



INSTRUCTIONAL PACKAGE

PTH 240

Therapeutic Exercise and Applications

Effective Term
Spring/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201920

COURSE PREFIX: PTH 240

COURSE TITLE: Therapeutic Exercise and Applications

CONTACT HOURS: 12/week

CREDIT HOURS: 5 hours

RATIONALE FOR THE COURSE:

Physical Therapist Assistants contribute to the health, wellbeing, and rehabilitation of patient/clients with normal and pathological conditions through the use of therapeutic exercise. This course enables the student to give instruction on how to implement and or modify a treatment plan established by a Physical Therapist, develop and perform therapeutic exercise programs and procedures for selected patient populations and identify precautions, indications and contraindications.

COURSE DESCRIPTION:

This course provides the practical application of therapeutic exercise.

PREREQUISITES/CO-REQUISITES:

A grade of C or higher in all previous PTH courses.

REQUIRED MATERIALS:

- Kisner C, Colby LA, Borstad J. *Therapeutic Exercise Foundations and Techniques* 7th Ed. Philadelphia, PA: F.A. Davis Company; 2018.
- Roy SH, Wolf SL, Scalzitti, DA. *The Rehabilitation Specialist's Handbook* 4th Ed. Philadelphia, PA: F. A. Davis Company; 2013.
- Bryan, Elizabeth. *The Comprehensive Manual of Therapeutic Exercises Orthopedic and General Conditions* Thorofare, NJ: Slack Incorporated; 2018
- First Hand Student Kit American Physical Therapy Association
- Scrubs

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:

Watch with a second-hand or stopwatch.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L 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 successful completing the Horry-Georgetown Technical College Physical Therapist Assistant Program the graduate will be able to achieve the program 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 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. Communicate an understanding of the physical therapist plan of care and demonstrate competency in implementing, supervising, and modifying selected components of therapeutic exercise interventions to achieve short and long-term goals and intended outcomes.
2. Identify indications, contraindications and precautions for certain therapeutic exercises and procedures.
3. 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 during data collection procedures or therapeutic exercise procedures on a mock patient scenario.
4. Demonstrate compliance with the scope of practice of a Physical Therapist Assistant in both legal and ethical dimensions, by demonstrating professional behaviors by behaving honestly, tactfully, dependably, enthusiastically, cooperatively and industriously.

5. Rationalize the importance of federal and state advocacy for the physical therapy profession.
6. Accurately and timely documents components of data collection in SOAP note format, including specific treatment parameters, application techniques, and treatment outcomes with correct billing for reimbursement.
7. Be proficient in CPR and emergency response, and recognize the need for referral for other emotional and psychological conditions beyond the scope of practice of physical therapy.

STUDENT UNIT LEARNING OUTCOMES PER MODULE

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.

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

Module #1

Lecture

Materials Covered: Therapeutic Exercise Chapter 1; Chapter 2

Assessment(s): Classwork #1, Lecture Exam

1. Define therapeutic exercise and explain the role of the physical therapist assistant in physical therapy practice.
2. Describe the types of therapeutic exercise used in physical therapy practice.
3. Describe the models of functioning and disability and explain the use in current practice and research.
4. Discuss principles of comprehensive patient management for skilled clinical decision making.
5. Describe effective exercise instruction strategies used in physical therapy and the foundation of motor learning.
6. Discuss the role of the physical therapist assistant in advocating for prevention, health, and wellness of patients across the continuum.

Lab

Materials Covered: Therapeutic Exercise Chapter 1

Assessment(s): Lab Handout

1. Practice utilizing key concepts of motor learning: Practice Context, Practice Schedule, and Feedback.
2. Identify the three stages of motor learning and be able to recognize the relationships those stages have for practice and external feedback.
3. Design a progression of a task using the Taxonomy of Motor Tasks.
4. Review and acknowledge the HGTC PTA laboratory policy and procedures.

