INSTRUCTIONAL PACKAGE

PTH 244

Rehabilitation

Effective Term
Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

COURSE PREFIX: PTH 244 COURSE TITLE: Rehabilitation

CONTACT HOURS: 6 hours/week CREDIT HOURS: 4

RATIONALE FOR THE COURSE:
Upon completion of this course, the student should be able to describe the clinical signs, etiology, and pathophysiology of both central nervous system and peripheral nervous system conditions and congenital deformities. The student should be able to develop and implement treatment plans for patients who have impairments resulting from neurological injury.

COURSE DESCRIPTION:
This course introduces neurological principles, pathology, and specialized rehabilitation techniques for pediatric and adult care.

PREREQUISITES/CO-REQUISITES:
A grade of C or higher in all previous PTH courses.

REQUIRED MATERIALS:

- O'Sullivan, Susan B. *Physical Rehabilitation, 7th Edition.* F.A. Davis Company, 2019.
- Fairchild, Sheryl L. *Principles & Techniques of Patient Care.* Elsevier Saunders, 2018.
- Kisner C, Colby LA, Borstad J. *Therapeutic Exercise Foundations and Techniques 7*th Ed. Philapdelphia, PA: F.A. Davis Company; 2018.
- Goodman CG, Fuller, KS, and Marshall. *Pathology for the Physical Therapist Assistant, 2nd Edition.* Elsevier 2017.
- 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:
None

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.
Laptop or Tablet

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. Identify the key elements of the physical therapist's evaluation in order to select, implement, and modify accordingly treatment interventions for the neurological impairments within the parameters of the physical therapist plan of care.
    a. ASSESSMENTS: Comprehensive Final Examination and Lab Practical Competency Examination
2. Recognize contraindications for and complications of physical therapy intervention and the appropriate response specific to the situation and diagnosis.
    a. ASSESSMENTS: Unit Tests, Comprehensive Final Examination, and Lab Practical Competency Examination
3. Communicate adequately and appropriately, both verbally and nonverbally, in a manner that fosters confidence and reflects an understanding of socioeconomic, cultural, and psychological differences during Guest interactions in lab and data collection procedures on a mock neurologic patient scenario.
    a. ASSESSMENTS: Comprehensive Final Examination and Lab Practical Competency Examination
4. Demonstrate compliance within the scope of practice of a Physical Therapist Assistant in

both legal and ethical dimensions.
    a. ASSESSMENTS: Comprehensive Final Examination and Lab Practical Competency Examination
5. Document accurately and concisely appropriate subjective, objective, and assessment information in SOAP note format following treatment.
    a. ASSESSMENTS: Lab homework, Comprehensive Final Examination, and Lab Practical Competency Examination

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.

Module #1

Lecture : Neuroanatomy and Normal Development
Materials Covered: Reading List as posted in D2L in Module 1
Assessment(s): Lecture Exam

1. Recognize and utilize ICF terminology.
2. Discuss the factors involved when a Physical Therapist determines which tests, measures, and interventions are appropriate to be delegated to a Physical Therapist Assistant.
3. Identify significant structures within the nervous system and differentiate between the CNS and PNS.
4. Explain normal development milestones and age-related changes in functional movement across the life span

Lab : PNF, Developmental Sequence, Tilt Table
Materials Covered:

- Therapeutic Exercise 215-223
- Fairchild 215-217, 218b

Assessment(s):

- Prelab (not graded)
- SOAP note
- Test 1
- Skill check – Developmental sequence

1. Apply PNF techniques and principles integrated with the developmental sequence and identify which proprioceptive neuromuscular facilitation techniques are most appropriate to promote the different stages of motor control following demonstration by the instructor or from a case scenario.

2. Accurately document the PNF intervention in a SOAP note.
3. Practice tilt table intervention for a mock paraplegic patient and identify signs and symptoms of intolerance with subsequent appropriate actions by the PTA.

