



The City University of New York
Department of Allied Health, Mental Health and Human Services

PTA 800 Selected Topics

Course Syllabus: Spring 2024

Prerequisites: PTA1, PTA 2, PTA3, PTA 10, PTA 20, PTA 4, PTA 5, PTA 6, Bio 11, Bio12

Co-requisites: PTA 700, PTA2500

Credit Hours: 5

Contact Hours: 2hrs lecture/6hrs lab

In person Lecture: Mon/Wed 8:00am-9:00am

In person Lab: Mon/Wed 9:10am- 12:30pm

Instructor: Prof. Christina McVey

Office: S129

Phone: 718-368-5727

e-mail: christina.mcvey@kbcc.cuny.edu

Welcome

Congratulations again on your acceptance to the Physical Therapist Assistant Program and welcome to PTA 1000. I am Prof. McVey, and I will be your instructor. I encourage you to take the time to read this syllabus for our class so that you can learn more about what to expect.

About the Professor

Hello, my name is Prof. Christina McVey. I am one of two full-time faculty within the Physical Therapist Assistant (PTA) program. I have been at Kingsborough since the inception of the PTA program over 20 years ago. I teach PTA 10 Introduction to Physical Therapy, PTA 1 and 3 Foundations in Physical Therapy I and II, PTA 5 Therapeutic Exercise, PTA 6 Clinical Practicum I and PTA 8 Selected Topics in Physical Therapy. Besides teaching full time, I am also the Academic Coordinator for Clinical Education for the PTA program. If you have any questions regarding future clinical affiliations, please do not hesitate to contact me. I look forward to a successful and productive semester.

Where to find me: S129 In addition, please free to contact me via email. I will attempt to return emails within 24 hours. Monday-Thursday from 8am-5pm. Office Hours Monday 7:30am-8am; Monday and Wednesday 12:30pm-1:15pm and Tuesday 9:00am-10:00am in S129. Please do not hesitate to utilize my office hours for any questions and concerns.



I believe that each student has the potential to succeed in this class. I recognize that each student learns differently, and I try to design my classes with a variety of learning experiences. I advise all students to utilize their unique learning styles to help them succeed in this program. I am here to support you throughout this course and strongly encourage all students to reach out to me at any time throughout the course

Catalogue Description

This course presents selected topics related to the physical therapy management of pathology. These topics include normal motor development, neuro-development techniques, proprioceptive neuromuscular facilitation, back pathologies and interventions, orthotic management, amputee and prosthetic management, basic concepts in pharmacology and administrative topics. Additionally, this course reviews and presents ethical and legal issues including sexual harassment and misconduct, and multicultural sensitivity. Application of all previously learned material in the classroom, laboratory and clinical setting is also facilitated.

How this Course Works

- This is a 12-week in person lecture course that meets two days a week for 1 hour of lecture and 3 hours of lab each day.
- Material including PowerPoints, assignments, discussions and course announcements will be posted on Blackboard.
- This course is organized into weekly topics that are provided on the weekly course calendar at the end of this syllabus.
- There will be a number of quizzes and assignments throughout the semester in addition to a midterm, lab practical and final exam.

Program Mission Statement

The mission of the Physical Therapist Assistant program at Kingsborough Community College of the City University of New York is to: develop well qualified entry level physical therapist assistants who reflect the ethnic and cultural diversity of the community which the college serves and who function under the supervision of the physical therapist in a variety of physical therapy settings, capable of providing physical therapy treatments as outlined by the physical therapist to the satisfaction of the physical therapist. Further, the program will provide graduates who meet standards for licensure or registration as a physical therapist assistant in a variety of states. Additionally, the program's mission includes meeting the accreditation standards of the Commission on Accreditation in Physical Therapy Education for Physical Therapist Assistant Programs.

Professionalism

The concept of professionalism in health care is motivated by the primary goal of providing quality service to the health care consumer. It is also a concept that involves a commitment to life-long learning, which enables the provider to utilize current evidence-based standards of care in the daily delivery of health care to the consumer. The program's faculty members are dedicated to providing students with the knowledge and background necessary to develop professionalism.

