as further develop skills in cultural competence, communication with other members of the health care team, patients, and caregivers. Students will work with a variety of patients to improve competence with the expected entry level skills of a physical therapist assistant. Students must pass this course to progress to Clinical Experience IV. (S)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations. PTA = Physical Therapist Assistant, and CPI = Clinical Performance Instrument.)

Expected Learning Outcomes	Assessment Measures
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	PTA CPI Written Assignments Online Discussion
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	PTA CPI Written Assignments Online Discussion
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	PTA CPI Written Assignments Online Discussion
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes, including situations where specialized equipment may be present. (3.3.2.6.)	PTA CPI Written Assignments Online Discussion

Demonstrate safety and competence in implementing selected components of interventions such as functional training, infection control procedures, manual therapy techniques, physical and mechanical agents, therapeutic exercise, and wound management as identified in the plan of care established by the physical therapist. (3.3.2.7., 3.3.2.7.1-5., 3.3.2.7.7-29.)	PTA CPI
Demonstrate competence in performance of components of data collection skills such as aerobic capacity and endurance, anthropometrical characteristics, arousal, mentation, and cognition, assistive, adaptive, orthotic, protective, supportive, and prosthetic devices, gait, locomotion, and balance, integumentary integrity, joint integrity and mobility, muscle performance, neuromotor development, pain, posture, range of motion, self-care and home management and community reintegration, ventilation, respiration, and circulation. (3.3.2.8., 3.3.2.8.1-6., 3.3.2.8.8-35.)	PTA CPI
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist. (3.3.2.9.)	PTA CPI Written Assignments Online Discussion
Identify when intervention should not be provided due to changes in the patient's status and reports these changes to the supervising physical therapist. (3.3.2.10.)	PTA CPI Written Assignments Online Discussion
Report any changes in the patient's status to the supervising physical therapist. (3.3.2.11.)	PTA CPI Written Assignments Online Discussion
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	PTA CPI Written Assignments Online Discussion
Explain to patients, family members, and caregivers desired goals and outcomes based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	PTA CPI Written Assignments Online Discussion
Describe appropriate actions to take in an emergency situation as applicable. (3.3.2.15)	PTA CPI Written Assignments Online Discussion
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	PTA CPI
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	PTA CPI Written Assignments Online Discussion
Perform health care literature database searches. (3.3.2.18.)	PTA CPI Written Assignments Online Discussion

Explain therapy related concepts to other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19.)	PTA CPI Written Assignments Online Discussion
Explain the role of the physical therapist assistant to others. (3.3.2.20.)	PTA CPI Written Assignments Online Discussion
Practice with other members of the health care team in patient-care and non-patient care activities. (3.3.2.21.)	PTA CPI Written Assignments Online Discussion
Record accurate and timely information for billing and reimbursement. (3.3.2.22.)	PTA CPI
Demonstrate a commitment to meeting the needs of the patients and consumers of physical therapy services. (3.3.2.25.)	PTA CPI
Demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities. (3.3.2.26.)	PTA CPI

III. OUTLINE OF TOPICS

- A. Supervised initial clinical education experience in an inpatient or outpatient setting.
 1. Observation and participation in the plan of care developed by a physical therapist
 2. Integration of theories, principles, skills, and behaviors learned thus far in the didactic curriculum
 3. Integration of evidence-based practice
 4. Regular journal entries
 5. Regular posts to online discussion board
 6. Completion of Values Based Behaviors for the Physical Therapist Assistant Self-Assessment by the student.
 7. Completion of Physical Therapist Assistant Clinical Performance Instrument by student and clinical instructor at the end of the 5 weeks

IV. METHOD(S) OF INSTRUCTION

- A. Physical interaction, participation in hands-on patient care with direct supervision by clinical instructor in clinical setting
- B. Interaction with other members of the health care team
- C. Regular participation in online discussion board
- D. Self-assessment and reflection
- E. Peer interaction activities

V. REQUIRED TEXTBOOK(S)

- A. Clinical Education Handbook
- B. Dreeben, O. (2008). *Physical Therapy Clinical Handbook for PTAs* (1st ed.). Sudbury, MA Jones & Bartlett Publishers.