5. Review and acknowledge HGTC Campus Safety Policy and Procedure.

Module #2

Lecture

Materials Covered: Therapeutic Exercise Chapter 3

Assessment(s): Classwork #2, Lecture Exam, Muscles Review Quiz

1. Discuss the use of range of motion (ROM) as a therapeutic exercise intervention and explain how it is documented and measured.
2. Identify the types of ROM exercises and discuss the indications, precautions, contraindications, goals and limitations of passive, active-assistive and active ROM.
3. Identify key-factors affecting the application and performance of passive, active assistive, and active ROM techniques.
4. Discuss the implications of mobility and flexibility in the pediatric and geriatric populations.

Lab

Materials Covered: Therapeutic Exercise Chapter 3

Assessment(s): Lab Handout; Documentation Assignment; Skill Check Assessment

1. Apply appropriate techniques for passive, active-assistive, and active osteokinematic movements of the extremities and spine performed in anatomic body planes on your lab partner.
2. Apply mechanical continuous passive motion to the knee joint on your lab partner following the general guidelines according to Kisner and Colby.
3. Explain the purpose and results of ROM procedures to your lab partner effectively in a clear and understandable manner.
4. Accurately documents the interventions in a SOAP note.

Module #3

Lecture

Materials Covered: Therapeutic Exercise Chapter 4; The Rehabilitation Specialist's Handbook

Assessment(s): Classwork #3, Lecture Exam

1. Discuss the use of stretching as a therapeutic exercise intervention and explain how it is documented and measured.
2. Define terms associated with mobility and stretching.
3. Explain the properties of soft tissue and the response to immobilization and stretch.
4. Compare and contrast the interventions that are used to increase mobility of soft tissues.
5. Identify the indications, contraindications and outcomes of stretching techniques.
6. Contrast deep tendon reflexes, superficial reflexes and pathological reflexes and provide examples for each.

Lab

Materials Covered: Therapeutic Exercise Chapter 4; The Rehabilitation Specialist's Handbook

Assessment(s): Lab Handout; Documentation Assignment; Skill Check Assessment

1. Apply common static stretching activities for the muscles of the upper and lower extremities and the spine on your lab partner.
2. Demonstrate autogenic inhibition and reciprocal inhibition on your lab partner.

3. Perform deep tendon reflexes and superficial reflexes on your lab partner following demonstration by the instructor.
4. Perform the tests for pathological reflexes and explain the findings for a normal and abnormal response.
5. Accurately documents the interventions in a SOAP note.

Module #4

Lecture

Materials Covered: Therapeutic Exercise Chapter 6

Assessment(s): Classwork #4, Lecture Exam

1. Explain the definitions and guiding principles for muscle performance and resistance exercise.
2. Discuss skeletal muscle function and adaptation to resistance exercise.
3. Identify the determinants of a resistance exercise program and explain how each is used to implement a safe, effective and appropriate exercise program.
4. Explain the different types of resistance exercise and discuss how selection is performed to meet the goals of a physical therapist plan of care.
5. Identify precautions and contraindications for resistance exercise.
6. Discuss considerations that need to be taken into account when developing a strength program for a pediatric patient.

Lab

Materials Covered: Therapeutic Exercise Chapter 6

Assessment(s): Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform manual and isometric resistance exercise with your lab partner for the upper and lower extremities.
2. Perform dynamic resistance exercise with your lab partner for the upper and lower extremities. Include concentric, eccentric, open-chain and closed-chain exercise as part of the dynamic activities. Include a variety of exercise equipment in performance of the dynamic activities.
3. Develop a resistance exercise program provided a mock physical therapist evaluation to meet the stated goals on the plan of care.
4. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
7. Accurately documents the interventions in a SOAP note.