Module #2: Motor Control and Motor Learning

Lecture

Materials Covered: Physical Rehabilitation Chapter 5; Reading List on D2L

Assessment(s):

- Reflex Chart – Participation Grade
- Test 1

1. Define motor control and motor learning.
2. Identify the components of the motor function examination and factors that may affect the examination of motor function
3. Distinguish the different types of tone and data assessment measures
4. Contrast the role of reflexes in normal development and in a neurologically impaired patient

Lab

Materials Covered: Physical Rehabilitation Chapter 5

Assessment(s): Skill Check - Transfers

1. Following instruction, safely guard a subject while eliciting protective reactions and equilibrium responses in sitting and standing.
2. Given a plan of care,, design a treatment intervention that incorporates progression through the developmental sequence and identify the appropriate stage of motor control
3. Correctly teach a serial motor task and progress the feedback utilized.
4. Explain and utilize technology as a therapeutic intervention for motor learning.
5. Perform safely bed mobility and transfers of a neurologically or orthopedically involved patient from wheelchair, mat table/plinth and bed.

Module #3: Stroke

Lecture

Materials Covered: Reading List as posted on D2L

- Physical Rehabilitation Chapter 15
- You Tube video of Gabrielle Gifford

Assessment(s):

- ICF homework based on video (participation grade)
- Test 1

Chapter 15: Stroke

1. Describe the epidemiology, etiology, pathophysiology, and clinical manifestations of stroke.
2. Identify risk factors and teach stroke prevention in a mock clinical setting

3. Identify common complications and associated conditions seen in patients who have sustained cerebrovascular accidents.
4. Differentiate between the three phases of stroke recovery identify appropriate interventions for each phase.

Lab
Materials Covered: PR Chapter 15
Assessment(s):

- Prelab (not graded)
- Student Response (2)
- SOAP note

1. Assist in interviewing a Guest who has sustained a stroke and practice listening skills.
2. Perform techniques to facilitate trunk control with progression to functional activity following demonstration by an instructor
3. Identify the typical phases of recovery for the upper extremity and demonstrate an appropriate treatment technique for each phase
4. Implement a mat treatment program for bed mobility training and pre-gait training
5. Design and practice in lab a progression of standing balance and gait training for a patient with hemiparesis
6. Accurately document treatment intervention performed in lab in a SOAP note

Module #4: Amyotrophic Lateral Sclerosis

Lecture
Materials Covered: Reading List as posted in D2L; Physical Rehabilitation Chapter 17
Assessment(s): Test 2
Chapter 17: Amyotrophic Lateral Sclerosis
1. Describe the incidence, etiology, and pathophysiology of ALS.
2. Differentiate clinical manifestations related to upper motor neuron pathology, lower motor neuron pathology, and bulbar pathology.
3. Discuss the medical and health care management of persons with ALS.
4. Identify specific treatment interventions relative to the stage/degree of progression and level of impairment or functional limitations of persons with ALS
5. Discuss strategies for patient and family education to address functional limitations of individuals with ALS.

Module #5: Multiple Sclerosis

Lecture
Materials Covered: Reading List as posted in D2L; Physical Rehabilitation Chapter 16
Assessment(s): Test 2
1. Describe the incidence, etiology, clinical manifestations, and course of multiple sclerosis
2. Describe elements of the medical management of persons with multiple sclerosis.

3. Identify specific treatment interventions relative to the stage/degree of progression and level of impairment or functional limitations of persons with multiple sclerosis.
4. Recognize contraindications and complications associated with multiple sclerosis

Lab

Materials covered: Physical Rehabilitation Chapter 16

Assessment(s):

- Pre-lab
- Student Response

1. Assist in interviewing a Guest who has multiple sclerosis and recognize effective coping mechanisms either verbalized or perceived.
2. Recognize the impact of a chronic, progressive neurologic disease on a patient's lifestyle
3. Discuss and teach strategies for patient and family education to address functional limitations of individuals with multiple sclerosis.
4. Interpret patient data given a case study and practice appropriate interventions to improve function.