VI. REQUIRED MATERIALS

- A. Transportation to/from Clinical Site
- B. Clothing to match dress code as per the assigned clinical facility's policies

VII. SUPPLEMENTAL REFERENCES

- A. Notes, texts from all previous didactic coursework
- B. Library Resources
 - 1. Textbooks
 - a. Skinner, S. B. & McVey, C. (2011). *Clinical Decision Making for the Physical Therapist Assistant* (1st ed.). Sudbury, MA: Jones & Bartlett Publishers.
 - b. Jewell, D. (2011). *Guide to Evidence-Based Physical Therapy Practice* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.
 - c. *Guide to Physical Therapist Practice* (2nd ed.). (2003). Alexandria, VA: APTA
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. American Physical Therapy Association (APTA) Website

VIII. METHOD OF EVALUATION

- A. Because this is a PASS/FAIL course, if a student fails the Clinical Education components, he/she cannot pass the course.
- B. Physical Therapist Assistant Clinical Performance Instrument with 12/14 criteria rated by clinical instructor at a minimum of "Advanced Intermediate" level of performance.
- C. Completion of participation in organizational planning and operation and/or quality improvement/assurance project.
- D. Completion of regular journal entries.
- E. Completion of regular online discussion board posts.

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the

Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Physical Therapist Assistant program and will be referred to the college for disciplinary action. (see College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

JEFFERSON COLLEGE

COURSE SYLLABUS

PTA285

Clinical Experience IV

4 Credit Hours

Prepared by:

Bridget B. Webb, PT, MPT, CEEAA
Physical Therapist Assistant Program Director

November 22, 2011

Elizabeth Check, Dean, Career and Technical Education
Dr. Mary Beth Ottinger, Division Chair

PTA285 Clinical Experience IV

I. CATALOGUE DESCRIPTION

- A. Prerequisite: PTA Principles and Procedures II, PTA Principles and Procedures III, and Physical Agents each with a grade of “C” or better, and successful completion of Clinical Experience II
Pre-/corequisite: Clinical Experience III, PTA Principles and Procedures IV
- B. Credit hour award: 4
- C. Description: This is the final of four clinical education experiences that provides an opportunity for students to integrate the principles and skills learned throughout the entire curriculum and apply them in a patient care setting. The student will work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant for six weeks (40 hours per week) in a setting where he/she can further develop critical thinking skills, professional behaviors, and continue to build on practical abilities attained in previous clinical experiences. Students will work with a variety of patients to improve competence with the expected entry level skills of a physical therapist assistant. Students will function as an involved full time member of the healthcare team to prepare them for entry into the workforce. Students must pass this course to graduate from the physical therapist assistant program. (S)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

(Numbers in parentheses refer to CAPTE performance expectations. PTA = Physical Therapist Assistant, and CPI = Clinical Performance Instrument.)

Expected Learning Outcomes	Assessment Measures
Demonstrate appropriate interactions with patients, physical therapists, and other health care professionals in written, verbal, and nonverbal communication. (3.3.2.1.)	PTA CPI Written Assignments Online Discussion
Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services. (3.3.2.2.)	PTA CPI Written Assignments Online Discussion
Demonstrate conduct that reflects practice standards that are legal, ethical, and safe as well as reflect a commitment to meet the expectations of those receiving health care services and members of the profession of physical therapy. (3.3.2.3., 3.3.2.4., 3.3.2.5.)	PTA CPI Written Assignments Online Discussion
Demonstrate how to implement the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes, including situations where specialized equipment may be present. (3.3.2.6.)	PTA CPI Written Assignments Online Discussion

