



INSTRUCTIONAL PACKAGE

PTH 240

Therapeutic Exercise and Application

Effective Term
Spring/2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202020

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.

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

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.

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

ADDITIONAL REQUIREMENTS:

Watch with 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.

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

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 and Chapter 2

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.

6. Accurately measure and record your lab partner's blood pressure, heart rate, respiration rate, oxygen saturation, body temperature and body mass index (BMI) at rest.
7. Determine the Ankle Brachial Index (ABI) for a lab partner and explain the results.
8. Explain to a patient/client or family member the significance of measuring and monitoring vital signs.

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. Perform the following field tests: 6 min walk test, 5 Meter Walk Test, Dynamic Gait Index, Timed Up and Go Test, submaximal treadmill test, and submaximal step test.
8. 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

Lab 1:

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

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

1. Locate and perform cardiac auscultation on a lab partner and on a simulator and explain the basic heart sounds.
2. Recognize normal and abnormal basic electrocardiogram (ECG) interpretation (IPE activity with Paramedic/EMT Students).
3. Perform cardiopulmonary resuscitation on mannequins following the current guidelines (IPE activity with Paramedic/EMT Students).
4. Appropriately respond to an emergency situation by activating the emergency response system (IPE activity with Paramedic/EMT Students).
5. Utilize 12 lead electrocardiogram (ECG) monitoring for a mock cardiac patient performing therapeutic exercise for safe exercise prescription.
6. Create an aerobic and strength training therapeutic exercise program for a patient with cardiopulmonary disease.
7. Perform mobility interventions for a patient with cardiopulmonary disease utilizing assistive devices and managing patient lines and tubes.
8. Teach a patient with sternal precautions how to perform bed mobility, ambulation and wheelchair mobility.
9. Perform appropriate therapeutic exercise interventions for phase 1 and 2 cardiac rehabilitation mock patients using FITT recommendations.
- 10.

Lab 2:

1. Locate on a lab partner the appropriate locations for pulmonary auscultation.
2. Perform pulmonary auscultation on a lab partner and on a simulator and explain the lung sounds.
3. Teach a mock patient appropriate breathing exercises and ventilatory training within the parameters of the physical therapist plan of care.
4. Teach a mock patient appropriate exercises to mobilize the chest and how to produce an effective cough within the parameters of the physical therapist plan of care.
5. 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 (IPE activity with Respiratory Students).
6. Perform a pulmonary function test (PFT) and explain the purpose and results with knowledge of the pulmonary system (IPE activity with Respiratory Students)
7. Integrate knowledge of pulmonary disorders to implement therapeutic exercise for a patient with pulmonary dysfunction provided a mock physical therapist evaluation.
8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
9. Accurately documents the interventions in a SOAP note.

****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%
Assignments	5%
Skill Check Assessments	5%
Lab Practical Competency Exam	8%
Class Participation	2%
Final Exam	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%

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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 appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sstc@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.



CENTRAL 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!
2. Use the [Online Resource Center \(ORC\)](#), including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **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).

STUDENT TESTING:

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 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

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