Module #6: Spinal Cord Injury

Lecture

Materials Covered: Reading List as posted on D2L

- Physical Rehabilitation Chapter 20
- Videos

Assessment (s):

- Video Homework Assignment (classroom grade)
- Test 2

1. Apply ICF terminology after observing videos of persons with spinal cord injuries and discuss the impact of the impairments and the role of the PTA
2. Understand spinal cord injury classification: ASIA and Clinical Syndromes
3. Describe the neurological complications and secondary medical complications associated with SCI.
4. Identify the expected functional outcomes for patients with traumatic spinal cord injury at various lesion levels.
5. Explain the role of physical therapy and identify appropriate interventions during the acute stage of recovery and active rehabilitation.

Lab

Materials Covered: Physical Rehabilitation Chapter 20

Assessment(s):

- Pre-Lab (not graded)
- Student Response
- SOAP note

1. Correctly instruct and assist a "patient" in bed mobility, wheelchair transfers, and

wheelchair skills as appropriate to their level of lesion
2. Teach preventative skin care techniques
3. Perform a ROM program and understand how to implement selective tightening
4. Instruct a "patient" in pulmonary exercises, strengthening exercises, and mat activities
5. Appreciate and reflect on the rehab process after interacting with our Guest

Module #7: Parkinson's Disease and Dementia

Lecture: Parkinson's Disease
Materials Covered: Physical Rehabilitation Chapter 18
Assessment(s): Test 2

1. Describe the incidence, etiology, clinical manifestations, and sequelae of Parkinson's disease.
2. Define terms associated with the pathology and management of Parkinson's disease.
3. Understand the typical medical management of Parkinson's disease.
4. Identify specific treatment interventions relative to the stage/degree of progression and level of impairment or functional limitations of persons with Parkinson's disease.

Lecture: Dementia & Alzheimer's Disease
Materials Covered: Reading List on D2L
Assessment: Test 2 (9/26)

1. Demonstrate understanding of characteristics associated with each stage of dementia
2. Describe the need for interventions focused on utilization of residual skills as well as compensation of functional deficits
3. Identify effective strategies for teaching family members how to assist a patient with impaired memory and declining cognition

Lab
Materials Covered: Physical Rehabilitation Chapter 18
Assessment(s):

- Student Response
- SOAP Note

1. Observe clinical manifestations of PD and reflect on the impact they have on his lifestyle
2. Explain the rationale and perform conditioning exercises relevant for PD
3. Implement a plan of care that addresses rigidity, bradykinesia, and postural impairments
4. Describe and practice specific cuing strategies related to various gait and functional movement impairments in PD
5. Accurately document interventions performed in a SOAP note.

Module #8: Traumatic Brain Injury

Lecture
Materials Covered: Reading List as posted on D2L

- Physical Rehabilitation Chapter 19
- Videos on D2L

Assessment:

- Student Response
- Test 3

1. Identify causes and mechanisms of traumatic brain injury.
2. Describe the evidence based outcome measures frequently used with traumatic brain injury and understand the relevance of the scores to recovery.
3. Explain the sequelae of TBI including the common secondary and concomitant injuries associated with TBI
4. Compare and contrast the role of physical therapy during the acute stage of recovery and the active stage of recovery using the Rancho Los Amigo LOCF as a tool for interventions.
5. Recognize the impact of a chronic, nonprogressive neurological disorder on a patient's family through observation and interaction.

Lab

Materials Covered:

Assessment: Skill Check Assessment

1. Perform competently bed mobility and transfers
2. Safely guard and guide a classmate simulating a neurological injury through developmental positions and explain the rationale for interventions in these positions

Module #9

Field Trip to University of SC

Materials Covered:

- PTA Supervision Algorithm
- ICF Worksheet

Assessment:

- ICF Worksheet
- Reflection

1. Given three physical therapy evaluations, PTA students will collaborate with DPT students to discern appropriate referrals to PTA students, to discuss interventions that the PTA student would implement based upon the POC, and to determine what other information is necessary for the PTA to treat the patient.