Demonstrate safety and competence in implementing selected components of interventions such as functional training, infection control procedures, manual therapy techniques, physical and mechanical agents, therapeutic exercise, and wound management as identified in the plan of care established by the physical therapist. (3.3.2.7., 3.3.2.7.1-5., 3.3.2.7.7-29.)	PTA CPI
Demonstrate competence in performance of components of data collection skills such as aerobic capacity and endurance, anthropometrical characteristics, arousal, mentation, and cognition, assistive, adaptive, orthotic, protective, supportive, and prosthetic devices, gait, locomotion, and balance, integumentary integrity, joint integrity and mobility, muscle performance, neuromotor development, pain, posture, range of motion, self-care and home management and community reintegration, ventilation, respiration, and circulation. (3.3.2.8., 3.3.2.8.1-6., 3.3.2.8.8-35.)	PTA CPI
Modify interventions within a plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist. (3.3.2.9.)	PTA CPI Written Assignments Online Discussion
Identify when intervention should not be provided due to changes in the patient's status and reports these changes to the supervising physical therapist. (3.3.2.10.)	PTA CPI Written Assignments Online Discussion
Report any changes in the patient's status to the supervising physical therapist. (3.3.2.11.)	PTA CPI Written Assignments Online Discussion
Determine when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist. (3.3.2.12.)	PTA CPI Written Assignments Online Discussion
Explain to patients, family members, and caregivers desired goals and outcomes based on the plan of care established by the physical therapist. (3.3.2.13., 3.3.2.14.)	PTA CPI Written Assignments Online Discussion
Describe appropriate actions to take in an emergency situation as applicable. (3.3.2.15)	PTA CPI Written Assignments Online Discussion
Produce thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required. (3.3.2.16.)	PTA CPI
Describe elements of discharge planning and follow up as directed by the supervising physical therapist. (3.3.2.17.)	PTA CPI Written Assignments Online Discussion
Perform health care literature database searches. (3.3.2.18.)	PTA CPI Written Assignments Online Discussion

Explain therapy related concepts to other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. (3.3.2.19.)	PTA CPI Written Assignments Online Discussion
Explain the role of the physical therapist assistant to others. (3.3.2.20.)	PTA CPI Written Assignments Online Discussion
Practice with other members of the health care team in patient-care and non-patient care activities. (3.3.2.21.)	PTA CPI Written Assignments Online Discussion
Record accurate and timely information for billing and reimbursement. (3.3.2.22.)	PTA CPI
Demonstrate a commitment to meeting the needs of the patients and consumers of physical therapy services. (3.3.2.25.)	PTA CPI
Demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities. (3.3.2.26.)	PTA CPI

III. OUTLINE OF TOPICS

- A. Supervised initial clinical education experience in an inpatient or outpatient setting.
 1. Observation and participation in the plan of care developed by a physical therapist
 2. Integration of theories, principles, skills, and behaviors learned thus far in the didactic curriculum
 3. Integration of evidence-based practice
 4. Regular journal entries
 5. Regular posts to online discussion board
 6. Completion of Values Based Behaviors for the Physical Therapist Assistant Self-Assessment by the student.
 7. Completion of Physical Therapist Assistant Clinical Performance Instrument by student and clinical instructor at the end of the 5 weeks

IV. METHOD(S) OF INSTRUCTION

- A. Physical interaction, participation in hands-on patient care with direct supervision by clinical instructor in clinical setting
- B. Interaction with other members of the health care team
- C. Regular participation in online discussion board
- D. Self-assessment and reflection
- E. Peer interaction activities

V. REQUIRED TEXTBOOK(S)

- A. Clinical Education Handbook
- B. Dreeben, O. (2008). *Physical Therapy Clinical Handbook for PTAs* (1st ed.). Sudbury, MA Jones & Bartlett Publishers.

VI. REQUIRED MATERIALS

- A. Transportation to/from Clinical Site
- B. Clothing to match dress code as per the assigned clinical facility's policies

VII. SUPPLEMENTAL REFERENCES

- A. Notes, texts from all previous didactic coursework
- B. Library Resources
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 - b. Jewell, D. (2011). *Guide to Evidence-Based Physical Therapy Practice* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.
 - c. *Guide to Physical Therapist Practice* (2003, 2nd ed.). Alexandria, VA: APTA.
 - 2. Databases including: "Nursing and Allied Health Collection", "Sports Medicine and Physical Therapy Collection", and "Medline"
 - 3. Periodicals
 - 4. Videos
- C. Internet Resources
 - 1. American Physical Therapy Association (APTA) Website

VIII. METHOD OF EVALUATION

- A. Because this is a PASS/FAIL course, if a student fails the Clinical Education components, he/she cannot pass the course.
- B. Physical Therapist Assistant Clinical Performance Instrument with 13/14 criteria rated by clinical instructor at a minimum of "Entry-Level" level of performance.
- C. Completion of participation in organizational planning and operation and/or quality improvement/assurance project.
- D. Completion of regular journal entries.
- E. Completion of regular online discussion board posts.

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