

# **PT 104 Introduction to Physical Therapy**

## **Course Syllabus**

**Fall 2010**

**Instructor, Laura P. Warren, PT, MS**



CHATTANOOGA STATE COMMUNITY COLLEGE  
NURSING & ALLIED HEALTH DIVISION

**PHYSICAL THERAPIST ASSISTANT COURSE SYLLABUS**

**PT 104 INTRODUCTION TO PHYSICAL THERAPY**

**CLASS HOURS: 2**

**SEMESTER CREDIT HOURS: 2**

**LABORATORY HOURS: 0**

**CATALOG COURSE DESCRIPTION:** A course designed to familiarize the students with the history, function, purpose of physical therapy and the role of the physical therapist assistant--PTAs role in ethics, medical-legal issues, medical terminology, administration and communications skills with all clients/patients and other care providers.

**ENTRY LEVEL STANDARDS:** The student must have a reading level beyond DSPR 0800, a mathematics competency of at least DSPM 0850 and an English grammar competency above DSPW 0800 or have demonstrated through standardized tests the ability to perform at such a level. The student **must exhibit the attitudinal characteristics necessary for this profession as described through the admission process.**

**PREREQUISITES:** Admission into the Physical Therapist Assistant Program

**COREQUISITES:** PT 115, PT 123

**TEXTBOOK(S) AND OTHER REFERENCE MATERIAL BASIC TO THE COURSE:**

1. Tabers's Cyclopedic Medical Dictionary, 20<sup>th</sup> edition, Copyright 2005 by F.A. Davis.
2. Introduction to Physical Therapy for Physical Therapist Assistants, Olga Dreeben, copyright 2007 by Jones and Bartlett Publishers.
4. Exploring Medical Language, 6th Edition; Lafleur Brooks, Copyright 2005 by Elsevier-Mosby.

**REFERENCE TEXT:**

1. Guide to Physical Therapist Practice, revised 2<sup>nd</sup> edition, American Physical Therapy Association, revised **2003**.
2. Physical Rehabilitation Assessment and Treatment, 4th Edition; O'Sullivan and Schmitz, Copyright 2001 by F.A. Davis. (reference text)

**CHATTANOOGA STATE INSTITUTION STUDENT LEARNING OUTCOMES (ISLOs):**

Chattanooga state has identified its college-level competencies and the student learning outcomes that it expects the graduates of its educational programs to have attained at appropriate levels for each program. These outcomes reflect the knowledge, skills and attitudes that a community college graduate is expected to have developed, including:

- **Effective Communication (COM):** includes speaking, writing and graphic presentation skills
- **Analytical and Critical Thinking Skills (CT):** includes skills of categorization, decoding significance, clarifying meaning, examining ideas, detecting arguments, and analyzing arguments into their component elements. Purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.
- **Information Technology Skills (TEC):** includes use of computers, online learning, information seeking, and use of new technologies.
- **Societal & Cultural Awareness (CUL):** includes awareness of how societal and cultural differences affect an individual's life, focusing on diversity and collaboration.
- **Foundational Knowledge in a Specialty (KNO):** the specialty-specific competencies that each graduate of the program is expected to achieve.
- **Work Ethic (WE):**

#### **PTA PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):**

By the completion of the program, in addition to the college ISLO, Chattanooga State PTA Program Graduates will display the following physical therapy competencies/outcomes which link to Chattanooga State's ISLOs:

- A. Decision Making:** (College ISLO: KNO, CT, TEC, CUL, COM )
  - A.1 When necessary, modify intervention or data collection appropriate to changes in patient/client condition to achieve goals established by the PT and within the scope of practice of a PTA.
  - A.2. Use knowledge and information available to make reasonable and appropriate decisions regarding patient care.
- B. Communication/Teaching:** (College ISLO: COM, TEC, KNO )
  - B.1 Appropriately use medical language and physical therapy language in verbal and written or electronic communication
  - B.2. Communicate with the patient/client to relay relevant instructions regarding the physical therapy interventions.
  - B.3 Communicate with the physical therapist and/or other members of the health care team regarding patient/client status, progress, or need for re-evaluation by the PT.
  - B.4. Educate others about physical therapy and the role of the PTA.
  - B.5. Provide patient/client education about their physical therapy intervention and any additional instructions.
- C. Providing Physical Therapy Interventions:** (College ISLO: KNO, COM, TEC )
  - C.1. Provide physical therapy interventions and data collection in a time efficient manner with all necessary documentations.

