

(Revised 10-10-10)

CHATTANOOGA STATE COMMUNITY COLLEGE
NURSING & ALLIED HEALTH DIVISION**PHYSICAL THERAPIST ASSISTANT COURSE SYLLABUS****PT 205 THERAPEUTIC EXERCISE****CLASS HOURS: 3****SEMESTER CREDIT HOURS: 5****LABORATORY HOURS: 6**

CATALOG COURSE DESCRIPTION: This course is designed to teach the principles and uses of therapeutic exercises and exercise equipment options. The course includes special assessment procedures, exercise techniques, neuro-developmental exercises, and techniques utilized in specific conditions. An introduction to orthotics, prosthetics, and splinting as well as gait analysis is included.

ENTRY LEVEL STANDARDS: The student must have successfully completed the first year courses in the PTA required curriculum with a minimum of a "C" grade in each PT, BIOL, or PHYS course while maintaining a 2.0 GPA on a semester-by-semester basis. The student must also exhibit the attitudinal characteristics necessary for this profession.

PREREQUISITES: PT 125**COREQUISITES: PT 210****TEXTBOOK(S) AND OTHER REFERENCE MATERIAL BASIC TO THE COURSE:**

1. Therapeutic Exercise: Foundation and Techniques; Kinser, Colby.
2. Proprioceptive Neuromuscular Facilitation - Patterns & Techniques, Voss,lonta, Myers.
Reference Text -
3. Physical Rehabilitation Assessment and Treatment, Fourth Edition; O'Sullivan and Schmitz, Copyright 2001 by F.A. Davis.
4. Documentation for Physical Therapist Assistants, Second Edition; Lukan, Copyright 2001 by F.A. Davis.
5. Lab Assignment Handout Packets—on e-learn.

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: ANA, 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

CSLO #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. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Identify relevant and appropriate treatment progressions to meet patient goals established by the PT.
2. Assess simulated patient condition in regards to strength, endurance, flexibility and functional ability to determine progression of exercise.
3. Describe adaptations that must be made to exercise/mobility activities to accommodate the bariatric patient.
4. Describe techniques to assess patient condition prior to, during and after treatment to determine modifications required in treatment.

CSLO # 2: Use knowledge and information available to make reasonable and appropriate decisions regarding patient care. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. When given patient simulations/scenarios, identify situations that requiring notification of supervising physical therapist.
2. Identify discharge needs for the patient in their particular home environment following discharge and make recommendations or discuss with case management, patient, and caregiver.
3. Assess home environment and determine accommodations necessary to provide wheelchair accessibility and provide written report.
4. Analyze movement to determine motions which require specific muscle action and joint range of motion.
5. Analyze gait to describe gait patterns for patients with Functional limitations.
6. Given a patient evaluation with established goals, provide a written description of the treatment which is indicated by the POC to help the patient meet goals.

PSLO #2

Communication

CSLO# 3: Appropriately use medical language and physical therapy language in verbal and written or electronic communication . This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Define medical and physical therapy terms related to patient simulations.
2. Properly use medical terminology in communication with patient simulations or with other health care providers.
3. Review SOAP note techniques and practice writing SOAP notes via self paced instruction in workbook.

CSLO # 4: After verifying patient identity, communicate with the patient/client in lab scenarios to relay relevant instructions regarding the physical therapy interventions.

CSLO # 5: Provide patient/client education about their physical therapy intervention and any additional instructions. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Teach use of assistive and supportive devices for given patient conditions.
2. Teach and provide a home program to patient and/or care giver in lab simulation or in written descriptions.
3. Teach patient simulators how to perform exercise programs for specified pathological conditions

4. Teach use of assistive and supportive devices for given patient conditions.
5. Instruct patient in appropriate exercise interventions for methods to achieve functional activities of daily living.
6. Use appropriate commands and tone of voice when giving patient/lab partner instructions or when simulating treatment interventions.
7. Instruct patient in appropriate exercise interventions for methods to achieve functional activities of daily living.
8. Construct/instruct in appropriate exercise program to achieve patient goals in a variety of cultural and socioeconomic conditions.