Program Commitment to Core Values - C.O.R.E.

COMPASSION Celebrating a diverse campus, local and global community of people and displaying professionalism and compassion in all interactions.

OPPORTUNITY Presenting current trends and future possibilities for career, academic and personal enrichment.

RESPECT Building mutual respect, integrity and confidence for ourselves, for others and for the environment.

EXCELLENCE Continually striving to achieve the highest standards and exhibit excellence in our programs and relationships with all stakeholders.

Overview of Program Learning Objectives

This course begins to address the following PTA program learning outcomes:

- Demonstrate PTA entry-level skills that are applicable to a variety of patient care settings and meet the needs of the community the college generally serves.
- Demonstrate an awareness and commitment to patient dignity as well as social responsibility, citizenship, and advocacy related to the provision of PT services.
- Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
- Demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care established by the physical therapist.
- Adjust interventions within the plan of care and report this and any changes in patient's status to the physical therapist as well as assist in complex interventions.
- Recognize when intervention should not be provided due to changes in the patient's status and respond appropriately in emergency situations.
- Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.
- Recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist.
- Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- Communicate an understanding of the plan of care developed by the physical therapist to achieve short- and long-term goals and intended outcomes.
- Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.

Student Learning Outcomes

As evidenced by successful performance and completion of written and practical examinations, assignments, research article reviews, lab presentations, and the role-playing analysis of clinical scenarios, the student will:

1.0 Implement basic neuromuscular and developmental intervention for mock adults and pediatric cases as prescribed by physical therapists.

- 1.1. Identify and explain normal motor development.
- 1.2. Identify the determinants and development of balance and equilibrium.
- 1.3 Distinguish balance and righting reactions and their effects on normal and pathological motor development.
- 1.4 Identify pathological effects on normal motor development including synergistic patterns and tonal changes.
- 1.5 Identify and describe basic neuro-developmental techniques and basic proprioceptive neuromuscular facilitation techniques.

- 1.6 Demonstrate and instruct basic neuro-developmental techniques using proper hand placement and positioning.
- 1.7. Demonstrate and instruct basic proprioceptive neuromuscular facilitation techniques using primary and secondary patterns
- 1.8 Perform neuro-developmental mat activities.
- 1.9 Perform basic neuro-developmental and proprioceptive neuromuscular facilitation techniques.
- 1.10. Perform balance and coordination activities.

2.0 Implement intervention for cervical and lumbar dysfunction as prescribed by physical therapists.

- 2.1 Recall and distinguish bony and soft tissue structures of the neck and back.
- 2.2 Identify and describe approaches to the management of neck and low back pain.
- 2.3 Identify neck and low back exercises and self-management strategies.
- 2.4 Explain neck and back pain in terms of dysfunction, derangement, and postural syndromes.
- 2.5 Explain the effects of back pain on normal gait and functional activities.
- 2.6 Perform neck and back pain interventions using an eclectic approach and according to the plan of care.
- 2.7 Teach neck and low back exercise and self- management programs.

3.0 Administer mechanical traction techniques for the management of cervical and lumbar dysfunction as prescribed by physical therapists.

- 3.1. List the indications and contraindications for mechanical spinal traction.
- 3.2. Discuss the principles and physiological effects of mechanical traction.
- 3.3. Discuss the differences and parameters of static versus intermittent traction.
- 3.4. State the normal dosages of mechanical traction.
- 3.5. Implement mechanical traction procedures within a plan of care for the management of spinal conditions.

4.0 Implement orthotic training programs as prescribed by physical therapists.

- 4.1. Recall the major components and determinants of gait.
- 4.2. Describe and distinguish the uses, types, indications and contraindications of orthotic devices.
- 4.3. Discuss and illustrate the importance of the ankle foot orthosis in rehabilitation.
- 4.4. List the indicators of proper orthotic fit.
- 4.5. Demonstrate and instruct how to don and doff a basic ankle foot orthosis.
- 4.6. Teach precautions and importance of proper orthotic fit.
- 4.7. Use orthotic devices in ambulation training.
- 4.8. Identify common uses for upper and lower extremity orthoses.
- 4.9. Practice applying orthotic devices in mock patient scenarios.
- 4.10. Identify signs of improper fit including gait deviations and changes in skin conditions.