Module #5

Lecture

Materials Covered: Therapeutic Exercise Chapter 8

Assessment(s): Classwork #5, Lecture Exam

1. Identify the major gross motor milestones of the first 12-18 months to develop postural control.

2. Define key terms and definitions related to balance.
3. Discuss balance control and the complex interactions of the nervous system, musculoskeletal system and contextual effects.
4. Contrast the different types of balance tests to measure stability.
5. Provide balance exercises to improve each of the different types of balance.
6. Identify what disorders have common balance components to them and strategies to correct them.

Lab

Materials Covered: Therapeutic Exercise Chapter 8

Assessment(s): Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform automatic postural reactions with your lab partner to maintain balance.
2. Perform static balance tests, dynamic balance tests, anticipatory postural control tests, reactive postural control tests and functional tests of balance with your lab partner.
3. Develop a therapeutic exercise program to improve balance provided a mock physical therapist evaluation with your lab partner to meet the stated goals for the patient. Incorporate the use of a variety of equipment and techniques to improve balance.
4. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
5. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
6. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
7. Accurately documents the interventions in a SOAP note.

Module #6

Lecture

Materials Covered: Therapeutic Exercise Chapter 14

Assessment(s): Lecture Exam

1. Explain how to incorporate verbal, tactile and visual reinforcement in posture training exercises.
2. Explain how impaired posture causes pain and limited functional mobility.
3. Identify muscle flexibility impairments typically seen with impaired posture.
4. Explain the role of good body mechanics and ergonomics for pain relief and decrease of postural pain syndromes.
5. Provide the rationale for stress management and relaxation to relieve postural stress.
6. Discuss the importance of healthy exercise habits for good posture and functional performance.

Lab

Materials Covered: Therapeutic Exercise Chapter 14

Assessment: Lab handout; Documentation Assignment in Trajecsys

1. Perform appropriate postural correction techniques for common faulty postures.
2. Demonstrate good observation skills and education techniques for implementing body mechanics training with your lab partner.
3. Create a therapeutic exercise program for a mock patient scenario to meet the stated short

and long term goals with your lab partner with appropriate progression.

4. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
5. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
6. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
7. Accurately documents the interventions in a SOAP note.

Module #7

Lecture

Materials Covered: Therapeutic Exercise Chapter 16

Assessment(s): Lecture Exam

1. Identify the fundamental exercise interventions for spinal rehabilitation.
2. Explain the role of education in patient management.
3. Identify the general exercise guidelines for management of impairments in the spinal region.
4. Describe therapeutic exercise interventions to improve kinesthetic awareness, mobility/flexibility, muscle performance, cardiopulmonary endurance and functional activities for spine management.
5. Explain the importance of environmental adaptations for management of spinal impairments.

Lab

Materials Covered: Therapeutic Exercise Chapter 16

Assessment(s): Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform fundamental exercise training for spinal impairments including kinesthetic awareness, spinal stabilization and fundamental body mechanics for a mock patient scenario with your lab partner.
2. Use verbal, tactile and visual reinforcement techniques in an appropriate manner to facilitate the desired movements or muscle contractions.
3. Perform dynamic spinal exercise training for a mock patient scenario utilizing different equipment with your lab partner to meet the stated short and long term goals.
4. Create a therapeutic exercise program for a mock patient scenario with spinal impairments with your lab partner with an appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #8

Lecture

Materials Covered: Therapeutic Exercise Chapter 17

Assessment: Classwork #6, Lecture Exam

1. Explain the structure and function of the shoulder and shoulder girdle with regards to anatomy, motions, and articulations.
2. Describe therapeutic exercise techniques for the shoulder during acute and early subacute stages of tissue healing.
3. Describe therapeutic exercise techniques for the shoulder to increase flexibility and range of motion.
4. Describe therapeutic exercise techniques for the shoulder to increase muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 17

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the shoulder and scapula with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the shoulder and scapula with your lab partner.
3. Perform stretching exercises for the shoulder and scapula with your lab partner.
4. Create a therapeutic exercise program for the shoulder and shoulder girdle for a mock patient scenario to meet the stated short and long term goals with your lab partner with appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #9

