



# INSTRUCTIONAL PACKAGE

PTH 101

Physical Therapy Professional  
Preparation

Effective Term  
Fall/2019

## INSTRUCTIONAL PACKAGE

### Part I: Course Information

Effective Term: 201910

COURSE PREFIX: PTH 101

COURSE TITLE: Physical Therapy Professional Preparation

CONTACT HOURS: 4/week

CREDIT HOURS: 2

#### **RATIONALE FOR THE COURSE:**

This course the student is educated on the history, development and purpose of the physical therapy profession; the roles and scope of practice of the Physical Therapist Assistant in the health care setting. The student, through lectures and laboratory will learn the basic patient care activities, and specific physical therapy interventions and procedures, including assessments, interventions, functional training, equipment, documentation, medical terminology, ethics, and medico-legal and communication skills.

#### **COURSE DESCRIPTION:**

This course introduces the purpose, philosophy and history of physical therapy and medical/legal documentation. Principles and techniques of physical therapy for patient care are introduced.

#### **PREREQUISITES/CO-REQUISITES:**

Admission into the Physical Therapy Program

Prerequisites: ENG 101, BIO 210, BIO 211, PSY 201, Humanities

Co-requisites: ENG 102, SPC 205, PSY 203, PTH 221, PTH 205, & PTH 270

#### **REQUIRED MATERIALS:**

- Fairchild, S., O'Shea, R., & Washington, R. (2018). *Pierson and Fairchild's Principles & Techniques of Patient Care* (6th ed.): Saunders.
- Fruth, S., & Fawcett, C. (2020). *Fundamentals of Tests and Measures for the Physical Therapist Assistant*: Jones & Bartlett
- Roy, S. H., Wolf, S., & Scalzitti, D. (2012). *The Rehabilitation Specialist's Handbook*: F.A. Davis.
- APTA Student Membership

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

#### **ADDITIONAL REQUIREMENTS:**

Laptop

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

### **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

You are expected to treat your fellow students with respect. This means you should limit talking to your neighbor during lecture and do not start to pack up your materials before class is over. Finally, cell phones **MUST** be turned off or put on the vibration mode during class.

During an exam all electronic devices (cell phones, pagers, etc.) must be turned off and stored in a purse or backpack, they may not be visible to the student. The only exception to this policy will be on-call emergency personnel. For those individuals in this situation, please contact your professor on how to handle electronic devices during exams.

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

#### **PROGRAM LEARNING OUTCOMES**

After completing the Horry-Georgetown Technical College Physical Therapist Assistant Program, the graduate will be able to achieve the program's learning outcomes. The student is advised to view the program learning outcomes in the student clinical handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program's learning outcomes.

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

- 1) Appropriately explain the structure, culture, and purpose of the American Physical Therapy Association (APTA).
- 2) Communicate adequately and appropriately, both verbally and non-verbally, in a manner that fosters confidence, and reflects an understanding of socioeconomic, cultural, and psychological differences.
- 3) Select, implement, and modify treatment for a patient scenario for wound care, bed mobility, transfers, and wheelchair and gait training within the parameters of the physical therapist plan of care and takes appropriate action to prevent adverse effects when performing positioning or transferring.
- 4) Perform proper body mechanics while role-playing as a therapist by preparing the area for the

patient's arrival, draping the patient before treatment, performing intervention and collecting objective data.

5) Proficient in teaching a peer how to utilize adaptive equipment to assist with independent activities of daily living while role-playing as a therapist.

6) Accurately describe and acknowledge the significance of proper procedures for infection control, hazardous materials handling, first aid, and fire safety in a physical therapy department.

## **STUDENT UNIT LEARNING OUTCOMES & SCHEDULE**

### **Module 1: Communication**

Material (s) Covered: - Fundamentals of Tests and Measures for PTA Chapters 1 -3 and Principles & Techniques of Patient Care- Chapter 1 Section: Communication, Awareness of Cultural Diversity & Chapter 3 Section: Pain

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Discuss the role of therapeutic communication in physical therapy.
- 2) Contrast between empathy and sympathy.
- 3) Describe the significance of verbal and nonverbal communication.
- 4) Identify the elements required to establish a therapeutic relationship with the patient.
- 5) Describe effective listening skills and their importance to physical therapy.
- 6) Contrast between open and closed posture.