4.11. Given patient scenarios, assess appropriateness of orthotic and patient's ability to care for it.

5.0 Implement mock prosthetic training programs as prescribed by physical therapists.

- 5.1. Recall the major components and determinants of gait.
- 5.2. Describe types of lower extremity amputations.
- 5.3. Identify and describe pathologies leading to lower extremity amputation including diabetes mellitus and peripheral vascular disease.
- 5.4. Explain the basic types of prosthetic devices.
- 5.5. Identify the components of lower extremity prosthetic devices.
- 5.6. Summarize the mechanics of prosthetic components.
- 5.7. Instruct pre-prosthetic training including skin care, residual limb wrapping/compression, and therapeutic exercise.
- 5.8. Teach how to don and doff lower extremity prostheses.
- 5.9. Identify signs of improper fit including gait deviations and changes in skin conditions.
- 5.10. Instruct transfer and ambulation activities with and without prosthesis using assistive devices.
- 5.11. Given patient scenarios, assess appropriateness of prosthesis and patient's ability to care for it.

6.0 Demonstrate a basic understanding of pharmacology and its specific impact on physical therapy intervention.

- 6.1. Define the word drug.
- 6.2. Define pharmacotherapeutics.
- 6.3. Compare pharmacokinetics and pharmacodynamics.
- 6.4. Discuss the various ways drugs are named (generic, chemical, trade).
- 6.5. Describe the difference between over the counter and prescription drugs.
- 6.6. Compare and contrast the various ways drugs may be administered.
- 6.7. Discuss the relationship between dosage and drug bioavailability.
- 6.8. Describe the structure and function of the plasma membrane.
- 6.9. Discuss how drugs breach the plasma membrane.
- 6.10. List typical biologic drug storage sites and their implications in physical therapy.
- 6.11. Discuss briefly how drugs are inactivated and eliminated from the body.
- 6.12. Recognize common drugs used by patients in rehabilitation.

7.0 Identify, discuss and analyze broad topics related to bioethics in general, and the ethical practice of physical therapy in particular, including the concepts of morality and ethical values.

- 7.1. Define morality and ethics.
- 7.2. List the commonly accepted moral rules.
- 7.3. Differentiate general and particular moral rules.

- 7.4. Discuss moral rules violation and its justifications.
- 7.5. Define and describe professional ethics.
- 7.6. Define and describe the ethical values of autonomy, beneficence, nonmaleficence, and justice.
- 7.7. Analyze particular moral rules.
- 7.8. Relate personal actions and decisions to morality.
- 7.9. Analyze clinical and non-clinical scenarios as they relate to ethics and morality.
- 7.10. Correlate typical clinical actions with ethical values.
- 7.11. Write essays related to morality and professional ethics.
- 7.12. Demonstrate sound decision-making based on relating moral concepts and ethical values.

8.0 . Identify, discuss, and analyze common challenges to the ethical practice of physical therapy including colleague relations, managed care, and multicultural insensitivity.

- 8.1. List common challenges to ethical practice.
- 8.2. Define and describe managed care.
- 8.3. Discuss the ethical dilemmas which may arise from managed care and other health care financing reforms.
- 8.4. Discuss colleague and supervisory relationships and their relation to solving ethical dilemmas.
- 8.5. Discuss the role of culture in ethical decision-making in physical therapy practice.
- 8.6. Identify and discuss multicultural differences in perception and practice that influence the ethical practice of physical therapy.
- 8.7. Analyze elements of clinical situations related to potential sexual misconduct.
- 8.8. Analyze potential managed care ethical dilemmas as they relate to specific moral and ethical concepts.
- 8.9. Demonstrate the ability for sound ethical decision-making based on an understanding and coping with common challenges to the ethical practice of physical therapy.

9.0 Given mock patient scenarios, implement comprehensive physical therapy plan of care as prescribed by physical therapists.

