

### Course Syllabus

COURSE: PTHA 1301.001 Introduction to the Profession of Physical Therapy (3:3:0)  
SEMESTER: Spring  
CLASS TIMES: Tuesdays and Thursdays 10:00AM – 12:00noon  
LAB TIMES: N/A  
INSTRUCTOR: Kevin Beaugh, PT, MPT  
OFFICE: Levelland Campus, Allied Health Building, Room AH103F  
OFFICE HOURS: Monday and Wednesday 9:00A-11:30AM by appointment  
OFFICE PHONE: 806-716-2518  
E-MAIL: [kbeaugh@southplainscollege.edu](mailto:kbeaugh@southplainscollege.edu)  
Facebook: <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks>

*"South Plains College improves each student's life."*

#### GENERAL COURSE INFORMATION

\*It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.\*

#### COURSE DESCRIPTION

This course includes an overview of the knowledge and professional skills necessary to reach competence in the provision of physical therapy services. Topics will include the role of the physical therapist assistant, and the PTA's role in the healthcare team, the ever-changing healthcare system and laws and regulations encountered in the profession of PT, the role cultural diversity plays in the provision of healthcare, and professional oral and written communication skills utilized in the healthcare setting.

#### COURSE PREREQUISITES

ENGL 1301, MATH 1314, SCIT 1409 **OR** BIOL 2401 AND BIOL 2402

#### STUDENT LEARNING OUTCOMES - with CAPTE Standard addressed in superscript

At the completion of the semester students will:

1. Organize, write and present a research topic related to physical therapy.
  - a. Develop strategies using informational competence to critique a variety of sources.
  - b. Review educational materials published by organizations focused on particular medical conditions if appropriate.
  - c. Identify basic concepts in professional literature including, but not limited to, validity, reliability, and level of statistical significance<sup>7D10</sup>
  - d. Write and share a 7-10 page paper on a research topic based on current literature.
  - e. Select strategies to prepare and deliver a presentation.
  - f. Modify the presentation to accommodate different learning styles<sup>7D12</sup>
  - g. Present a research topic with a handout using software such as PowerPoint.
  - h. Complete an evaluation tool for feedback on the presentations of others.
2. Differentiate between the role of PTA, PT, and other health care providers.
  - a. Explain the role of the PTA in wellness promotion, injury prevention, medical treatment, and clinical education<sup>7D14</sup>
  - b. Describe the variety of settings where physical therapy services are provided.
  - c. Differentiate between the PT, PTA, and PT Aide/Technician responsibilities.
  - d. Differentiate between various health care professionals such as recreational therapist, chiropractor, OT/ COTA, SLP, RN, MD, PA, etc.<sup>7D28</sup>
  - e. Recognize the multi-, inter-, and intra-disciplinary team approach to health care.