Module #10: Neuropathy

Lecture

Materials Covered: Reading List as posted on D2L

Assessment: Test 3

1. Describe the incidence, etiology, and clinical manifestations of peripheral neuropathy, Guillain Barre Syndrome (GBS), Charcot Marie Tooth (CMT), and Postpolio Syndrome(PPS).
2. Identify specific treatment interventions and contraindications relative to the stage or functional limitations of persons with peripheral neuropathy, GBS, CMT, and PPS.

Lab: Locomotor training and Coordination training
Materials Covered: Reading List as posted on D2L

- Physical Rehabilitation Chapters 10 and Chapter 6

Assessment(s)

- Student Response
- SOAP Note

1. Assist in interviewing a guest with CMT and reflect the multifocal impact of a chronic, progressive, inherited disease
2. Apply locomotor training principles to practice and teach specific interventions
3. Teach coordination interventions including Frenkels Exercises
4. Given a neurological scenario, select and practice appropriate interventions

Module #11: Pediatrics

Lecture: Position and Handling
Materials Covered: Reading List as posted on D2L
Assessment:

- Test 3

1. Describe the use of positioning and handling as interventions to improve function in children with neurologic deficits.
2. List handling tips that can be used when treating children with neurologic deficits.
3. Identify the purpose of adaptive equipment with children who have neurologic deficits.
4. Compare and contrast physical therapy interventions for various pediatric diagnoses including: cerebral palsy, myelomeningocele, Duchenne's Muscular Dystrophy, and Down Syndrome

Lab:
Materials Covered: Review of learned skills
Assessment: Final Lab Competency
1. Apply appropriate therapeutic techniques and progress them according to specific diagnoses

Module #12: Vestibular Rehabilitation

Lecture

Materials Covered: Reading List as posted in D2L

- Physical Rehabilitation Chapter 21

Assessment: Test 3

1. Identify sensory systems vital to the maintenance of balance
2. Define terms related to balance disorders
3. Differentiate vestibular symptom pathology from other manifestations of vertigo, dizziness, and disequilibrium.
4. Discuss appropriate clinical examination tools used to measure each sensory input

Lab

Materials Covered: Physical Rehabilitation Chapter 21

Assessment:

1. Appropriately apply techniques to improve balance strategies within the established plan of care
2. Understand components of vestibular rehabilitation therapy and appropriately perform specific techniques for improving gaze stabilization as well as canalith repositioning following demonstration by an instructor.

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	50%
Assignments	8%
Skill Check Assessments	2%
Laboratory Practical Competency Examination	13%
Class Participation	2%
Final Exam	25%
	100%

Grading Scale

A 90%-100%
B 80%-89%
C 75%-79%
D 69%-74%
F below 68%

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

GRADING SYSTEM:

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.**

Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

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

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

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC

Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the Online Resource Center to access on-demand resources any time.

Student Information Center: WaveNet Central (WNC)

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

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

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

Disability Services:

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

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

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-

6066, 843-349-5228, Melissa.Batten@hgtc.edu. 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).

Inquiries regarding the non-discrimination 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.	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.
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	**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

INSTRUCTOR'S COURSE INFORMATION SHEET

PART I: INSTRUCTOR INFORMATION

Instructor Name:	Julie Schexnayder, MPT
Campus Phone Number:	843-477-2067 (Dr. Marcin, Department Chair)
College Email Address:	Julie.schexnayder@hgtc.edu *Email Policy: I will return emails within 2 business days of receipt*

Instructor Name:	Julie Schexnayder, MPT
Office Location:	Grand Strand Campus Speir Building 1000, 2nd floor adjunct office
Office Hours/Availability:	Tues and Thurs 8:20-8:50am or by appointment