- C.2. Identify and describe background theory, pathological conditions, surgical conditions, and other issues that may influence the patient/client's physical therapy.
- C.3. Effectively and safely provide physical therapy interventions under the supervision of a physical therapist and as outlined by the physical therapist in the plan of care established for the patient/client.

**D. Displaying Professional Behavior:** (College ISLO: COM, CUL, CT, ANA, KNO, WE )

- D.1. Recognize importance of lifelong learning and resources available for development opportunities
- D.2. Comply with APTA's core values of accountability, altruism, compassion/caring, cultural competence, duty, integrity, and social responsibility.
- D.3. Display behavior consistent with APTA's Standards of Ethical Conduct for the Physical Therapist Assistant.
- D.4. Abide by state practice act in the provision of physical therapy.
- D.5. Display a work ethic that aligns with Chattanooga State's college expectations as well as those of the Division of Allied Health and Nursing and the PTA Program.

**Required Student Learning Outcomes: Program Student Learning Outcomes(PSLOs) and Course Student Learning Outcomes (CSLOs) with specific indicators or instructional objectives.**

PTA program student learning outcomes (PSLOs) consist of four broad outcome statements (with additional descriptors for each) that describe the abilities of the graduates of the Chattanooga State PTA Program.

The following list of Course Student Learning Outcomes (CSLOs) represents specific objectives and includes skills, knowledge and attitudes that the student will obtain or be able to perform upon completion of the course. These CSLOs and instructional objectives (IOs) or indicators are linked to the overall PTA Program Student Learning Outcomes (PSLOs). Collectively, the CSLOs from all program courses enable students to achieve the program student learning outcomes. The student is required to perform at a minimal competency of 70% on the specific CSLO.

**PSLO # 1: Decision Making:**

This PSLO is not directly addressed and/or assessed in this introductory course.

**PSLO #2: Communication/Teaching:**

**CSLO #1:** The student will appropriately **communicate/instruct** as needed in simulations of patient care and using appropriate medical and physical therapy terminology and abbreviations in patient **documentation**. This CSLO is additionally defined via the following **indicators or instructional objectives** :

1. Define and properly use (in test answers and in documentation) assigned:
  - a. medical terms
  - b. physical therapy terms
  - c. medical and physical therapy abbreviations
2. Recognize and communicate appropriately regarding common medical and surgical procedures as discussed in class
3. Read and understand medical terminology used in context of clinical scenarios.
4. Describe/define components of and write problem oriented medical record using SOAP format when given details of an example physical therapy intervention session.
5. Communicate with different patients and medical/physical therapy staff through role-play and written patient situations
6. Utilize oral communication in presentations to class on an approved topic utilizing educational techniques to simulate presentations to: Classmates, Clinical staff, patients, or other health care professionals.
7. Utilize verbal and non-verbal communication in patient situations demonstrated through role-play.
8. Relate relevant information to patient during role-play and in writing when given specific patient situations.
9. Use verbal commands and tone of voice to manage difficult patient interventions in role play situations. (PSLO: A.2, B.1, B.2.)

**PSLO #3: Providing Physical Therapy Interventions:**

This PSLO is not directly addressed and/or assessed in this introductory course.

**PSLO #4: Displaying Professional Behavior:**

**CSLO # 2:** Recognize importance of lifelong learning and resources available for development opportunities. This CSLO is additionally defined via the following **indicators or instructional objectives:**

1. Effectively utilize library resources in preparing oral/written reports.
2. Provide oral and written reports on selected topics utilizing current professional literature.
3. Recognize the importance of the use of the *Guide to Physical Therapist Practice for the Physical Therapist*.