Lab Objective (s)

- 1) Greet a peer as a patient following a demonstration by the professor.
- 2) Collect subjective data from a peer following a demonstration by the professor.
- 3) Collect data from a peer on patient arousal, attention, orientation, and cognition status and can communicate and document the data collected following a demonstration by the professor.
- 4) Collect data from a peer on standardized questionnaires for pain and can communicate and document the data collected following a demonstration by the professor.
- 5) Provide feedback to a peer on how to improve their verbal and nonverbal communication skills.
- 6) Respond to feedback on how to improve their verbal and nonverbal communication skills.

### **Module2: Infection Control**

Material (s) Covered: Principles & Techniques of Patient Care- Chapter 2

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Rationalize what tasks are important for a physical therapist assistant to perform before treatment.
- 2) Contrast asepsis, medical asepsis, surgical asepsis and contamination
- 3) List the steps to perform proper hand hygiene for clean situations
- 4) Explain the concept, use, and value of standard and transmission-based precautions

Lab Objective (s)

- 1) Perform proper techniques of hand hygiene for clean situations following a demonstration by the professor

- 2) Perform the application and removal of protective garments for clean situations following a demonstration by the professor.

### **Module 3: Body Mechanics**

Material (s) Covered: -Principles and Techniques of Patient Care Chapter 4

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Correctly define the term: body mechanics.
- 2) Accurately explain precautions to be used when lifting, reaching, pushing, pulling, and carrying objects.
- 3) Accurately describe different types of lifts, and when you would use them.
- 4) Explain the principles of proper posture

Lab Objective (s)

- 1) Collect data on a peer's standing posture standing
- 2) Appropriately prepare and position oneself to engage in lifting.
- 3) Provide feedback to a peer on how to improve their body mechanics communication skills.
- 4) Appropriately respond to a peer or instructor's feedback on how to improve their body mechanic skills.

### **Module 4: Positioning and Draping**

Material (s) Covered: -Principles and Techniques of Patient Care Chapter 5

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Describe proper positioning of the trunk, head, and extremities with the patient supine, prone, side-lying or sitting
- 2) Describe the use of restraints
- 3) Describe proper draping of the patient
- 4) Discuss precautions related to positioning a patient who is supine, prone, side-lying or sitting

Lab Objective (s)

- 1) Identify dermatome and peripheral nerve patterns of the upper and lower extremity
- 2) Prepare and position a mock patient in supine, prone, side-lying or sitting
- 3) Educate a mock patient in positioning to prevent adverse reactions
- 4) Educate a mock patient in position relief techniques
- 5) Provide feedback to a peer on their ability to replicate draping and positioning of a peer.

### **Module 5: Wound Care**

Lecture 1 Wound Care Prevention & Pressure Wounds

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Test, Assignment, Skill Check, and Lab Comp

- 1) Explain the role of an entry-level Physical Therapist Assistant Student in wound care interventions.
- 2) Recognize the contributing factors of pressure wounds.
- 3) Describe the clinical presentation of pressure wounds.
- 4) Discuss the diagnostic tests and procedures of pressure wounds.
- 5) Provide the rationale for the management of pressure wounds.
- 6) Explain the assessment procedures for a pressure wound.
- 7) Summarize the long term effects of pressure ulcers.

Lab 1 Wound Prevention & Hygiene

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Test, Assignment, Skill Check, and Lab Comp

Objectives

- 1) Teach a mock patient appropriate skin hygiene.
- 2) Identify dermatome and peripheral nerve patterns of the upper and lower extremity
- 3) Teach a mock patient appropriate pressure relief.
- 4) Perform hand hygiene for surgical asepsis.
- 5) Prepare and set up for a sterile field.
- 6) Apply and remove protective garments for aseptic isolation.
- 7) Remove and apply dressings (e.g., hydrogels) and bandages.
- 8) Apply topical agents (e.g., cleansers, creams, moisturizers, ointments, sealants) to a wound.

Lecture 2 Peripheral Vascular Wounds

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s) Test, Assignment, Skill Check, and Lab Comp

- 1) Recognize the contributing factors of peripheral vascular wounds.
- 2) Describe the clinical presentation of peripheral vascular wounds.
- 3) Discuss the diagnostic tests and procedures of peripheral vascular wounds.
- 4) Provide the rationale for the management of peripheral vascular wounds.
- 5) Explain the assessment procedures for peripheral vascular wounds.
- 6) Summarize the long term effects of peripheral vascular wounds.