<p>3. Explain the importance of the American Physical Therapy Association (APTA).</p> <ol style="list-style-type: none"> <li>Review the history of the physical therapy profession.</li> <li>Participate in organizations and efforts that promote physical therapy such as the APTA.</li> <li>Explain the APTA Vision and its effect on the physical therapy profession.</li> <li>Identify current issues affecting physical therapy care.</li> <li>Integrate basic concepts related to the APTA <i>Guide to Physical Therapist Practice</i>.</li> <li>Identify the parameters of the scope of practice of the PTA related to course content.</li> <li>Identify parts of physical therapy examination as described in the APTA <i>Guide to Physical Therapist Practice</i>, including plan of care, short-term goals, long-term goals, and intended outcomes<sup>7D17</sup></li> </ol>
<p>4. Interpret a patient's/client's impairments, activities, and participation limitations using the International Classification of Functioning, Disability and Health (ICF)<sup>7D16</sup></p> <ol style="list-style-type: none"> <li>Define ICF terminology</li> <li>Classify patient/client impairments, activities, and participation limitations using ICF</li> <li>Implement ICF terminology in documentation</li> </ol>
<p>5. Examine ethical issues related to physical therapy care.</p> <ol style="list-style-type: none"> <li>Adhere to the APTA <i>Standards of Ethical Conduct for the PTA and The Guide for Conduct of the Physical Therapist Assistant</i><sup>7D4</sup></li> <li>Adhere to the APTA's <i>Values-Based Behaviors for the Physical Therapist Assistant</i><sup>7D5</sup></li> <li>Participate in professional and community organizations that provide opportunities for volunteerism, advocacy, and/or leadership<sup>7D13</sup></li> <li>Describe a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values<sup>7D6</sup></li> <li>Identify circumstances where ethical violations must be reported.</li> </ol>
<p>6. Explore legal issues related to physical therapy care<sup>7D1</sup></p> <ol style="list-style-type: none"> <li>Discuss the rules and regulations governing physical therapy within the student's jurisdiction.</li> <li>Describe the scope of practice for the PTA and PT.</li> <li>Explain the appropriate use of support personnel.</li> <li>Discuss the implications of American with Disabilities Act (ADA).</li> <li>Differentiate basic aspects of Medicare &amp; Medicaid.</li> <li>Describe the potential consequences of failing to obtain informed consent.</li> <li>Report to appropriate authorities suspected cases of abuse of vulnerable populations<sup>7D2</sup></li> </ol>
<p>7. Recognize patient confidentiality related to physical therapy care.</p> <ol style="list-style-type: none"> <li>Justify the importance of maintaining patient confidentiality.</li> <li>Discuss the Health Insurance Portability and Accountability Act (HIPAA) requirements related to physical therapy care.</li> <li>Identify consequences of violating confidentiality.</li> </ol>
<p>8. Demonstrate ability to effectively communicate with and educate all stakeholders<sup>7D7, 7D12</sup></p> <ol style="list-style-type: none"> <li>Identify use of effective listening techniques</li> <li>Explain concept of empathy</li> <li>Select among the various modes of communication to communicate effectively with all stakeholders, including patients/clients, family members, caregivers, and interprofessional team members</li> </ol>
<p>9. Describe the effect of personality types and learning styles on physical therapy care.</p> <ol style="list-style-type: none"> <li>Describe the effect of different personality types and learning styles.</li> <li>Describe how oral and written comprehension levels affect physical therapy care.</li> <li>Identify strategies to support patient's participation in physical therapy care.</li> <li>Discuss different ways to encourage the patient to communicate questions/concerns<sup>7D7</sup></li> </ol>
<p>10. Explain the effect of patient diversity on physical therapy care<sup>7D8</sup></p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of patient diversity including age, gender, culture, religion, and socioeconomic factors.</li> <li>Explain norms for various roles among various cultural groups.</li> <li>Identify methods to prevent judgmental or stereotypical behaviors.</li> <li>Discuss different approaches to accommodate cultural differences</li> </ol>
<p>11. Report common emotional responses to medical conditions.</p> <ol style="list-style-type: none"> <li>Describe the stages of grief.</li> <li>Identify common responses to grief or dying.</li> <li>Describe strategies to address conflicts within the family and community.</li> <li>Explain the meaning of empathy.</li> <li>Describe modifications to physical therapy care to accommodate the patient's emotional needs.</li> </ol>
<p>12. Compare and contrast common physical therapy settings</p>

<ul style="list-style-type: none"> <li>a. Recognize common characteristics (including conditions, diagnoses, age, and functional abilities) of patients commonly found in orthopedic, neurologic, pediatric, geriatric, cardiac, pulmonary, and wound care rehabilitation settings<sup>7D23</sup></li> <li>b. Describe common practice management aspects of the organizational planning and operation of physical therapy<sup>7D30</sup></li> <li>c. Participate in performance improvement activities (quality assurance)<sup>7D29</sup></li> </ul>
<p>13. Explain the use of SOAP note format.</p> <ul style="list-style-type: none"> <li>a. Describe the four sections of a SOAP note.</li> <li>b. Demonstrate proper use of medical terminology and abbreviations.</li> <li>c. Compare methods of documentation including paper forms and electronic software.</li> <li>d. Explain the importance of accurate documentation to facilitate reimbursement.</li> <li>e. Recognize that documentation may need to be adapted to address third party payers, institutional policies, or regulatory requirements.</li> <li>f. Identify strategies to ensure that documentation is completed in a timely manner<sup>7D31</sup></li> <li>g. Document different basic procedural interventions providing information necessary for the physical therapist to evaluate the patient's progress<sup>7D25</sup></li> <li>h. Recognize the variety of information included in a medical record.</li> <li>i. Identify instances and consequences of falsification of records.</li> <li>j. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services<sup>7D3</sup></li> <li>k. Communicate the understanding of the parts of the plan of care, including STG and LTG.</li> </ul>
<p>14. Explain medical terminology and abbreviations.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of medical terms commonly used in patient treatments and communication with health care providers.</li> <li>b. Interpret common abbreviations used in PT documentation and communication with health care providers.</li> <li>c. Translate English words that are commonly used in physical therapy settings into Spanish and vice versa.</li> </ul>
<p>15. Apply generic abilities related to course content. (<i>Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.</i>)</p> <ul style="list-style-type: none"> <li>a. <i>Commitment to Learning</i> – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding<sup>7D14</sup></li> <li>b. <i>Interpersonal Skills</i> – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues<sup>7D8</sup></li> <li>c. <i>Communication Skills</i> – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes<sup>7D7</sup></li> <li>d. <i>Effective Use of Time</i> – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.</li> <li>e. <i>Use of Constructive Feedback</i> – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction.</li> <li>f. <i>Problem-Solving</i> – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes<sup>7D11</sup></li> <li>g. <i>Professionalism</i> – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively<sup>7D5</sup></li> <li>h. <i>Responsibility</i> – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes<sup>7D5</sup></li> <li>i. <i>Critical Thinking</i> – Demonstrate the ability to question logically; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant<sup>7D11</sup></li> <li>j. <i>Stress Management</i> – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.</li> </ul>