**CSLO # 3** : Comply with APTA's core values of accountability, altruism, compassion/caring, cultural competence, duty integrity and social responsibility. This CSLO is additionally defined via the following **indicators or instructional objectives**:

1. Define APTA's core values of:
  - a. accountability
  - b. altruism
  - c. compassion/caring
  - d. cultural competence
  - e. duty
  - f. integrity
  - g. social responsibility
2. Describe emotional responses to pathological conditions from the perspective of: patient, family, health care worker.
3. Identify common psychosocial reactions that a patient/client may experience.
4. Describe and list materials and professional services available in area as discussed in class.
5. Establish patient rapport and convince "patient" to participate in therapy in role-play situations.
6. Predict or describe how interpersonal relationships may influence therapy interventions when given specific parameters.
7. Demonstrate ability to establish interpersonal-relationships with other health professionals during role play scenarios.
8. Describe common differences among patients due to social, economic, religious, cultural, ethnic, legal or demographic variations.
9. Describe age appropriate characteristics/needs of patients
10. Identify special problems/issues related to the **geriatric** patient: physical, emotional, social and medical.
11. Identify the unique issues involving "Dealing with Death and Dying."
12. Define and list the challenges of the "Sandwich Generation."
13. Discuss how the issues associated with "Baby Boomers" are expected to influence Physical Therapy in the next 15-20 years.
14. Participate in professional growth and service through PTA program club and/or local/national APTA.

**CSLO # 4:** Display behavior consistent with APTA's standards of **Ethical Conduct for the PTA** and abide by the **(Tennessee) state practice act** in the provision of physical therapy. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives**:

1. Describe proper procedure for preserving patient's privacy and dignity while honoring HIPAA regulations.
2. Describe/identify the purpose and history of the American Physical Therapy Association and the history of PTAs in particular.
3. Describe and list characteristics of the different structures of physical therapy departments/businesses/ health care facilities
4. Be able to recognize and correctly apply to example patient situations the following:
  - a. professional by-laws
  - b. PT/PTA Code of Ethics
  - c. Appropriate treatment referrals
  - d. Departmental rules and regulations
  - e. Appropriate documentation
  - f. Tennessee law regarding PT/PTA Practice and supervision rules
  - g. Responsibility in assisting with patient documentation and billing in physical therapy departments.
5. When given a written patient situation, apply HIPAA regulations in honoring patient's right to physical privacy and confidentiality
6. Role-play or select effective interactions with patients with varied conditions to establish patient trust and follow ethical, legal standards.
7. Describe basic differences in reimbursement methods for: Medicare, Tenn Care, private insurance and HMO's and importance of RUGs and ICD 9 codes.
8. Discuss current issues that are shaping the future of the practice of Physical Therapy.
9. Accurately describe the supervisory relationship between PT/PTA and PT Aides in Tennessee.
10. Describe techniques to minimize liability in the clinical setting.
11. Define liability, malpractice, negligence, and risk management and give an example of each.
12. List and give examples of each of APTA's Standards of Ethical Conduct for the PTA.
13. Display behavior consistent with APTA's Standards of Ethical Conduct for the Physical Therapist Assistant.

**WEEK/UNIT/TOPIC BASIS:** A systematic and orderly list of activities and/or events that will comprise the total allotted time for the course.

<b>WEEK</b>	<b>UNIT</b>	<b>TOPIC BASIS</b>
1	Part I	History of Physical Therapy and planning for the future. Medical Terms

	Part I	Introduction: The Allied Health Professional: The PTA as a member of the health care team
2 & 3	Part I	Documentation of care a) abbreviations b) Written – SOAP Notes and Abbreviations c) legal issues in documentation
4	Part I	Understanding the Patient; Medical Terms Psychosocial Adjustment to Disability Influence of Values on Patient Care
5	Part II	Establishing Patient Trust; Medical Terms HIPPA Basics and ICD 9 Code Basics
6	Part III	Dealing with Different Age Groups; Medical Terms
7 & 8	Part III	Special Problems of the Geriatric Patient Physical, Emotional, Social; Medical Terms
9	Part III	Therapist Reactions to the Bariatric Patient or patient with disability. Medical Terms
10	Part III	Dealing with Death; Medical Terms
11	Part IV	Medical-Legal Implications; Medical Terms; Quality Assurance; Role Play
12	Part V	History of Physical Therapy and planning for the future. Medical Terms
13	Part V	Code of Ethics: APTA; Medical Terms
14	Part V	By-Laws, Guide to Physical Therapist Practice, Role play