Lab 2 Wound Assessment

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Test, Assignment, Skill Check, and Lab Comp

Objectives

- 1) Collect data on characteristics of a wound: size, depth, tunneling, type tissue, and odor.
- 2) Seek input from a peer or instructor on how to improve your skills in wound care interventions.
- 3) Review a case scenario, choose when a physical therapist assistant should not perform wound care interventions

**Module 6: Wheelchair Features and Activities**

Material (s) Covered: -Principles and Techniques of Patient Care Chapter 7

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) List the standard measurements of an adult wheelchair.
- 2) Name the components of a standard wheelchair and describe the purpose of each.
- 3) Describe the specifications and features for a wheelchair-accessible home
- 4) List the main points of Title I of the American with Disabilities Act and its effects on businesses and employers.

Lab Objective (s)

- 1) Measure a peer for a wheelchair and confirm the fit of a wheelchair following a demonstration by the professor.
- 2) Teach a wheelchair user (peer) various functional activities following a demonstration by the professor.
- 3) Perform an accessibility audit of general wheelchair considerations for the classroom environment following the demonstration of an instructor.

**Module 7: Transfer Activities**

Material (s) Covered: -Principles and Techniques of Patient Care Chapter 8

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) List the general transfer principles.
- 2) List specialized equipment used in transfers to provide safety.
- 3) List the types of transfers commonly seen in the physical therapy department.
- 4) Define the type of assistance utilized for transfers

Lab Objective (s)

- 1) Demonstrate the types of transfers commonly seen in the physical therapy department.
- 2) Teach peer bed mobility and functional activities preparatory to perform a transfer following a demonstration by the professor.
- 3) Instruct and assist another person to perform various transfer techniques following a demonstration by the professor.

### **Module 8: Gait Assistive Device**

Material (s) Covered: Assignment, Test, Lab Assignment, Skill Check, and Lab Comp

Assessment (s): - Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Identify various types of ambulatory aids.
- 2) Explain the differences in the two-point, four-point, three-point, three-one-point, and modified gait patterns.
- 3) Describe the advantages and disadvantages of various types of ambulation aids.
- 4) Explain the purpose and results of data collection procedures to your lab partner effectively in an understandable manner.

Lab Objective (s)

- 1) Replicate a gait pattern with an assistive device after a demonstration from the instructor that is appropriate for the patient's condition on level surfaces.
- 2) Replicate functional activities such as sit to stand and climbing stairs with an assistive device after a demonstration from the instructor.
- 3) Demonstrate weight-bearing techniques with the use of an assistive device with your lab partner.
- 4) Teach a mock patient how to utilize an assistive and adaptive device or equipment for activities of daily living following a demonstration by the instructor.

### **Module 9: Special Equipment and Patient Care Environment**

Material (s) Covered: -Principles and Techniques of Patient Care Chapter 10

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Identify and define common equipment that is utilized to monitor a patient's physiological status.
- 2) Identify and define the purpose of feeding devices, urinary catheters, oxygen therapy systems, and intravenous infusions lines.
- 3) Identify and define the purpose of adapted equipment to a patient with activities of daily living

Lab Objective (s)

- 1) Correctly position urinary catheter and or intravenous infusions line during physical therapy interventions following the demonstration of an instructor.
- 2) Teach a peer how to utilize adaptive equipment to perform activities of daily living

### **Module 10: Profession of Physical Therapy, Development of the Physical**

## **Therapy Profession**

Material(s) Covered: See D2L Content Tab Module 1 - Reading Assignment Professional Module 2: History of the Professionalism in Physical Therapy at the APTA Learning Center

Assessment(s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Acknowledge important people and events about the historical development of physical therapy as a profession.

Lab Objective (s)

- 1) Review and acknowledge the HGTC PTA laboratory policy and procedures.
- 2) Review and acknowledge HGTC Campus Safety Policy and Procedure.
- 3) Discuss the history of the physical therapy profession in the United States and recognize the events that shaped the physical therapist assistant role in the profession.

## **Module 11: APTA**

Material (s) Covered: See D2L Content Tab Module 2- Reading Assignment from the APTA website

Assessment (s): Test, Assignment, Skill Check, and Lab Comp

Lecture Objective (s)

- 1) Identify the vision American Physical Therapy Association and recognize the impact on the PTA.
- 2) Identify the benefits of belonging to the American Physical Therapy Association as a student PTA.
- 3) Identify current practice issues and recognize the effect on the PTA.
- 4) Identify the role of the organizations includes within the American Physical Therapy Association structure, as well as outside organizations related to physical therapy.