**COURSE OBJECTIVES** - with CAPTE Standard addressed in superscript

<p>At the completion of this course the student will have the cognitive and affective competencies to:</p>
<ul style="list-style-type: none"> <li>1. Organize, write and present a research topic related to physical therapy.<sup>7D10-12</sup></li> <li>2. Differentiate among the roles of the PTA, PT, and other health care providers.<sup>7D1, 7D3-6, 7D9, 7D11, 7D14, 7D20-22</sup></li> <li>3. Explain the importance of the American Physical Therapy Association (APTA) and the APTA's <i>Guide to Physical Therapist Practice</i><sup>7D1, 7D4-5, 7D11, 7D13-14</sup></li> <li>4. Interpret a patient's/client's impairments, activities, and participation limitations using the International Classification of Functioning, Disability and Health<sup>7D9, 7D16</sup></li> <li>5. Examine ethical issues related to physical therapy care.<sup>7D2-6, 7D13</sup></li> <li>6. Explore legal issues related to physical therapy care.<sup>7D1-3, 7D5-6</sup></li> </ul>

7. Recognize patient confidentiality issues related to physical therapy care.<sup>7D1, 7D4-6</sup>
8. Demonstrate ability to effectively communicate with and educate all stakeholders<sup>7D4-8, 7D12, 7D17-18, 7D20, 7D22, 7D28</sup>
9. Describe the effect of personality types and learning styles on physical therapy care.<sup>7D4, 7D7-8, 7D12</sup>
10. Explain the effect of patient diversity on physical therapy care<sup>7D5-8, 7D12</sup>
11. Report common emotional responses to particular medical conditions.<sup>7D4, 7D7-8, 7D12</sup>
12. Compare and contrast common physical therapy settings and diagnoses.<sup>7D4, 7D9, 7D11-13, 7D15, 7D17, 7D19, 7D23-24, 7D28-30</sup>
13. Explain the use of SOAP note format.<sup>7D4, 7D7, 7D17, 7D25, 7D31</sup>
14. Explain medical terminology and abbreviations.<sup>7D7, 7D12, 7D18</sup>
15. Apply generic abilities related to course content.<sup>7D4-7</sup>

## EVALUATION METHODS

Computer-based exams, written exams, written assignments, quizzes, and other projects as assigned.

## ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

## VERIFICATION OF WORKPLACE COMPETENCIES

Physical Therapist Assistants are expected to know how to read a physical therapy evaluation and plan of care and provide treatment based on their training.

## BLACKBOARD

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

## FACEBOOK (<https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks>)

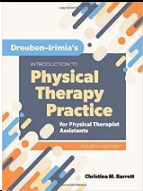
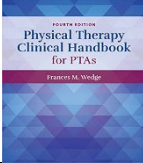
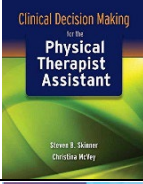


The PTA Program has a Facebook page (link indicated above). In addition to the South Plains College website, this Facebook page may be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the South Plains College PTA Program Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

## APPLICABLE SCANS COMPETENCIES AND FOUNDATION SKILLS

Applicable Foundation Skills and SCANS Competencies are listed below. Refer also to Course Objectives listed above.

## SPECIFIC COURSE INFORMATION

### TEXT AND MATERIALS

Title		Author(s)	Publisher	ISBN
Introduction to Physical Therapist Practice for Physical Therapist Assistants (4 <sup>th</sup> Ed.) <b>(primary text)</b>		Barrett	Jones & Bartlett	9781284175738
Physical Therapy Clinical Handbook for PTA (4 <sup>th</sup> Ed.) <b>(required)</b>		Kulinski	Jones & Bartlett	9781284226157
Clinical Decision Making for the Physical Therapist Assistant <b>(optional)</b>		Skinner/McVey	Jones & Bartlett	9780763771256
Documentation Basics (3 <sup>rd</sup> Ed.) <b>(optional)</b>		Erickson/McKnight	SLACK	9781630914028
Medical Terminology Express (3 <sup>rd</sup> Ed.) <b>(optional)</b>		Gyls/Masters	FA Davis	9781719642279

### ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared with note-taking items (pens, pencils, spiral notebook, computer, etc.). An Internet-enabled device will be useful for accessing web-based resources, skills check-offs, etc.