- 9.1. Perform therapeutic techniques demonstrating an understanding of the role of the physical therapist assistant in rehabilitation.
- 9.2. Perform therapeutic techniques appropriately employing universal precautions and sound body mechanics.
- 9.3. Perform therapeutic techniques demonstrating an understanding of organizational structure, levels of authority, and fiscal considerations in the health care delivery system.
- 9.4. Teach patients, families and other health workers the uses, applications and responses of modalities and procedures with emphasis on safety and rationale as directed by physical therapist.
- 9.5. Demonstrate the integrative nature of physical therapy by implementing comprehensive treatment programs, utilizing knowledge and skills attained in previous and concurrent courses.
- 9.6. Implement therapeutic interventions within the plan of care considering knowledge of assessments and measurements, functional activities, physical modalities and therapeutic procedures, pathology, kinesiology, and therapeutic exercise.
- 9.7. Implement therapeutic interventions within the plan of care demonstrating consideration of time management, therapeutic sequence and procedure

selection issues.

- 9.8. Demonstrate appropriate documentation of physical therapy intervention considering patient response, precautions, treatment parameters, long/short term goals, and effectiveness and proper billing requirements.
- 9.9. Perform physical therapy interventions and interact with patients and families considering influencing factors (psychosocial, cultural, economic, patient satisfaction, legal, ethic, etc.).
- 9.10. Assist in discharge planning and alternative levels of care decision making with supervising physical therapist.
- 9.11. Identify clinical responses and situations that require the attention of the supervising physical therapist or immediate interventions such as basic first aid or cardiopulmonary resuscitation and take appropriate action.
- 9.12. Communicate patient status and response to supervising physical therapist.
- 9.13. Analyze the effectiveness of modalities and procedures in specific clinical situations.
- 9.14. Assess patient status and response to treatment and appropriately alter or progress therapeutic interventions within the plan of care.
- 9.15. Delineate beneficial and untoward effects of thermal modalities.
- 9.16. Analyze the relationship of physical agents with other therapeutic procedures (therapeutic exercise, range of motion, functional activities) as they relate to the achievement of rehabilitation goals.
- 9.17. Verify the effectiveness of his/her teaching behavior by analyzing performance.
- 9.18. Verify mock patient satisfaction and effectiveness of treatment by administering and analyzing standardized questionnaires.
- 9.19. Recognize aspects of the plan of care that may be outside the PTA's scope of practice and act accordingly.

10.0. Demonstrate appropriate professional behavior.

- 10.1. Attend and be on time for class, lab, and scheduled appointments.
- 10.2. Be prepared for lab activities; attend to tasks assigned.
- 10.3. Accept constructive criticism and respond and/or follow through appropriately
- 10.4. Express self in a clear and easily understood manner.
- 10.5. Maintain appropriate personal hygiene.
- 10.6. Treat others with positive regard, dignity and respect.
- 10.7. Analyze and examine professional literature considering: specific scientific methods, interpretation of results, and clinical significance in order to foster further personal investigation and clinical effectiveness
- 10.8. Explain the importance of life-long learning.
- 10.9. Describe how professional development can occur.

Required Textbooks

Giles, Scott M., Scorebuilders PTA Exam - The Complete Study Guide most recent edition

Kisner, C., Colby, L. (2023). *Therapeutic Exercise Foundations and Techniques eighth edition*. Phil., PA: F.A. Davis Company.

Barrett, Christina (2021) *Dreeben-Irimia's Introduction to Physical Therapy Practice for Physical Therapist Assistant. Fourth Ed. Sudbury, MA: Jones*

and Bartlett Publishers.

Skinner, S., McVey, C. (2012). *Pocket notes for the physical therapist assistant 2nd edition*. Sudbury, MA: Jones and Bartlett Publishers.

Skinner, S., McVey, C (2011). *Clinical Decision Making for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Publishers.