Lab Objective (s)

- 1) Discuss current practice issues and recognize the effect on the physical therapist assistant.
- 2) Discuss the mission and goals of the American Physical Therapy Association and recognize the impact on the physical therapist assistant.
- 3) Discuss the benefits of belonging to the American Physical Therapy Association as a student physical therapist assistant.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\***

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

Tests	60%
Assignment	08%
Skill Checks	02%
Lab Practical Examination	08%
Class Participation	02%
<u>Comprehensive Final Exam</u>	<u>20%</u>



100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

## **GRADING SYSTEM:**

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. The physical therapist assistant Dean has approval that the program grading scale is different from the College, please refer to the Instructor's Course Information Sheet.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## **Part V: Student Resources**

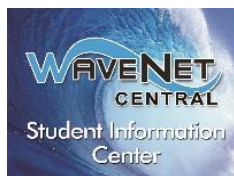


## The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

## Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion,

disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

### **Title IX Requirements**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
<b>Dr. Melissa Batten, VP Student Affairs</b> <i>Title IX Coordinator</i>  Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, VP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>

# INSTRUCTOR'S COURSE INFORMATION SHEET

## Part I: Instructor Information

Instructor Name: Dr. Tammy Marcin PT, DPT, MBA, EdD

Campus Phone Number: 843-477-2067

College Email Address: Tammy.Marcin@HGTC.edu

Office Location: 1282f

Office Hours/Availability: Posted in D2L Course Home Page, Office Door, and Wavenet

## Part II: Course Schedule and Assessments

### Week 1 10/17

#### **Module 1: Communication**

Material(s) Covered:

- Fundamentals of Tests and Measures for PTA Chapters 1 & 2
- Principles & Techniques of Patient Care- Chapter 1 Section: Communication, Awareness of Cultural Diversity & Chapter 3 Section: Pain

Assessment(s): NA

### Week 2 10/22 & 10/24

#### **Module 2: Treatment Consideration and Infection Control**

Material(s) Covered:

- Fundamentals of Tests and Measures for PTA Chapters
- Principles & Techniques of Patient Care- Chapter 2

Assessment(s):

- Assignment 1: Self-Assessment Rubric for Communication & Infection Control: This is group activity, and the completion of this activity will occur in lab.

#### **Module 3: Body Mechanics**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 4

Assessment(s):

- Assignment 2: Group Presentation Lifts: This is group activity, and the completion of this activity will occur in the lab.

#### **Module 4: Positioning and Draping**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 5

Assessment(s):

- NA

### Week 3 10/29 & 10/31

#### **Module 5 Wound Care and Skin Assessment**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 11
- Fundamentals of Tests and Measures for PTA Chapter 7

Assessment(s):

- Skill check Video 1 due on Tuesday

- Test 1 Modules 1-4 Thursday to be completed in the testing center

#### **Week 4 11/5 & 11/7**

##### **Module 6: Wheelchair Features, Activities, and ADA**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 7

Assessment(s):

- Assignment 3: Pre-lab WC and ADA– submission in dropbox Tuesday 8 AM
- Assignment 4: Quiz ADA on Thursday in class at 8 AM

#### **Week 5 11/12 & 11/14**

##### **Module 7: Bed mobility & Transfer Activities**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 8

Assessment(s):

- Assignment 5: Pre-lab Transfers – submission in dropbox Tuesday 8 AM
- Test 2 Modules 5 & 6 Thursday to be completed in the testing center

#### **Week 6 11/19 & 11/21**

##### **Module 8: Gait Assistive Device**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 9

Assessment(s):

- Assignment 6: Pre-gait – submission in dropbox Tuesday 8 AM
- Assignment 7: Quiz Gait on Thursday in class at 8 AM

#### **Week 7 11/26**

##### **Module 9: Special Equipment and Patient Care Environments**

Material(s) Covered:

- Principles & Techniques of Patient Care- Chapter 10

Assessment(s):

- Assignment NA
- Test 3 Modules 7 & 8 Tuesday to be completed in the testing center
- Skill check: Wound Care Tuesday
- Skill check Dermatome and Peripheral Nerve Upper and Lower Extremity Patterns Tuesday

#### **Week 8 12/3 & 12/5**

##### **Module 10: Profession of Physical Therapy, Development of the Physical Therapy Profession and APTA**

Material(s) Covered:

- See D2L Content Tab Module 1 - Reading Assignment Professional Module 2: History of the Professionalism in Physical Therapy at the APTA Learning Center
- See D2L Content Tab Module 2- Reading Assignment from the APTA website

Assessment(s):

- Assignment 8 dropbox D2L available Thursday at 8 am- Certificate completion of

APTA history module – link and directions on how to access is posted in D2L  
Content Tab Module 1 Due Tuesday

- Skill Check 2 scenario Due Tuesday
- Skill Check 3 scenario Due Thursday

### **Week 9 12/10 & 12/16**

- Lab comp days and times TBA
- Final 12/12/19 10:30-12:30 building 1000 1158

## **EVALUATION OF REQUIRED COURSE ASSIGNMENTS**

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

### **EVALUATION:**

Weighted Percentage of Grade

\*\* Overall course percentage of the grade will be determined by weighted assignments below.