Part II: Course Schedule and Assessments

Dates:	***Schedule subject to change*
Week 1 Aug 26-30, 2019	**Module #1 (Tuesday)** Lecture: Neuroanatomy and Normal Development Materials Covered: Reading List as posted in D2L in Module 1 Assessment (s): • Test 1 (9/10) Lab: PNF, Developmental Sequence, Tilt Table Materials Covered: • Therapeutic Exercise 215-223 • Fairchild 215-217, 218b Assessment(s) • Prelab (not graded) • SOAP note –in lab • Test 1 (9/10) • Skill check – Developmental sequence (9/19) **Module #2: Motor Control and Motor Learning (Thurs)** Lecture Materials Covered: Physical Rehabilitation Chapter 5; Reading List on D2L Assessment(s): • Reflex Chart – participation grade • Test 1 (9/11) Lab: Motor Control and Motor Learning Materials Covered: Physical Rehabilitation Chapter 5 Assessments(s): Pre-lab (not graded) • Skill check – Transfers (9/19)
Week 2 Closed Sept 2 Sept 3-6, 2019	**Module #3: Stroke (Tues)** Lecture Materials Covered: Reading List as posted on D2L • Physical Rehabilitation Chapter 15

Dates:	***Schedule subject to change*
	• You Tube video of Gabrielle Gifford Assessment(s): • ICF homework based on video (participation grade) • Test 1 (9/10) Lab (both Tues and Thurs) Materials Covered: Physical Rehabilitation Chapter 15 Assessment(s): • Prelab (not graded) • Student Response (2) • SOAP note **Module #4: Amyotrophic Lateral Sclerosis (Thurs)** Lecture Materials Covered: Reading List as posted in D2L; Physical Rehabilitation Chapter 17 Assessment(s): • Test 2 (9/26)
Week 3 **Sept 9-13, 2019**	**Test 1 9:00-10:00 (Tues Sept 10) Building 200 Room 148** Materials Covered: Modules 1,2, and 3 including labs **Module #5: Multiple Sclerosis (Tues)** Lecture Materials Covered: Reading List as posted in D2L; Physical Rehabilitation Chapter 16 Assessment(s): Test 2 (9/26) Lab Materials covered: Physical Rehabilitation Chapter 16 Assessment(s): • Pre-lab • Student Response **Module #6: Spinal Cord Injury (Thurs)** Lecture Materials Covered: Reading List as posted on D2L • Physical Rehabilitation Chapter 20 • Videos

Dates:	***Schedule subject to change*
	Assessment (s): • Video Homework Assignment (classroom grade) • Test 2 (9/26) Lab Materials Covered: Physical Rehabilitation Chapter 20 Assessment(s): • Pre-Lab (not graded) • Student Response • SOAP note
Week 4 **Sept 16 - 20, 2019**	**Module #7: Parkinson's Disease and Dementia (Tues)** Lecture: Parkinson's Disease (9:00-9-50) Materials Covered: Physical Rehabilitation Chapter 18 Assessment(s): Test 2 (9/26) Lecture: Dementia & Alzheimer's Disease (10:00-11:30) Materials Covered: Reading List on D2L Assessment: Test 2 (9/26) Lab: Parkinson's Disease Materials Covered: Physical Rehabilitation Chapter 18 Assessment(s): • Student Response • SOAP Note **Module #8: Traumatic Brain Injury (Thurs)** Lecture Materials Covered: Reading List as posted on D2L • Physical Rehabilitation Chapter 19 • Videos on D2L Assessment: • Student Response • Test 3 (Oct 3-7 in Testing Center) Lab Materials Covered: **Assessment:** • **Developmental Sequence Skill Check** • **Bed Mobility & Transfers Skill Check**

Dates:	***Schedule subject to change*
Week 5 **Sept 23-27, 2019**	**<u>Module #9 (Tues) *Anticipated hours 7:30am – 6:00pm*</u>** <u>Field Trip to University of SC</u> Materials Covered: • PTA Supervision Algorithm • ICF Worksheet Assessment: • ICF Worksheet • Reflection **<u>Test 2</u> 9:00-10:00 (Thursday Sept 27) Room 1158** Materials covered: Modules 4, 5, 6, and 7 including labs **<u>Module #10: Neuropathy (Thurs)</u>** <u>Lecture</u> Materials Covered: Reading List as posted on D2L Assessment: Test 3 <u>Lab</u>: Locomotor training and Coordination training Materials Covered: Reading List as posted on D2L • <u>Physical Rehabilitation</u> Chapters 10 and Chapter 6 Assessment(s) • Student Response • SOAP Note
Week 6 **Sept 30-Oct 4, 2019**	**<u>Module #11: Pediatrics (Tues)</u>** <u>Lecture</u>: Position and Handling Materials Covered: Reading List as posted on D2L Assessment: • Test 3 <u>Lab:</u> Materials Covered: Review of learned skills Modules 1-10 **<u>Module #12: Vestibular Rehabilitation (Thurs)</u>** <u>Lecture</u> Materials Covered: Reading List as posted in D2L • <u>Physical Rehabilitation</u> Chapter 21 Assessment: Test 3 <u>Lab</u>