### ATTENDANCE POLICY (\*READ CAREFULLY)

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined below.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in this course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

([http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance))

**Due to the importance of the patient care information being taught, the instructor of this course defines excessive absences as missing a third class day (or having equivalent tardies) in a course section. A student who meets this criteria will be administratively dropped from the course by the instructor.**

- Tardies: (Definition): arriving any time after the class has started or not returning from an approved break after class has started.
- Three tardies will be considered missing one class day and counted as such.
- Work schedule is not an excuse for missing class.
- Any exceptions to this policy must be discussed on an individual basis with the course instructor and the PTA Program Director. (i.e. – student hospitalization, immediate family member death, etc.)

### **ASSIGNMENT POLICY**

All assignments must be completed by the assigned due date. Late and/or incomplete assignments will not be accepted and a grade of zero will be recorded. Quizzes will be administered to determine student's preparedness to participate in lab. The student will be permitted to join the lab after completing the pertinent viewing quiz. An absence/tardy will be recorded if this requirement results in an absence or late arrival. Assignments, quizzes, exams, and skills check-offs that are missed due to an unexcused absence may not be made up. See the instructor for more specific information.

### **COMPUTER USAGE**

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password.

**ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.**

### **COMPUTER LAB USAGE**

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

### **EXAMS**

The student written exams will be administered via computer to prepare them for the NPTE-PTA. Students should practice proper spelling and grammar when answering a written exam. Additionally, many exam questions will be constructed in the same manner as NPTE-PTA questions, allowing students to prepare for that testing format.

- Students are required to earn a 75% or higher lecture exam average.
- If a student fails a lab exam (earning below a 75% and/or having one or more critical safety violations), the student may retest to earn no higher than a 75%.
- Students are required to earn a 75% or higher on each lab exam.
- The majority of exams are administered in a campus computer lab which must be reserved by the instructor in advance.

- Lab exams are administered in the video-recorded simulation rooms which must also be reserved by the instructor in advance. Students are expected to conduct their lab exam within the scheduled requirements.
- Students are expected to arrive on time to exams and complete the exams within the time frame allowed.

## GRADING POLICY

A minimum of 75% on all exams and assignments is required to receive a passing grade for that exam or assignment. Students must earn an overall grade of 75% or better for each course section to pass that section. Students who fall below this requirement will not be allowed to continue in the PTA Program.

### Final semester grades will be based on the following:

Attendance and Participation	10%
Research Activity	10%
Assignments	5%
Exams	75%
Quizzes & Medical Language Lab activities	10%
Exams 1-3	13% each
Final Exam	26%

<b>Grading Scale:</b> 90-100	A
80-89	B
75-79	C
74 or below	F

**Midterm Performance :** A student who has an overall average below 77% will contact the course instructor to arrange a meeting to develop a learning contract, which will outline the student’s academic issues, interventions to address these issues, and assessment of the student’s participation/completion of these interventions. This is not a disciplinary action, but an individualized plan to improve the student’s performance.

## COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize each student’s indicated preferred email address, and may also utilize text messaging. Students are encouraged to check email on a daily basis, and respond to emails within 24 hours. Students will have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing Blackboard or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on Blackboard.

## STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development. A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students.



Students are expected to follow the ethics and rules of professional conduct as outlined in the student handbook. Unprofessional conduct on the part of a student as outlined in the student handbook results in dismissal from the PTA program.

Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide.

### **SPECIAL REQUIREMENTS (\*Read Carefully)**

- Students must complete the Acknowledgment Quiz found in the “Start Here!” folder on Blackboard to indicate that the student has read and understands the content of syllabus, topics outline, assignment calendar, PTA Program and Clinical Experience handbooks, grievance policy, and appeals process. **This is due by the end of the day on Sunday of Week 1.**
- **Cell Phones/Tablets/Computers** – Internet-enabled devices should ONLY be used for classroom purposes while the student is in class. It is expected that the student will excuse him- or herself, and conduct personal business (including phone calls, text messaging, social media usage, instant messaging, chatting, etc.) outside of the classroom. Devices are expected to be silenced during class/lab times. If a phone sounds during class/lab or a student is found to be conducting non-class/lab-related activities, the student will be asked to leave class/lab and receive one unexcused absence for the first incident. Students are not allowed to have electronic devices (cell phones, smart watches, etc.) on their person during exams.
- **Class Dress Code** – Students are expected to follow the dress code as stated in the PTA student Handbook. You will need appropriate attire for lab : to afford professional and modest access to body parts being addressed. **WHAT NOT TO WEAR : torn jeans, low cut blouses, short shorts, T-shirts with offensive writing and/or logos.**

### **COURSE DISCLAIMER**

You may not apply what you are learning to the general public. You are a student PTA and are learning physical therapy techniques. You will be practicing these skills on each other when you are in lab under the course instructor’s supervision. If you are presently working in a clinic you cannot practice these skills on patients. Once you have passed the class, you still cannot practice the acquired skills in a clinic. You will only be permitted to apply these skills to the general public under a clinical instructor’s supervision once you begin your clinical internships.

Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the PTA curriculum, or passing NPTE-PTA and resultant licensure. Your successful completion of all courses, passing NPTE-PTA, and completion of State Board of PT requirements is necessary to work as a PTA.

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## **ACCOMMODATIONS**

### **NON-DISCRIMINATION**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### **DIVERSITY STATEMENT**

In this class, the teacher will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.



## **DISABILITIES STATEMENT**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

## **PREGNANCY ACCOMMODATIONS STATEMENT**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email [dburleson@southplainscollege.edu](mailto:dburleson@southplainscollege.edu) for assistance.

## **CAMPUS CARRY**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

## **ON-CAMPUS HEALTH CONSIDERATIONS**

It is the policy of South Plains College that as a condition of on-campus enrollment, all students will engage in safe behaviors to avoid the spread of contagious disease in the SPC community. Such behaviors specifically include the strong recommendation that all students receive all available vaccinations (flu, COVID, etc.) AND properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms.

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19 :

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376. Proof of a positive test is required. A home test is sufficient but students must submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu).

A student is clear to return to class without further assessment from DeEtte Edens, BSN, RN if symptoms have improved and they are without fever for 24 hours without the use of fever-reducing medication.

The student assumes all consequences, ramifications, and responsibilities for the behavior that the student chooses with regard to transmission of any contagious disease, including COVID.

## FOUNDATION SKILLS

### **BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 **READING**—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 **WRITING**—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 **ARITHMETIC**—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 **MATHEMATICS**—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 **LISTENING**—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 **SPEAKING**—organizes ideas and communicates orally.

### **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

F-7 **CREATIVE THINKING**—generates new ideas.

F-8 **DECISION-MAKING**—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 **PROBLEM SOLVING**—recognizes problems, devises and implements plan of action.

F-10 **SEEING THINGS IN THE MIND’S EYE**—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 **KNOWING HOW TO LEARN**—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 **REASONING**—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 **RESPONSIBILITY**—exerts a high level of effort and perseveres towards goal attainment.

F-14 **SELF-ESTEEM**—believes in own self-worth and maintains a positive view of self.

F-15 **SOCIABILITY**—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 **SELF-MANAGEMENT**—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 **INTEGRITY/HONESTY**—chooses ethical courses of action.

## The Secretary’s Commission on Achieving Necessary Skills (SCANS) COMPETENCIES

### **RESOURCES**

C-1 **TIME** - Selects goal-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION**

C-5 **ACQUIRES AND EVALUATES INFORMATION**

C-6 **ORGANIZES AND MAINTAINS INFORMATION**

C-7 **INTERPRETS AND COMMUNICATES INFORMATION**

C-8 **USES COMPUTERS TO PROCESS INFORMATION**

### **INTERPERSONAL**

C-9 **PARTICIPATES AS A MEMBER OF A TEAM** - contributes to group effort.

C-10 **TEACHES OTHERS**

C-11 **SERVES CLIENTS/CUSTOMERS**—works to satisfy customer’s expectations.

C-12 **EXERCISES LEADERSHIP**—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 **NEGOTIATES**—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 **WORKS WITH CULTURAL DIVERSITY**—works well with men and women from diverse backgrounds.

**SYSTEMS** – Understands Complex Interrelationships

C-15 **UNDERSTANDS SYSTEMS**—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 **MONITORS AND CORRECTS PERFORMANCE**—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 **IMPROVES OR DESIGNS SYSTEMS**—suggests modifications to existing systems and develops new or alternative systems to improve performance.

**TECHNOLOGY**

C-18 **SELECTS TECHNOLOGY**—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 **APPLIES TECHNOLOGY TO TASK**—understands overall intent and proper procedures for setup and operation of equipment.

C-20 **MAINTAINS AND TROUBLESHOOTS TECHNOLOGY**—prevents, identifies, or solves problems with equipment, including computers and other technologies.