Lecture

Materials Covered: Therapeutic Exercise Chapter 18

Assessment: Lecture Exam

1. Explain the structure and function of the elbow and forearm complex with regards to anatomy, motions and articulations.
2. Describe therapeutic exercise techniques for the elbow and forearm complex to increase flexibility and range of motion.
3. Describe therapeutic exercise techniques for the elbow and forearm complex to increase muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 18

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the elbow and forearm with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the elbow and forearm

with your lab partner.

3. Perform stretching exercises for the elbow and forearm with your lab partner.
4. Create a therapeutic exercise program for the elbow and forearm for a mock patient scenario to meet the stated short and long term goals with your lab partner with appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #10

Lecture

Materials Covered: Therapeutic Exercise Chapter 19

Assessment: Lecture Exam

1. Explain the structure and function of the wrist and hand with regards to anatomy, motions and articulations.
2. Distinguish power grips and precision grips with regards to purpose and muscle control.
3. Describe therapeutic exercise techniques for the wrist and hand to increase musculotendinous mobility.
4. Describe therapeutic exercise techniques for the wrist and hand to increase flexibility and range of motion.
5. Describe therapeutic exercise techniques for the wrist and hand to increase muscle performance, neuromuscular control and coordinated movement.

Lab

Materials Covered: Therapeutic Exercise Chapter 19

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the wrist and hand with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the wrist and hand with your lab partner.
3. Perform stretching exercises for the wrist and hand with your lab partner.
4. Create a therapeutic exercise program for the wrist and hand for a mock patient scenario to meet the stated short and long term goals with your lab partner with appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #11

Lecture

Materials Covered: Therapeutic Exercise Chapter 20

Assessment: Lecture Exam

1. Explain the structure and function of the hip with regards to anatomy, motions and articulations.
2. Explain the functional relationships in the hip region.
3. Describe the muscle function of the hip during gait.
4. Describe therapeutic exercise techniques for the hip to increase flexibility and range of motion.
5. Describe therapeutic exercise techniques for the hip to develop and improve muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 20

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the hip with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the hip with your lab partner.
3. Perform stretching exercises for the hip with your lab partner.
4. Create a therapeutic exercise program for the hip for a mock patient scenario to meet the stated short and long term goals with your lab partner with appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #12

Lecture

Materials Covered: Therapeutic Exercise Chapter 21

Assessment: Classwork #7, Lecture Exam

1. Explain the structure and function of the knee with regards to anatomy, motions and articulations.
2. Describe the muscle control of the knee during gait.
3. Describe therapeutic exercise techniques for the knee to increase flexibility and range of motion.
4. Describe therapeutic exercise techniques for the knee to develop and improve muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 21

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the knee with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the knee with your lab partner.
3. Perform stretching exercises for the knee with your lab partner.
4. Create a therapeutic exercise program for the knee for a mock patient scenario to meet the stated short and long term goals with your lab partner with appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #13

Lecture

Materials Covered: Therapeutic Exercise Chapter 22

Assessment: Lecture Exam

1. Explain the structure and function of the ankle with regards to anatomy, motions and articulations.
2. Describe the function and muscle control of the ankle and foot during gait.
3. Describe therapeutic exercise techniques for the ankle and foot to increase flexibility and range of motion.
4. Describe therapeutic exercise techniques for the ankle and foot to improve muscle performance and functional control

Lab

Materials Covered: Therapeutic Exercise Chapter 22

Assessment: Lab Handout; Documentation assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the ankle and foot with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the ankle and foot with your lab partner.
3. Perform stretching exercises for the ankle and foot with your lab partner.
4. Create a therapeutic exercise program for the ankle and foot for a mock patient scenario to meet the stated short and long term goals with your lab partner with appropriate progression.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
7. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
8. Accurately documents the interventions in a SOAP note.