Assessment of Outcomes

As indicated in the student handbook, to receive a passing grade in this course the student must successfully complete all comprehensive examinations, assignments and practical examination with a grade of “C” or better. Additionally, the instructor assesses student competencies in skills critical to this course using the standardized skills checklists, located in the laboratory, requiring a passing score of at least 90%. Critical skills in this course include:

1. Performance of basic neurodevelopmental techniques and balance.
2. Performance of basic proprioceptive neuromuscular facilitation techniques.
3. Performance of physical therapy interventions for the management of back pain.
4. Application of mechanical traction to the spine.
5. Performance of orthotic training activities.
6. Instruction of self-care and safety precautions as it relates to orthotic management.
7. Performance of prosthetic training activities, including: pre-prosthetic training, teaching amputee/prosthetic care and prosthetic gait training.

Grades will be calculated according to college and departmental policy as follows:

This is the grading schematic for PTA program:

A+ 95-100 A 90-94 A- 88-89 B+ 85-87 B 80-84 B- 78-79 C+ 75-77 C 70-74
F <70 and below W Withdrew without penalty WU Unofficial Withdrawal

How are grades determined: Grades will be posted on Blackboard; students can track their progress throughout the class.

Research Article Paper	10%	Students are instructed to find an article related to one of the topics discussed in class. Students summarize and critique the article and discuss how the article relates to the topic discussed in class. Students submit this paper during week four.
Quizzes	20%	Students complete 6-11 quizzes in class. The student responds to questions specifically related to the material covered in this and concurrent courses. These quizzes are worth 20% of the final grade. All written assignments given on Blackboard will be averaged together and count as one quiz.
Case Presentation	10%	Students in the class are divided into groups of 3-5. Each group is given a mock patient’s initial evaluation completed by a physical therapist. The group must present: the physical therapist’s initial findings, the latest research on the diagnosis, a plan of care, demonstrate and justify exercises, design a home exercise program, and give an example of an oral presentation to a mock doctor or physical therapist about the patient’s status.

Lab Practical	20%	Students take a comprehensive laboratory practical examination based on laboratory activities during finals week.
Mid-term Examination	20%	The student takes a cumulative examination covering the first five to six weeks of the course. The examination includes mainly short essay, and multiple-choice type questions.
Final Examination	20%	Students take a cumulative final examination consisting of course material as well as topics from all previous course work. Exam is made up of multiple-choice questions. The final exam is cumulative for the entire semester's work.

Success Kit

Keys to success in this class include:

- Complete reading assignments prior to class and take notes on readings.
- Attend class and be an active participant in class discussions.
- Take notes in class and do not rely solely on ppts.
- Do not wait till the night before to begin studying for an exam and continue to review all material as exams are cumulative.
- Complete all assignments on time.
- At the first signs of difficulty understanding the material, come speak to me.
- Utilize the Program's tutor and open lab time.

Attendance, Participation, and Universal Learning

Attendance and participation are highly important in this small, collaborative, remote class. If the student must be absent because of an emergency or illness, please make every effort to speak with professor about it beforehand, if possible, or after the next class. The professor will excuse such absences with a doctor's note or other form of official documentation. Although the student is excused from attending class, the student is not excused from completing the work for that day. The faculty is committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. The professor will give the student feedback on their performance and participation.

Policies and Procedures

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Additional information can be found in the College catalog <http://www.kingsborough.edu/sub-registration/Pages/catalog.aspx>. Plagiarism is a violation of academic integrity. Plagiarism is the intentional theft(s) of someone else's intellectual property without attribution (proper credit). Determination and penalty – ranging from grade reduction to course failure – will be decided by the instructor.

Students will require a laptop/tablet and internet access to log in to the CUNY Blackboard system.

A student who requires assistance with hardware/computer needs, connectivity issues, email problems or gaining access to their Blackboard account please reach out to: HelpDesk@Students.kbcc.cuny.edu

Students are expected to take all tests when scheduled. Students who are absent on the day of an exam will be expected to take the exam on their return to class. Students who fail to take the scheduled exams or makeup will receive a grade of zero for that test. All written assignments must comply with college standards for written work. Specific assignment directions and requirements are provided for each assignment. Any weekly written assignments are posted on Saturday morning. Assignments posted on Saturday are due by the following Friday at 11:59pm unless otherwise stated in the assignment directions. Written assignments, other than discussion board threads are to be submitted as per assignment directions. A late assignment will meet the requirements of the course but will not receive full credit.