#### **Departmental Exams: 60%**

- Tests will cover the objectives outlined in the instructional package.

#### **Comprehensive Final: 20%**

- The test will cover the objectives outlined in the instructional package.

#### **Skill Check Assessments: 02%**

- Each skill check assignment is weighted equally and is 8% of the overall grade. For each skill check assessment, the student will receive the score on the rubric in Trajecsyst with a maximum of 10 points. All critical elements must be successfully completed in order to pass the skill check assessment. If a student scores below 75% on a skill check assessment, it must be repeated and no more than three attempts for each skill check assessment may be completed. A second or third attempt of a skill check assessment will result in a maximum score of 75% or 7.5 points. If the student does not pass the skill check assessment on the third attempt, the student will fail the course and be removed from the PTA program.
- The skill check assessment rubrics are uploaded in D2L under content as well as located in Trajecsyst. Skill check assessments are performed at the end of each lab unit after the instructor has provided the student with didactic material, demonstration and hands on application.
- \*\*The number of skill check assessments can vary per instructor discretion.

#### **Assignment: 8%**

- Due dates posted on the course schedule and a description of the assignment will be posted in D2L and Course Schedule

#### **Class Participation: 2%**

- Rubric will be posted in D2L

#### **Lab Practical Examination: 8%**

- The student will complete a laboratory practical examination competency that will assess their ability to perform the physical therapy interventions learned this term to a physical therapy treatment plan. The purpose of this assessment is for the instructor to provide summative feedback on student skill development.
- Laboratory practical examination(s) are weighted equally and are worth 8% of the overall grade. The laboratory practical examination grading rubrics are uploaded on D2L under content one week prior to the scheduled comp. A minimum of 75% and all critical elements must be achieved to pass the laboratory practical examinations. Three attempts will be given for the laboratory practical examination competency. Repeat laboratory practical examination will be awarded a maximum of 75%. Students will only be allowed to try competency check off one time per day.

### **GRADING SYSTEM:**

A= 90%-100%

B= 80%-89%

C= 75%-79%

D= 69%-74%

F= below 68%

## **Part III: Face 2 Face (F2F) Course Policies**

### **Classroom Decorum:**

You are expected to treat your fellow students with respect. This means you should limit talking to your neighbor during lecture and do not start to pack up your materials before class is over. Finally, cell phones **MUST** be turned off or put on the vibration mode during class.

During an exam all electronic devices (cell phones, pagers, etc.) must be turned off and stored in a purse or backpack, they may not be visible to the student. The only exception to this policy will be on-call emergency personnel. For those individuals in this situation, please contact your professor on how to handle electronic devices during exams.

### **Attendance Policy:**

As stated in the Course Instructional Package, College policy states student must attend 80% of the class meetings.

### **Physical Therapist Assistant Program Classroom Attendance Policy:**

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

3 absences are allowed for lecture and 3 absences from lab, regardless of the reason.

For a 10 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason.

For MW classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For TTh classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For Classes meeting once a week for a lecture:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason.

For a 7 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason.

For MW classes:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason

For TTh classes:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

1 absences are allowed for lecture and 1 absences from lab, regardless of the reason.

For a 6 week course the allowed number of misses is as follows:

MTWTH

4 absences for lecture and 4 absences from lab are allowed, regardless of the reason.

MW or TTH

2 absences for lecture and 2 absences from lab are allowed, regardless of the reason

### **Tardy Policy:**

Students are expected to be on time for class and to stay for the entire session.

A tardy is defined as missing up to 10 minutes of classroom time.

Three tardies will be counted as one class absence.

### **Make-up Test Policy:**

#### **Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Assignment, and Documentation)**

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score.
- Skill Check Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 7.5 points will be given on the first attempted performance.
- Laboratory Practical Competency Examinations: If not performed on the scheduled day, the



- maximum score on the first attempt will be a 75% and will be considered the second attempt.
- Late assignments (i.e. Assignment and documentation): Per the instructor's discretion, the assignment will have a deduction of 50% of the achieved score and no more than two late assignments may be accepted.

\*\*The instructor reserves the right for discretion on the above policy on a case by case basis.

**Bonus**

- Per the instructor's discretion, if a bonus activity is awarded for any assignment, no more than 5% of the total grade will be applied.

**Required On-site Meetings:** See course Schedule