Module #14

Lecture

Materials Covered: Therapeutic Exercise Chapter 23

Assessment: Classwork #8, Lecture Exam

1. Discuss parameters for progressing balance exercises and advanced stabilization.
2. Describe advanced strengthening exercises for the upper extremities and lower extremities.
3. Define plyometric training and discuss characteristics.
4. Describe the neurological and biomechanical influences of plyometric training.
5. Describe the effects of plyometric training.
6. Describe the application and progression of plyometric exercises.

Lab

Materials Covered: Therapeutic Exercise Chapter 23

Assessment: Lab Handout

1. Perform advanced stabilization and balance exercises with appropriate progression from sitting to kneeling to standing with your lab partner following demonstration by the instructor.
2. Perform advanced strengthening exercises for the upper and lower extremities with your lab partner following demonstration by the instructor.
3. Create an advanced strengthening therapeutic exercise program for a mock patient scenario to meet the stated short and long term goals with your lab partner.
4. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
5. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
6. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
7. Accurately documents the interventions in a SOAP note.

Module #15

Lecture

Materials Covered: Therapeutic Exercise Chapter 9

Assessment: Lecture Exam

1. Discuss the indications, precautions and contraindications to aquatic therapy in clinical practice.
2. Discuss the effect of the physical properties of water on the body and its movements in the water.
3. Discuss the influence of each of the fluid dynamic properties on the performance of therapeutic exercise in the water.
4. Choose the appropriate water temperature for mobility and functional control exercise compared to aerobic conditioning exercise.
5. Contrast the types of pools used for aquatic exercise.
6. Explain the use of various equipment utilized for aquatic therapy.
7. Discuss interventions performed in an aquatic environment for stretching, strengthening, and

aerobic conditioning.

Lab

Materials Covered: Therapeutic Exercise Chapter 9

Assessment: Lab Handout; Documentation Assignment in Trajecsys

1. Perform aquatic therapeutic exercise techniques with your lab partner following demonstration from the instructor for a variety of impairments and diagnoses.
2. Develop an aquatic therapeutic exercise program for a mock patient scenario to meet the stated short and long term goals with your lab partner.
3. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
4. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals.
5. Recognize when a therapeutic exercise intervention is not further indicated with assistance from the instructor.
6. Accurately documents the interventions in a SOAP note.

Module #16

Lecture

Materials Covered: The Rehabilitation Specialist's Handbook Section V and VI

Assessment(s): Lecture Exam

1. Discuss the indications, contraindications and precautions of airway adjuncts and airway suctioning procedures for patients with airway and lung disease.
2. Discuss the indications, contraindications and precautions of mechanical ventilation for patients with pulmonary dysfunction.
3. Explain the role of the physical therapist assistant in management of a patient who is on a mechanical ventilator.
4. Explain the effect of medications used in management of cardiopulmonary pathology on therapeutic exercise response.
5. Identify normal and abnormal electrocardiogram tracings and discuss the physical therapy implications.
6. Communicate effectively with other healthcare professionals for effective patient management.

Lab:

Materials Covered: The Rehabilitation Specialist's Handbook Section V and VI

Assessment(s): Lab Activity; Documentation Assignment in Trajecsys

1. Utilize 12 lead electrocardiogram (ECG) monitoring for a mock cardiac patient performing therapeutic exercise for safe exercise prescription.
2. Create an aerobic and strength training therapeutic exercise program for a patient with cardiopulmonary disease.
3. Perform mobility interventions for a patient with cardiopulmonary disease utilizing assistive devices and managing patient lines and tubes.
4. Perform bed mobility interventions and early ambulation for a patient with cardiopulmonary disease who is on a mechanical ventilator with other health professionals on the patient

care team.

****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 Tests	60%
Assignments	5%
Skill Check Assessments	5%
Lab Practical Competency Exam	8%
Final Exam	20%
Class Participation	2%
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Total	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 ([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.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

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. 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.