## COURSE OUTLINE AND CALENDARS

DATE	TOPIC(S)	READINGS	ASSIGNMENTS, QUIZZES, TESTS
<b>Tuesday</b> Jan. 17 <sup>th</sup>	Introduction to PTHA 1301 <ul style="list-style-type: none"> <li>Syllabus</li> <li>Expectations</li> <li>Research Project</li> </ul> <a href="#">Exam 1 Preview</a>	PTHA 1301 Syllabus <b>Success as Student</b> : <a href="#">IPT4PTA</a> Ch. 1 & Ch. 12 p.204-205 <b>Success as PT Professional</b> : <a href="#">IPT4PTA</a> Ch. 12 p.203-210	Acknowledgement Quiz & <a href="#">Student Introductions on Blackboard</a> <b>DUE Sunday, Jan. 22<sup>nd</sup> by 11:59PM</b>  <a href="#">Sign-Up for Research Topic(s) &amp; Presentation Date(s)/Time(s)</a> <b>DUE Sunday, Jan. 22<sup>nd</sup> by 11:59PM</b>
<b>Thursday</b> Jan. 19 <sup>th</sup>	10A: The History of PT & The APTA/TPTA 11A : <a href="#">Guest Speakers Melodi Reeder, PT &amp; Madison Lynskey, PTA (PT team at Joint Mechanics)</a>	<b>History:</b> <a href="#">IPT4PTA</a> Ch. 2 p.11-26 “History of Manipulative Therapy” <b>APTA:</b> <a href="#">IPT4PTA</a> Ch. 2 p.26-30 <a href="http://www.APTA.org">http://www.APTA.org</a> <a href="http://www.tpta.org">http://www.tpta.org</a>	<a href="#">APTA/TPTA Scavenger Hunt</a> <b>DUE Tuesday, Jan. 17<sup>th</sup> by 11:59PM</b>
<b>Tuesday</b> Jan. 24 <sup>th</sup> (meet at SPC library)	Using the SPC Library Resources for Research 10A : <a href="#">Guest Speaker Mark Gottschalk, Dir. of Libraries</a> 11A : Disabling, PT/ADL Equipment & The APTA’s <a href="#">Guide to PT Practice</a>	<b>Research:</b> <a href="#">IPT4PTA</a> Ch. 11 p.194-200 <b>Disabling:</b> “Documentation Basics Chapter 1” <a href="#">PTCH</a> p.58-60 <b>Guide:</b> <a href="#">IPT4PTA</a> Ch. 3 p.33-40	<a href="#">SmartStarts Library Tutorial (Mod. 1-6)</a> <b>DUE Sunday, Jan. 22<sup>nd</sup> by 11:59PM</b>  <a href="#">Compare/Contrast PT/PTA/Aide</a> <b>DUE Tuesday, Jan. 24<sup>th</sup> by 11:59PM</b>  <a href="#">Patient Care Team Member Interview</a> <b>DUE Sunday, Apr. 9<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Jan. 26 <sup>th</sup>	<a href="#">Mindfulness Presentation</a> The Role of the PTA The Patient Care Team 10A : <a href="#">Guest Speaker Lacey Pittman, OT and Dir. of Therapy at Trustpoint Rehabilitation Hospital</a>	<b>PTA:</b> <a href="#">IPT4PTA</a> Ch. 4 p.54-65 & Ch. 8 p.152-153 & Appendix A <a href="#">PTCH</a> p.3-4 “PTA Advanced Proficiency Pathways” <b>Team:</b> <a href="#">IPT4PTA</a> Ch. 4 p.66-78	Abb./Esp. Quiz #1 (A-B) & MLL (Pre-test, Intro, and Body Structure) <b>DUE Sunday, Jan. 29<sup>th</sup> by 11:59PM</b>
<b>Tuesday</b> Jan. 31 <sup>st</sup>	Physical Therapy Practice Settings & Employment Physical Therapy Specialties <ul style="list-style-type: none"> <li>Orthopedics</li> </ul>	<b>Settings:</b> <a href="#">IPT4PTA</a> Ch. 3 p.40-42, 45-50 & Ch. 12 revisited <a href="#">CDM</a> Chapter 12 <b>Ortho:</b> <a href="#">IPT4PTA</a> Ch. 3 p.42-43 & Ch. 5 p.88-89, 95-99 <a href="#">CDM</a> Chapter 8 <a href="#">PTCH</a> p.163-275 (focus on intervention info)	Abb./Esp. Quiz #2 (C-D) & MLL (Musculoskeletal, Cardiovascular, and Respiratory Systems) <b>DUE Sunday, Feb. 5<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Feb. 2 <sup>nd</sup>	<a href="#">Mindfulness Presentation</a> Physical Therapy Specialties <ul style="list-style-type: none"> <li>Cardiopulmonary Rehab</li> </ul> 10A : <a href="#">Guest Speakers David Velsor (UMC Dir. of Medical Fitness) &amp; Brittany Claffey (Supervisor of UMC Cardiopulmonary Rehab)</a>	<b>CPR:</b> <a href="#">IPT4PTA</a> Ch. 3 p.43, Ch. 5 p.89-90, 100-101 <a href="#">PTCH</a> p.389-465, Appendix C (focus on intervention info)	
<b>Tuesday</b> Feb. 7 <sup>th</sup>	Physical Therapy Specialties <ul style="list-style-type: none"> <li>Wound Care</li> <li>Oncology</li> <li>Pelvic Health</li> </ul> 10A : <a href="#">Guest Speaker Aletta Pitre, PT (owner of Optimal PT Solutions)</a>	<b>All:</b> <a href="#">IPT4PTA</a> Ch. 3 p.44 <b>Integ.:</b> <a href="#">IPT4PTA</a> Ch. 5 p.93-94, 102 <a href="#">PTCH</a> p.469-537 (focus on intervention info) <b>Oncology:</b> <a href="#">PTCH</a> p.658-661 <b>Pelvic Health:</b> <a href="#">PTCH</a> p.657	Abb./Esp. Quiz #3 (E-H) & MLL (Integumentary, Reproductive, and Urinary Systems) <b>DUE Sunday, Feb. 12<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Feb. 9 <sup>th</sup>	<a href="#">Mindfulness Presentation</a> Physical Therapy Specialties <ul style="list-style-type: none"> <li>Pediatrics</li> </ul> 10A : <a href="#">Guest Speaker Annalisa Riggins, PT (PT Supervisor at Aveanna Pediatric Home Health)</a>	<b>Peds:</b> <a href="#">IPT4PTA</a> Ch. 3 p.43 & Ch. 5 90-91, 101-102 <a href="#">CDM</a> Chapter 9 <a href="#">PTCH</a> p.601-650 (focus on intervention info) “Physical Therapy for Children with Cerebral Palsy”	