If written assignments are not submitted by the end of the course, the student will receive a grade of “0” for each incomplete assignment. Refer to the PTA Student Handbook for complete program policies and procedures.

Student Support Services

Students who need an accommodation for a disability, during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175. Access- Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every effort to provide appropriate accommodations and assistance to students with disabilities. The professor will be glad to work with the student to provide necessary guidance and accommodations as needed.

Access Resource Center (Room E-115)

Your one-stop place to get connected to government benefits and resources. Whether it’s childcare, SNAP, clothing, or transportation, you can get a referral for what’s available to you – where you live and when you need it.

FREE services include: Benefits Screening, Legal Consultation, Financial Consultation and Tax Preparation, lists of jobs, housing, pantries, Distribution of FREE vegetables grown on campus at the KCC Urban Farm

Distribution of FREE food staples at the KCC Food Pantry, Clothing donations, Assistance with recertification of benefits, Fair Hearing Assistance and Assistance obtaining other government resources.

All services are FREE. Walk-ins are always welcome.

Counseling Services

Room D-102

All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community.

Netiquette

Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them.

Be mindful that electronic communication does not convey facial expression or tone of voice. It is important to consider what is written could be misinterpreted.

1. Typing messages all in caps is regarded by most internet users as shouting; so, unless you mean to yell at someone, type your message in standard format.
2. It is appropriate to share your point of view as well as indicate disagreements with another's posts, however, it is not okay to make negative personal statements about another's posts.
3. Clearly indicate the nature of your email messages.
4. If you send an email from a personal email account, sign the message. Often the names of personal email accounts are different from a person's given name. Use the KCC email whenever possible.

Equity, Civility, Respect for Diversity and Inclusion

Respect for the opinions of others is very important in an academic environment. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Students, faculty, and staff have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated. The PTA program strives to create a learning environment for its students that supports a diversity of thoughts, perspectives and experiences, and honors student identities (including race, gender, class, LGBTQAI+, religion, ability, etc.) To help accomplish this, if a student has a name and/or set of pronouns that differ from those that are traditionally used, please communicate this to the professor. The PTA program faculty are dedicated to our students and as such if any student experiences any issues in regard to diversity, equity and inclusion, the student is encouraged to reach out to the professor and/or department. All student concerns are treated with the utmost confidentiality.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the professor know in writing by e-mail one week in advance of your respective observance. Students may be excused from the class, but students are not excused from course requirements. The timely submission of assignments or the make-up of exams should be discussed with the professor.

Week to Week Course Agenda

12-week semester	Topic and Objectives of the week	Reading Assignments	Lab	Assignments and Due Dates
Week 1 3/2-3/8	Normal Motor Development This week introduces the student to normal motor development. Stages of development including the identification of primitive reflexes and motor milestones are considered.	Read: Scorebuilder's Neurology – Neuromuscular Gross and Fine Motor Dev. Review Week 1	Students perform developmental mat activities. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock cerebral palsy case with multiple muscle contractures as presented by in the instructor and implement the prescribed plan of care. Students perform a mock patient intervention consisting of appropriate therapeutic exercise and gait training activities appropriate to scenario. While performing	Due 3/8 Lab Assignment:

		ppt.	interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	
Week 2 3/9-3/15	Pathological Effects on Motor Development Pathological effects on normal development are considered. Treatment approaches are reviewed. Emphasis is placed on the impact of primitive reflex retention and muscle tone changes. Pathological conditions resulting in synergistic patterns and tonal changes are reintroduced.	Read: Assignments: Scorebuilder's Neurology – Neuromuscular Infant Reflexes and pediatric pathologies Skinner, Chapter 9 Barrett, Chapter 3 pages 42-45 Review Week 2 – ppt.	Students are given mock patient scenarios and introduced to describing the clinical picture. Students practice taking each other through different positions including rolling, sitting, quadruped, ½ kneeling, kneeling, and standing. Hand positioning and placement will be emphasized. Mat activities will include exercise using the therapeutic ball. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of mock cerebral palsy cases of varying degrees of severity as presented by the instructor and implement the prescribed plan of care. Students perform mock interventions consisting of appropriate therapeutic activities as well as bed mobility, transfer training, and gait training activities appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Due 3/15 Lab Assignment: Normal Development Assignment – posted on Blackboard Quiz
Week 3 3/16- 3/22	Balance- Righting and Equilibrium Reactions Neuro-motor development study continues. Righting and equilibrium are studied. The effects of balance on functional activities is reintroduced (formally discussed in PTA 3 in regard to transfer and ambulation activities). Formal Balance assessments are	Read: Scorebuilder's - pediatric material, balance, adult neurological terms and pathologies Kisner, Chapter 8 Balance Tests Review Week 3 –	Students will continue to practice proper hand positioning and placement in neuro-developmental techniques. Students also perform activities that illustrate righting and equilibrium reactions. Students practice balance training exercises and use specialized balance enhancement equipment. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock cerebral vascular accident case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting	Due 3/22 Lab Assignment: Assignment: Reflex assignment posted on Blackboard Quiz NDT COMPETENCY

	discussed. Effects age has on balance is reviewed.	ppt.	of appropriate therapeutic exercise, transfer and gait training and balance activities appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	
Week 4 3/23- 3/29	Proprioceptive Neuromuscular Facilitation This week the student is introduced to proprioceptive neuromuscular facilitation (PNF). Indications, benefits and techniques are presented.	Read: Kisner, Chapter 6 pp. 220-229 (also available in Pierson) Scorebuilder's PNF Review Week 4 – ppt.	Student practice primary and secondary patterns of PNF. Facilitation techniques are practiced. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock patient recovering from Guillian Barre' as presented by the instructor and implement the prescribed plan of care. Students perform therapeutic activities including, exercise, PNF, balance activities, bed mobility, transfer training and gait training activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Due 3/29 Lab Assignment: Research Article paper due via email. Quiz
Week 5 3/30-4/5	Amputee Management The student is introduced to amputee and prosthetic management. Common pathologies leading to amputation are discussed including, peripheral vascular diseases, diabetes mellitus and trauma. Factors influencing rehabilitation and prosthetic fit are presented. Types of amputations	Read: Handouts Scorebuilder's Amputee levels and management Review Week 5 – lecture and lab ppt.	Students perform pre-prosthetic activities including: skin integrity and sensation assessment, residual limb exercises and wrapping. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock transfemoral amputation case as presented by the instructor and implement the prescribed plan of care. Students perform patient mock interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and pre-prosthetic and	Due 4/5 Lab Assignment: Writing Assignment on Blackboard Quiz BALANCE COMPETENCY

	and prostheses are studied. Pre-prosthetic training is discussed.		safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	
Week 6 4/6-4/12	Amputee Management con't Lecture Prosthetic training is studied. The student is introduced to prosthetic components. Factors influencing prosthetic selection are reviewed. Specific training techniques are studied with emphasis on muscular strength, balance, and gait implications.	Read: Amputee material Skinner Clinical Decision-Making Chapter 11 Review Week 6 ppt.	Students practice prosthetic management activities including: donning and doffing prostheses, prosthetic transfers and ambulation training. Students continue to practice pre-prosthetic activities. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock transtibial amputation case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and pre-prosthetic training, prosthetic donning/doffing and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	4/12 Lab Assignment: Writing Assignment on Blackboard under Assignments on menu Midterm PNF COMPETENCY
Week 7 4/13-4/19	Neck and Low Back Dysfunction Neck and back musculature and posture are reviewed (formally learned in PTA 2). Dysfunction, derangement and postural syndromes are studied.	Read: Kisner Chapter 14,15 Review Week 7 ppt.	Students palpate neck and back musculature. Given mock patient scenarios, students identify functional consequences Students begin to practice low back exercises. Ethics and morality discussions initiated. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the	Due 4/19 Lab assignment: Quiz AMPUTEE COMPETENCY