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).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>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.</p>	<p>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.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>

INSTRUCTOR'S COURSE INFORMATION SHEET

PART I: INSTRUCTOR INFORMATION

Instructor Name:	<i>Samantha Martel, MPT, DPT</i>
Campus Phone Number:	<i>843-477-2075</i>
College Email Address:	Samantha.martel@hgtc.edu <i>Email Policy: I will return emails within 2 business days of receipt</i>
Office Location:	<i>Grand Strand Campus Speir Building 1000 Room 1282B</i>
Office Hours/Availability:	<i>Posted in Wavenet and on office door</i>

Part II: Course Schedule and Assessments

Dates:	<i>**Schedule is subject to change</i>
Week 1 Jan 13-17	<p><u>Lecture 1 – Module 1</u> Materials Covered: Therapeutic Exercise Chapter 1; Chapter 2 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #1 –Therapeutic Exercise Chapter 1 End of Chapter question #8. Submit in Dropbox in D2L <p><u>Lecture 2-Module 2</u> Materials Covered: Therapeutic Exercise Chapter 3 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #2-Therapeutic Exercise Chapter 3 End of Chapter question #1. Submit in Dropbox in D2L <p><u>Lab Week 1</u> Materials Covered: Therapeutic Exercise Chapters 1, 2, 3 Assessment(s):</p> <ul style="list-style-type: none"> • Exam 1-Musculoskeletal Anatomy • Completion of Lab Handout-not graded • Documentation Assignment in Trajecsys (Graded Assignment)
Week 2 Closed Jan 20 Jan 20-24	<p><u>Lecture 3 – Module 3</u> Materials Covered: Therapeutic Exercise Chapter 4; The Rehabilitation Specialist's Handbook Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #3-Therapeutic Exercise Chapter 4 End of Chapter Question Number 3. Submit in Dropbox in D2L <p><u>Lab Week 2 Lab-Module 3</u></p>

Dates:	<i>**Schedule is subject to change</i>
	<p>Materials Covered: Therapeutic Exercise Chapter 4; The Rehabilitation Specialist's Handbook</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Completion of Lab Handout (not graded) • Documentation Assignment in Trajecsys (Graded Assignment)
<p>Week 3 Jan 27-31</p>	<p><u>Lecture 4– Test 1</u> Materials Covered: Test 1 Assessment(s):</p> <ul style="list-style-type: none"> • Exam 2: Chapters 1, 2, 3, 4 <p><u>Lecture 5-Module 4</u> Materials Covered: Therapeutic Exercise Chapter 6 Assessment(s):</p> <ul style="list-style-type: none"> • n/a <p><u>Lab Week 3-Modules 2,3,4</u> Materials Covered: Therapeutic Exercise Chapters 3, 4 and 6 Assessment(s):</p> <ul style="list-style-type: none"> • Skill Check Assessment: ROM Techniques • Skill Check Assessment: Stretching Therapeutic Exercise • Lab Handout (not graded)
<p>Week 4 Feb 3-7 Feb 5: Advocacy Day Capitol Hill Mandatory</p>	<p><u>Lecture 6 – Module 4</u> Materials Covered : Therapeutic Exercise Chapter 6 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #4- Therapeutic Exercise Chapter 6 End of Chapter Question Number 5. Submit in Dropbox in D2L <p>Wednesday-Advocacy Day-Module 1 Materials Covered: APTA Advocacy Student Involvement Assessment(s):</p> <ul style="list-style-type: none"> • Discussion Board <p><u>Lab Week 4-Module 4</u> Materials Covered: Therapeutic Exercise Chapter 6 Assessment(s):</p> <ul style="list-style-type: none"> • Lab Handout (not graded) • Documentation Assignment in Trajecsys (Graded) • Skill Check Assessment: Neuromuscular Re-ed (PNF Diagonal Patterns)
<p>Week 5 Feb 12-14</p>	<p><u>Lecture 7-Module 5</u> Materials Covered: Therapeutic Exercise Chapter 8 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #5- Therapeutic Exercise Chapter 8 End of Chapter Question Number 6. Submit in Dropbox in D2L