Dates:	***Schedule subject to change*
	Materials Covered: Physical Rehabilitation Chapter 21
Week 7: **Oct 7-11**	Tuesday October 8: Test 3 9:00 Building 200 Room 148 Final Written Comprehensive Examination: Thursday, October 10, 2019 Lab Practical Competency Examinations: October 8th and 10th, 2019

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, Documentation): Per the instructor's discretion, the assignment will have a deduction of 50% of the achieved score and no more than two late assignments may be accepted.

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

Bonus

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

EVALUATION:

Tests	50%
Assignments	8%
Skill Check Assessments	2%
Laboratory Practical Examination	13%
Class Participation	2%
Final Exam	25%
	100%

Item Description	Total Points for Item	% of

	*All items in each category are evenly weighted	**Grade**
Tests: The student will complete computerized tests. The questions will be multiple-choice, assessing knowledge of the module objectives.	Test 1 = 100 Test 2 = 100 Test 3 = 100	50%
Comprehensive Final: The student will complete one computerized test. The test questions will be multiple-choice, assessing knowledge of the module objectives and course learning outcomes.	Final = 100	25%
Homework Assignments and Documentation: The purpose of homework and documentation assignments is to perform critical thinking and application of the material covered in lecture and lab. Homework due dates are posted in the D2L Dropbox and Course Calendar for each assignment. Documentation assignments will be assigned in lab along with the due date and the student will complete the assignment in Trajecsys. The grading rubric for documentation is uploaded in D2L.	• 5 Soap Notes (13 points each) • 7 Student Responses (5 points) • 4 Group Participation - TBA	8%
Skill Check Assessments: Each skill check assignment is weighted equally and are 2% of the overall grade. For each skill check assessment the student will receive 10 points for first time pass, 7.5 points if passed second time and 0 points if passed after two attempts. The skill check assessment rubrics are uploaded on D2L under content. Intervention or data collection skill check assessment is performed at the end of each lab unit after the instructor has provided the student with didactic material, demonstration and hands on application. The student is required to successfully complete each skill check assessment below for this course prior to the lab practical examination. The skill check assessment	Neurodevelopmental Sequence Transfers	2%

associated with the lab practical examination may be attempted up until 2 instructor working days to the date of the scheduled lab practical examination or a designated date by the instructor. Failure to complete a skill check assessment will not allow the student to complete the laboratory practical examination, which will result in failure of the course. The students will schedule for skill check assessment with the instructor, see course schedule. If time allows skill check assessment may be performed during lab and at the instructor discretion during the instructor office hours. **The number of skill check assessments can vary per instructor discretion.		
Lab Practical Examination: The student will complete a laboratory practical examination competency that will assess their ability to apply neurologic interventionslearned this term to a physical therapy treatment plan. The purpose of this assessment is for the instructor to provide summative feedback on student skill development. **Laboratory practical examination(s) are weighted equally and are worth 13% of the overall grade. The laboratory practical examination grading rubrics are uploaded on D2L under content one week prior to the scheduled comp. A minimum of 75% and all critical elements must be achieved to pass the laboratory practical examinations. Three attempts will be given for the competency. Repeat competency will be awarded a maximum of 75%. Students will only be allowed to try competency check off one time per day.**	Lab Practical Examination Competency= TBD	13%
Class Participation	Rubric = 24 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.