DATE	TOPIC	READING	ASSIGNMENTS & TESTS
<b>Tuesday</b> Feb. 14 <sup>th</sup>	[AHEC Presentation?] Physical Therapy Specialties <ul style="list-style-type: none"> <li>Geriatrics</li> </ul> 10A : Guest Speakers Carlos Santiago, PTA, Mark Abesamis, PTA, Ben Wright, OT, Shelby Melton, PTA	<b>Ger:</b> IPT4PTA Ch. 3 p.44 & Ch. 5 p.91-93, 102 <b>CDM</b> Chapter 10 <b>PTCH</b> p.541-596 (focus on intervention info)	Abb./Esp. Quiz #4 (I-L) & MLL (Nervous System) <b>DUE Sunday, Feb. 19<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Feb. 16 <sup>th</sup>	<b>Mindfulness Presentation</b> Physical Therapy Specialties <ul style="list-style-type: none"> <li>Neurologics</li> </ul> 10A: Guest Speaker Michael Barrett, SLP	<b>Neuro:</b> IPT4PTA Ch. 3 p.43, Ch. 5 p. 89, 100 <b>CDM</b> Chapter 7 <b>PTCH</b> p.217 – 306 (skim for organization-of-content)	
<b>Tuesday</b> Feb. 21 <sup>st</sup>	<b>Exam 1 (first hour)</b> Intro to Clinical Decision Making	<b>CDM:</b> <b>CDM</b> Chapter 1 <b>IPT4PTA</b> Appendix A	<b>Exam 1 Tuesday, Feb. 21<sup>st</sup> 10AM-11AM</b> Exam 2 Preview
<b>Thursday</b> Feb. 23 <sup>rd</sup>	<b>Mindfulness Presentation</b> Ethics Hippocratic Oath Patient’s Bill of Rights	<b>Ethics:</b> IPT4PTA Ch. 6 (p.105-114, 121-122), Appendix E & F <b>CDM</b> Chapter 3 <b>PTCH</b> p.25, 99 “Ethics in Rehab” “How to Make Ethical Decisions” <b>HO:</b> Appendix B <b>BOR:</b> Appendix C	Abb./Esp. Quiz #5 (M-P) <b>DUE Sunday, Feb. 26<sup>th</sup> by 11:59PM</b>
<b>Tuesday</b> Feb. 28 <sup>th</sup>	<b>Exam 1 Review</b> Professionalism	<b>Prof.:</b> IPT4PTA Ch. 6 p.123-126 <b>PTCH</b> p.24-25	<b>Cultural Diversity Case Study Questions</b> <b>DUE Tuesday, Feb. 28<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Mar. 2 <sup>nd</sup>	<b>Mindfulness Presentation</b> Cultural Diversity	<b>Cult:</b> IPT4PTA Chapter 6 (p.114-120, 153-154) <b>PTCH</b> p.15-22 “Cultural Diversity Reading”	Abb./Esp. Quiz #6 (Q-T) <b>DUE Sunday, Mar. 5<sup>th</sup> by 11:59PM</b>
<b>Tuesday</b> Mar. 7 <sup>th</sup>	Laws & Regs  <b>Clinical Experience Panel</b> Wednesday, Mar. 8 <sup>th</sup> at 12:15P	<b>Laws:</b> IPT4PTA Ch. 6 p.105-106, 108-113 & Ch. 7 <b>PTCH</b> p.40-44 “HIPAA” “Avoiding/Reporting Fraud/Abuse” “Medicare Guidelines for Supervision of Student PTAs”	HIPAA Quiz <b>DUE Sunday, Mar. 5<sup>th</sup> by 11:59PM</b>  <b>Exam 2 Thursday, Mar. 9<sup>th</sup> at 10AM</b> Exam 3 Preview  <b>Clinical Experience Panel Discussion</b> <b>DUE Sunday, Mar. 12<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Mar. 9 <sup>th</sup>	<b>Exam 2</b>		Abb./Esp. Quiz #7 (U-Z)) & MLL Post-Test <b>DUE Sunday, Mar. 12<sup>th</sup> by 11:59PM</b>
<b>SPRING BREAK (NO CLASS Tuesday, March 14<sup>th</sup> OR Thursday, March 16<sup>th</sup>)</b>			