Dates:	<i>**Schedule is subject to change</i>
	<p><u>Lecture 8-Module 6 and 7</u> Materials Covered: Therapeutic Exercise Chapter 14 and 16 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #6-Therapeutic Exercise Chapter 14 End of Chapter Question Number 2. Submit in Dropbox in D2L <p><u>Lab Week 5-Module 5, 6 and 7</u> Materials Covered: Therapeutic Exercise Chapters 8, 14 and 16 Assessment(s):</p> <ul style="list-style-type: none"> • Completion of Lab Handout (not graded) • Documentation Assignment in Trajecsys (Graded Assignment)
Week 6 Feb 17-21	<p><u>Lecture 9-Module 4, 5, 6, 7</u> Materials Covered: Test 2 Assessment(s):</p> <ul style="list-style-type: none"> • Exam 3: Chapters 6, 8, 14, 16 <p><u>Lecture 10-Module 8, Module 9, Module 10</u> Materials Covered: Therapeutic Exercise Chapter 17, 18 and 19 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #7- Therapeutic Exercise Chapter 17 End of Chapter Question Number 3. Submit in Dropbox in D2L <p><u>Lab Week 6-Module 4,5,6,7,8, 9, 10</u> Materials Covered: Therapeutic Exercise Chapter 17, 18 and 19 Assessment(s):</p> <ul style="list-style-type: none"> • Skill Check Assessment: Balance and Coordination • Skill Check Assessment-Spine Exercise Progression • Lab Handout (not graded)
Week 7 Feb 24-28	<p><u>Lecture 11 and 12 -Module 11, 12 and 13</u> Materials Covered: Therapeutic Exercise Chapter 20, 21, and 22 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #8- Therapeutic Exercise Chapter 21 End of Chapter Question Number 1. Submit in Dropbox in D2L <p><u>Lab Week 7-Modules 11, 12 and 13</u> Materials Covered: Therapeutic Exercise Chapter 20, 21, 22, 23 Assessment(s):</p> <ul style="list-style-type: none"> • Completion of Lab Handout (not graded) • Documentation Assignment in Trajecsys (Graded Assignment)
Week 8 March 2-6	<p><u>Lecture 13-Modules 8, 9, 10, 11, 12, 13 Review</u> Materials Covered: Therapeutic Exercise Chapters 17-22 Assessment(s):</p>

Dates:	**Schedule is subject to change
	<ul style="list-style-type: none"> • n/a <p><u>Lecture 14-Modules 8, 9, 10, 11, 12, 13</u> Materials Covered: Test 3 Assessment(s):</p> <ul style="list-style-type: none"> • Exam 4: Chapters 17, 18, 19, 20, 21, 22 <p><u>Lab Week 8-Module 8, 9, 10, 11, 12, 13</u> Materials Covered: Therapeutic Exercise Chapters 17-22 Assessment(s):</p> <ul style="list-style-type: none"> • Lab Handout (Review): Not graded • Skill Check Assessment: UE and LE Exercise Progression
Week 9 March 9-13 March 9-Aquatics at Healthpoint Lab	<p><u>Lecture 15-Module 15</u> Materials Covered: Therapeutic Exercise Chapter 9 Assessment(s):</p> <ul style="list-style-type: none"> • n/a <p><u>Lecture 16-Module 14</u> Materials Covered: Therapeutic Exercise Chapter 23 Assessment(s):</p> <ul style="list-style-type: none"> • Classwork #9- Therapeutic Exercise Chapter 23 End of Chapter Question Number 1. Submit in Dropbox in D2L <p><u>Lab Week 9-Modules 14 and 15</u> Materials Covered: Therapeutic Exercise Chapters 9 and 23 Assessment(s):</p> <ul style="list-style-type: none"> • Lab Handout (Not Graded)
Week 10 March 18-20 March 20 SCAPTA Conference	<p><u>Lecture 17-Module 16 Guest Lecture Tracheostomy Tubes (Wed March 18th) 10:00-12:00</u> Materials Covered: Principles and Techniques of Patient Care Chapter 10 (IPE activity with Respiratory Therapy) Assessment(s):</p> <ul style="list-style-type: none"> • n/a <p><u>Lecture/Lab 18-Module 16 Guest Lecture EKGS (Thursday 19th) 9:30-12:30</u> Materials Covered: The Rehabilitation Specialist's Handbook Section V Assessment(s):</p> <ul style="list-style-type: none"> • n/a <p><u>Lab Week 10 (Wed): Module 16 Lab 1 12:30-2:30; Lab 2 2:45-4:45</u></p>