			management of a mock myofascial cervical pain case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting of appropriate therapeutic exercise, postural training and injury prevention appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	
4/22 - 4/30	SPRING RECESS		SPRING RECESS	
Week 8 5/1/- 5/10	Neck and Low Back Dysfunction Neck and back pain discussion continues with emphasis placed on the differences and similarities of chronic and acute pain. Intervention precautions are also studied. Surgical interventions are discussed. Post-surgical rehabilitation is reviewed.	Read : Kisner Chapter 14,15,16 Review Week 7 ppt.	Given patient scenarios, students perform therapeutic management activities including exercises (such as McKenzie exercises), modalities (concurrent with PTA 7) and mechanical traction. Students must teach proper body mechanics (learned in PTA 1) and low back pain exercises. Ethics and morality discussions continued. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock lumbar laminectomy case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and body mechanics and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Due 5/10 Lab Assignment: Writing Assignment on Blackboard under Assignments on menu Quiz

<p>Week 9 5/11- 5/17</p>	<p>Introduction to Orthotics The student is introduced to orthotic management. Review of components of normal and pathological gait. Topics studied include: indications and types of orthoses. Students identify types of ankle foot orthoses.</p>	<p>Read: Scorebuilder’s Orthotics Skinner, clinical Decision-Making Chapter 11</p> <p>Review Week 9 ppt.</p>	<p>Students practice donning and doffing orthoses. Precautions and the importance of proper fit are studied. Given mock patient scenarios, students teach the proper use of an ankle foot orthosis.</p>	<p>Due 5/17 Lab Assignment Post reply on Discussion board on Blackboard</p> <p>Quiz</p>
<p>Week 10 5/18- 5/24 On 5/22, college follows a Monday schedule</p>	<p>Orthotics Continues Orthotic management discussion continues. The pathologies in which orthoses are used are reviewed. The student is introduced to other types of orthoses (such as KAFO’s).</p>	<p>Read: Scorebuilder’s Orthotics</p> <p>Review Week 10 ppt.</p>	<p>Orthotic management activities continue. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock traumatic brain injury case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and orthotic management activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.</p>	<p>Due 5/24 Lab assignment Writing Assignment on Blackboard under Assignments on menu</p> <p>Quiz</p>
<p>Week 11 5/25- 5/31</p> <p>College Closed for Memorial Day 5/27</p>	<p>Pharmacology Pharmacologic principles and implications for effective physical therapy management discussed. Pharmacologic principles including pharmacokinetics, methods of administration, and classes of medications are discussed.</p>	<p>Read: Scorebuilder’s Pharmacology – neurologic, cardiac and general</p> <p>Review Week 11 lecture and lab ppt.</p>	<p>Given mock patient scenarios, students perform interventions for post-operative total shoulder and hip replacements, hemiarthroplasty, total knee replacement and ACL reconstruction. Students teach post-operative precautions and home exercise programs. <i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of an immediate post-operative mock total hip replacement case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting of appropriate therapeutic exercise as</p>	<p>Due 5/31 Lab Assignment Writing Assignment on Blackboard under Assignments on menu</p> <p>Quiz</p>

			well as bed mobility, transfer training, goniometry, gait training activities and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	
Week 12 6/1-6/5	Ethics and Case Presentations Advanced discussion of ethical situations related to physical therapy profession. Discussion of case management principles related to topics covered in this course.	Read: Skinner, Clinical Decision-Making Chapter 3 and 13 Review Week 12 ppt	<i>Treatment Application Activity</i> Students exhibit critical thinking and sound technical skill in the management of a mock post-surgical orthopedic case as presented by the instructor and implement the prescribed plan of care. Students perform mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, goniometry, modalities, progressive gait training activities and home exercise program synthesis and instruction appropriate to the scenario. Students demonstrate appropriate documentation of their activities. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Due 6/5 Lab Assignment: Case Presentations date TBA Quiz
Final Exams 6/6 - 6/13	Final Exam Week	Review all online materials via Blackboard and reading assignments.	<i>Final Exam</i>	Date of final exam will be announced in May.

The above dates are subject to change. Professor will notify class of any changes via Blackboard announcements.