DATE	TOPIC	READING	ASSIGNMENTS & TESTS
<b>Tuesday</b> Mar. 21 <sup>st</sup>	<b>Exam 2 Review</b> Documentation & Communication	<b>Comm:</b> <u>IPT4PTA</u> Ch. 8 <u>CDM</u> Chapter 2 <u>PTCH</u> p.11-14 <b>Doc:</b> “Textbook Pages (Documentation Basics)” <u>IPT4PTA</u> Ch. 10 & 11 p.187-194 <u>PTCH</u> p.71-80, 85-88, 96, Appendix E	<b>CDM Scenario 5 Questions</b> <b>DUE Sunday, Mar. 19<sup>th</sup> by 11:59PM</b>  <b>Disability in the Movies Questions</b> <b>DUE Sunday, Mar. 26<sup>th</sup> by 11:59PM</b>  <b>Disability Awareness Experience</b> <b>DUE Sunday, Mar. 26<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Mar. 23 <sup>rd</sup>	<b>Mindfulness Presentation</b> Patient Education/Instruction <b>10A : Guest Speaker Bryan King, LPC</b>	<b>Pt. Ed.:</b> <u>IPT4PTA</u> Ch. 9 <b>Consent:</b> <u>IPT4PTA</u> Ch. 6 p.120-121	
<b>Tuesday</b> Mar. 28 <sup>th</sup>	Psychosocial Factors <b>10A : Guest Speaker Bryan King, LPC</b>	“Effects of Psychosocial Factors on Acute Care Outcomes” “Rehospitalization”	
<b>Thursday</b> Mar. 30 <sup>th</sup>	<b>Mindfulness Presentation</b> Personality & Motivation <b>10A : Guest Speaker Bryan King, LPC</b>	“Personality and Motivation Discussion”	
<b>Tuesday</b> Apr. 4 <sup>th</sup>	Loss, Grief and Death <b>10A : Guest Speakers Cheryl Presley (ret. hospice volunteer supervisor) and Diane Norman, LPC</b>	“Loss and Grief”	<b>Exam 3 Thursday, April 6<sup>th</sup> at 10A</b>  <b>Patient Care Team Member Interview</b> <b>DUE Sunday, Apr. 9<sup>th</sup> by 11:59PM</b>
<b>Thursday</b> Apr. 6 <sup>th</sup>	<b>Exam 3</b>		
<b>Tuesday</b> Apr. 11 <sup>th</sup>	Patient Care Team Member Interview Presentations		
<b>Thursday</b> Apr. 13 <sup>th</sup>	<b>Exam 3 Review</b>		
<b>Tuesday</b> Apr. 18 <sup>th</sup>	<b>Presentations</b>		
<b>Thursday</b> Apr. 20 <sup>th</sup>	<b>Presentations</b>		
<b>Tuesday</b> Apr. 25 <sup>th</sup>	Final Review		
<b>Thursday</b> Apr. 27 <sup>th</sup>	Final Review		
<b>Tuesday</b> May 2 <sup>nd</sup>	<b>Final Exam</b>		<b>Final Exam Tues., May 2<sup>nd</sup> at 10AM</b>
<b>Thursday</b> May 4 <sup>th</sup>	<b>Clinical Prep</b>		
<b>Tuesday</b> May 9 <sup>th</sup>	<b>Clinical Prep</b>		
<b>Thursday</b> May 11 <sup>th</sup>	Creativity and Innovation <b>10A : Guest Speaker Lauren Sullivan (Asst. Dean of TTUHSC’s Office of Admissions)</b> <b>(meet @ TTUHSC)</b>		

#### READING KEY

CDM : Clinical Decision Making

IPT4PTA : Introduction to Physical Therapy for Physical Therapist Assistants

PTCH : Physical Therapy Clinical Handbook

“blah” : Readings/Supplements on Blackboard

MLL : Medical Language Lab

Abb./Esp. : Abbreviations and Español