Dates:	<i>**Schedule is subject to change</i>
	Materials Covered: Therapeutic Exercise Chapter 24, Principles and Techniques of Patient Care Assessment(s): <ul style="list-style-type: none"> • Lab Handout (not graded)
Week 11 March 30-April 3	Final Comprehensive Exam March 30 Lab Practical Competency Examination April 1-2

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

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

Makeup Assignments (Examinations, Skill Check Assessments, Homework)

- 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.
- Late assignments (i.e. Homework): 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 bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

EVALUATION:

Lecture Tests	60%
Assignments	5%
Skill Check Assessments	5%
Lab Practical Competency Exam	8%
Final Exam	20%
Class Participation	2%
Total	100%

Item Description	Total Points for Item	% of Grade
	*All items in each category are evenly weighted	
Lecture Tests: The student will complete computerized tests. The questions will be predominantly multiple-choice, with a few short answer problems assessing your knowledge of the	Test 1 = 100 Test 2 = 100 Test 3 = 100 Test 4 = 100	60%

unit objectives.		
Comprehensive Final: The student will complete one computerized test. The test questions will be predominantly multiple-choice, with a few short answer problems assessing your knowledge of the unit objectives and course learning outcomes.	Final = 100	20%
Homework Assignments/Quizzes: The purpose of homework and quizzes is to perform critical thinking and application of the material covered in lecture and lab. Homework due dates are posted in the D2L Dropbox for each assignment.	CW 1= TBA CW 2= TBA CW 3 = TBA CW 4 = TBA CW 5 = TBA CW 6 = TBA CW 7 = TBA CW 8= TBA CW 9= TBA Documentation: Week 1= TBA Week 2= TBA Week 4 = TBA Week 5 = TBA Week 7 = TBA	5%
Skill Check Assessments: Each skill check assignment is weighted equally and are 5% of the overall grade. For each skill check assessment, the student will receive the score on the rubric in Trajecsys 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 a 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 Trajecsys. 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.	ROM Techniques = 10 Stretching TE = 10 Neuromuscular Re-ed (PNF Diagonal Patterns) = 10 Balance and Coordination = 10 Spine Exercise Progression = 10 Isometric and Isotonic (Dynamic) Strengthening TE (Upper Extremities) = 10 Isometric and Isotonic (Dynamic) Strengthening TE (Lower Extremities) = 10	5%

Lab Practical Competency Examination	TBA	8%
Class Participation	Rubric = 4 points	2%
Total		100%

PART III: FACE 2 FACE (F2F) COURSE POLICIES

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:

See section: EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework and Documentation)

REQUIRED ON-SITE MEETINGS:

Students if you choose to take your test(s) at a site other than an HGTC Testing Center, the center may charge you a fee. Please ask the center about any testing fees before you register to take your exam.

These fees will be payable to the center providing the service, not HGTC.