**EVALUATION: (After each assessment, the specific IO being evaluated is identified.)**

**A. TESTING PROCEDURES:**

- Objective and short answer typewritten tests will be given following Parts I, III, IV, and V (each determines 10% of grade).
  - Test 1—(PSLO 2, CSLO 1.)
  - Test 2—(PSLO 2, CSLO 1) (PSLO 4 , CSLO 2 )
  - Test 3—(PSLO 4 , CSLO 3)
  - Test 4-- (PSLO 2, CSLO 2)



2. A Medical Term Final Exam will be given to include all medical terms covered during the semester. (PSLO 2, CSLO 1 )
3. Scheduled medical term quizzes are given throughout the semester. Students may drop the lowest two quiz grades. (PSLO 2, CSLO 1)

**B. LABORATORY EXPECTATIONS: N/A**

**C. FIELD WORK:**

1. The instructor approves an article from the Journal of the American Physical Therapy Association or another Physical Therapy publication on which the student presents an oral report. The criteria to be included in the report will be supplied by the instructor. (PSLO 4, CSLO 2)
2. The instructor assigns the student a general topic on which the student selects an article and turns in a written report. The resources may include any professional journal, paper or publication. (PSLO 4, CSLO 2)
3. The student is encouraged to attend all professional meetings at the state, local or national level. (PSLO 4, CSLO 3))

- D. OTHER EVALUATION METHODS:** Student's final grade will be lowered due to 3 unexcused absences (as defined in the PTA Student Handbook). Tardiness is considered a form of absence. Three tardies equals one absence. Refer to the PTA Student Handbook for full details. (PSLO 4, CSLO 4)

**CSLO/Assessment Alignment:**

<b>CSLO:</b>	CSLO #1	CSLO #2	CSLO #3	CSLO #4
<b>PT 104 Assessments:</b>	<i>Test 1, test 2, Test 3, quizzes 1-12, Final Exam</i>	<i>Written Report and oral report, Test 4</i>	<i>Test 2, Test 3</i>	<i>Test 2,</i>

**E. GRADES:**

4 tests (10% each)	= 40%
Quizzes	= 40%
Medical Term Final	= 10%
Reports	= 10%

---

100%

A = 90-100

B = 80-89

C = 70-79

D = 65-70

F = 64 or below

**METHODOLOGY/INSTRUCTIONAL ACTIVITIES (IA):** The strategies, methods, and processes that will occur within the course to provide students with an opportunity to achieve the stated course competencies include:

11. Lecture/discussion
12. Power point outline of some topics (available on E-learn)
13. Comparison and discussion
14. Student oral presentations,
15. Student written reports,
16. Student self directed study,
17. Homework
18. Roll play

### **COURSE DELIVERY FORMAT:**

This course is most closely aligned with the college **Standard Format**—This format is the traditional format and may use an online format to provide access to “static” materials which include the syllabus, course material, contact information, and presentations. Faculty must make available when requested a copy of syllabus and any other instructor provided course materials, including their contact information. Faculty may require on-line activities and assignments to include online testes and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

### **COLLEGE POLICIES**

**This class is governed by the policies and procedures stated in the current Chattanooga State Student handbook. Additional or more specific guidelines may apply such as those located in the Allied Health Division Handbook and in the Physical Therapist Assistant Program Handbook.**

### **ADA statement**

Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities of Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

### **Disruption Statement**

The term “classroom disruption” means--student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason (s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

### **Affirmative Action**

Students who feel that he or she has not received equal access to educational programming should contact the college affirmative action officer.

### **Academic Integrity/Academic Honesty**

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course.

