



# **INSTRUCTIONAL PACKAGE**

PTH 101

Physical Therapy Professional Preparation

Effective Term

Fall 2022

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022

COURSE PREFIX: PTH 101

COURSE TITLE: Physical Therapy Professional Preparation

CONTACT HOURS: 4/week

CREDIT HOURS: 2

### RATIONALE FOR THE COURSE:

In 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, 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:

(Credit level [BIO 210](#) Minimum Grade of C or Credit level [BIO 210](#) Minimum Grade of TC) and (Credit level [BIO 211](#) Minimum Grade of C or Credit level [BIO 211](#) Minimum Grade of TC) and (Credit level [PSY 203](#) Minimum Grade of C or Credit level [PSY 203](#) Minimum Grade of TC) and (Credit level [MAT 110](#) Minimum Grade of C or Credit level [MAT 110](#) Minimum Grade of TC or Credit level [MAT 120](#) Minimum Grade of C or Credit level [MAT 120](#) Minimum Grade of TC)

### REQUIRED MATERIALS:

- Fairchild, S., O'Shea, R., & Washington, R. (2018). *Pierson and Fairchild's Principles & Techniques of Patient Care* (6th ed.): Saunders.
- 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.

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

**ADDITIONAL REQUIREMENTS:**

Laptop, Scrubs

**TECHNICAL REQUIREMENTS:**

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

**CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**Part II: Student Learning Outcomes****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.

Use the direct link below to find the student clinical handbook.

[Handbook](#)

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

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes:

- 1) Appropriately explain the structure, culture, and purpose of the American Physical Therapy Association (APTA).
  - a. Assessment(s): Assignments, Comprehensive Final Examination
- 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.
  - a. Assessment(s): Assignments, Skill Check Assessments, Final Laboratory Practical Competency Examination, Comprehensive Final Examination
- 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.
  - a. Assessment(s): Assignments, Skill Check Assessments, Final Laboratory Practice Competency Examination, Comprehensive Final Examination

- 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 interventions, and collecting objective data.
  - a. Assessment(s): Assignment, Skill Check Assessment, Final Laboratory Practice Competency Examination, Comprehensive Final Examination
- 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.
  - a. Assessment(s): Assignment
- 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.
  - a. Assessment(s): Skill Check Assessment, Final Laboratory Practice Competency Examination, Comprehensive Final Examination
- 7) Select, implement, and modify treatment for a patient scenario for wound care interventions within the parameters of the physical therapist plan of care.
  - a. Assessment(s): Skill Check Assessment, Comprehensive Final Examination
- 8) Accurately document a subjective and objective portion of a daily note regarding interventions introduced in this course.
  - a. Assessment(s): Assignments, Skill Check Assessment, Final Laboratory Practice Competency Examination, Comprehensive Final Examination

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

**Lecture & Lab Objectives:** After successful completion of the classroom activity, the student will be able to meet the following instructional objectives:

\*Modules can change per discretion of the instructor.

### **Module 1: Communication**

Material(s) Covered: - Principles & Techniques of Patient Care- Chapter 1 Section: Communication, Awareness of Cultural Diversity & Chapter 3 Section: Pain

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

#### 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.
- 7) Document the subjective portion of a daily SOAP note based on communication and conversation with the patient.

### **Module2: Infection Control**

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

Assessment (s): Lecture Exam, Assignment, Skill Check Assessment

#### 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): Lecture Exam, Assignment, Skill Check Assessment

#### 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.
- 2) Appropriately prepare and position oneself to engage in lifting.
- 3) Provide feedback to a peer on how to improve their body mechanic 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): Lecture Exam, Assignment, Skill Check Assessment

### 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): Lecture Exam, Assignment

- 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): Skill Check Assessment

#### 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): Lecture Exam

- 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): Skill Check Assessment

#### 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 and 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): Lecture Exam, Assignment, Skill Check Assessment

#### 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): Lecture Exam, Assignment, Skill Check Assessment

#### 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 a 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.
- 4) Utilize high fidelity simulator to demonstrate a two-person dependent transfer.

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

Material(s) Covered: principles and Techniques of Patient Care Chapter 9

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

### 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): Lecture Exam, Skill Check Assessment

### 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/lines 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): Lecture Exam, Assignment

### Lecture Objective(s)

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



Lab Objective(s)

- 1) 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): Lecture Exam, Assignment

## Lecture Objective (s)

- 1) Identify the vision of the 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 an SPTA.

***\*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\***

Lecture Exams	60%
Assignments	8%
Skill Check Assessments	2%
Final Laboratory Practical Competency Examination	8%
Class Participation	2%
Comprehensive Final Examination	20%
	<hr/> 100%

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

## GRADING SYSTEM:

A= 90%-100%

B= 80%-89%

C= 75%-79%

D= 69%-74%

F= below 68%

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. 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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.

2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or 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.



### **STUDENT INFORMATION CENTER: TECH Central**

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

## 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).

## INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

**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.

**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**

*EEO 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)