### **PROGRAM POLICIES:**

Refer to the PTA Program Handbook for additional program policies that may apply to this and other PTA courses. --Such as attendance, lab expectations, etc. **The instructor reserves the right to modify this syllabus in writing during the course of the semester.**

### **PHYSICAL THERAPIST ASSISTANT WRITTEN REPORT TOPICS**

1. Mainstreaming Children with Disabilities --How Physical Therapy may be able to help in the school system.
2. Americans With Disabilities Act (ADA) --The impact on physical therapy or on physical therapy patients.
3. Hepatitis B--the threat that is present in PT practice-- infection control in physical therapy.

4. Abuse of the Elderly-- How much does this happen in Health Care facilities. Nursing home and geriatric care and incidence of abuse.
5. AIDS and Physical Therapy --Why do we need to be concerned in physical therapy? Universal precautions in protecting health care practitioners.
6. Health Care Costs--why are they on the rise? what are insurance companies and the health industry doing to decrease costs? What will this reform do to physical therapy? HMO, PPO, reform in health care, universal or national health care.
7. Physical Therapy career outlook. Demand for Physical therapy services now and in the future. Career trends.
8. Physical Therapy vs Chiropractor--similarities and differences in treatment approach, practice, training.
9. Benefits of being in a professional association, ie APTA.
10. Athletic trainers and their role in physical therapy departments
11. Use of animals (Veterinarian) in physical therapy ...who does it and how?
12. Home Health Care --issues for physical therapy.
13. Computers--how they are changing the health care system. Use in documentation or in equipment.
14. Transition from being a PTA to becoming a PT -- some recommendations. Career paths for PT/PTA.
15. How stress can influence your health status.
16. Medicare and problems for reimbursement now and/or later.
17. How insurance companies can control health care.
18. Continuing education as a requirement for continued licensure as a PTA. Is it necessary to assure continued competence or are there other alternative methods?
19. Industrial Rehab (Ergonomics) in the changing arena of physical therapy. --What does PT offer?
20. Occupational Therapists--- How are they different from PT in their approach to patient care and in training.
21. Bariatric patients and challenges for physical therapy care and equipment.
22. HIPPA influence on physical therapy.
23. Ethics requirement for physical therapy licensure renewal—why has this been added, what states require it?
24. Federation of state boards of physical therapy and how they influence the practice of physical therapy.
25. Baby Boomer Generation and how their presence will grow health care demand.

## REPORTS

### PT 104 Oral and Written Reports for Fall 2010

#### WRITTEN REPORTS:

You have chosen your topic to use. You MUST have at least three references on your topic. Include the references on a bibliography page. Because of the nature of the report topics, your references will usually be journal type articles. References from CINAHL or INFOTRAC

(INFOLINE) are very helpful. You may use journals, magazines, or the internet. But you may only use one internet source unless you also have at least two other sources from elsewhere or you use the internet to find a published article. The written reports will be due as stated on the daily schedule. You are welcome to turn your report in early.

It is to be typed, double spaced, and no more than 2 pages. (Biblio. can be on a third page if necessary and you may use a personal interview with a PT or a PTA as one reference. Use the bibliobio format that you used in EN 110 or you may use the format seen in PHYSICAL THERAPY Journal.

**ORAL REPORTS:**

Your instructor has a choice of periodicals available for you to select. Choose one. Then:

1. select one article for your report
2. you will be assigned a day for your report
3. use any additional reference information
4. inform your instructor of your decision of an article topic and wait for approval

**PHYSICAL THERAPIST ASSISTANT PROGRAM (Student Copy)**

**Fall 2010, PT 104 – Introduction to Physical Therapy**

Tuesday/Thursday: 8: 00a.m. – 8:50 a.m.

Room: HSC 2029

Instructor: Laura Warren, PT, Associate Professor

I hereby acknowledge that I have read the PTA student handbook and am aware of the policies of this course regarding grading and performance.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**PHYSICAL THERAPIST ASSISTANT PROGRAM (return to instructor)**

**Fall 2010, PT 104 – Introduction to Physical Therapy**

Tuesday/Thursday: 8: 00a.m. – 8:50 a.m.

Room: HSC 2029

Instructor: Laura Warren, PT, Associate Professor

I hereby acknowledge that I have read the PTA student handbook and am aware of the policies of this course regarding grading and performance.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_