PSLO #3: Providing Physical Therapy Interventions

CSLO# 6: Provide physical therapy interventions and data collection in a time efficient manner with all necessary documentations. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Describe proper procedure for assisting the physical therapist with data gathering for patient assessments.
2. Perform anthropomorphic measurements of circumference and length of extremities.
3. Complete chart review/PT evaluation review in specified time prior to performing simulated treatment.

CSLO# 7: Identify and describe background theory, pathological conditions, surgical conditions, and other issues that may influence the patient/client's physical therapy. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Describe pathological conditions and medical and surgical procedures associated with for CVA, TBI, SCI, Amputee, CV conditions, Pulmonary conditions, and musculoskeletal injuries/surgeries.
2. Describe patient emotional responses to pathological conditions discussed.
3. Identify motor function (MMT) expectations in complete spinal cord patients when given verbal or written description of patient's identified functional level. i.e. C5 functional level would have what active muscle control?
4. Describe relationship of anatomical structures in normal and abnormal movement.
5. Describe neurological reflex ratings for DTRs and describe the rating in normal and pathological conditions.
6. Recognize and assess architectural or ADL barriers for patients.
7. Identify functional adaptations required for specified Pathological conditions.
8. Identify from picture or in the lab setting, the represented assistive and supportive devices and be able to recommend or predict devices for specified pathologies.

9. Describe the pathological conditions, clinical presentation and typical PT treatments for: SCI, CVA, amputees, THI, cardio- pulmonary conditions and common treatment techniques used with these patient populations.
10. Recognize and know the sequence of gross and fine motor development in the normal infant including reflexes, and equilibrium reactions.
11. List components of specific patterns of exercise for PNF treatments.
12. Choose appropriate pulmonary hygiene techniques for a given condition or area of the lung.
13. Describe necessary functional adaptations of environment or architectural barriers based on patient mobility restrictions and needs.
14. Demonstrate proper positioning to prepare for mobilization techniques to increase given joint ROM.
15. Analyze gait to describe gait patterns for patients with Functional limitations.
16. Write reports on selected topics such as case studies or exercise programs using library resources for references on the case pathology.

CSLO # 8: Effectively and safely provide physical therapy interventions under the supervision of a PT/PTA/Lab instructor and as outlined by the physical therapist in the plan of care established for the patient/client. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Recognize/identify indications and /or contraindications of assigned treatment Interventions.
2. Perform procedures of motor function assessment and sensory assessment
3. Perform exercise interventions utilizing palpation of specific surface anatomy.
4. Accurately apply splints, orthotics or prosthetics or provide patient and/or caregiver instruction for donning and doffing of these.
5. Recognize when positioning changes are needed to maintain safe PTA or patient body mechanics.
6. Perform common physical therapy treatment interventions for: SCI, CVA, amputees, THI, cardio- pulmonary conditions and while honoring positioning and precautions with each patient type.
7. Observe critical elements of safety during lab activities, check offs, and/or practical examinations.
8. Review/perform proper compression bandaging for patients with above knee, below knee, above elbow and below elbow amputations.
9. Implement simulated patient treatments for therapeutic exercise to improve strength, flexibility, endurance, functional mobility, coordination and balance.
10. Describe common positioning appropriate for pathological condition of CVA, TBI, Amputee, and SCI.
11. Perform the PNF patterns of slow reversal (SR) for diagonals 1&2 in bilateral upper extremities and bilateral lower extremities.
12. When provided with an initial PT evaluation, including goals and plan of care, describe exercise interventions to accomplish the plan of care appropriate to:

- a. Increase or decrease patient muscle tone.
 - b. Stretch or strengthen normal and/or pathological muscle
 - c. Be done for pre-natal or post partum patients
 - d. TBI/ CHI injury patients
 - e. Patients with SCI
 - f. Cardio/pulmonary patients—chest PT, breathing exercises, monitoring thoracoabdominal movements and breathing patterns, and safe exercise progression.
 - g. Patients with amputations
 - h. Improve aerobic endurance
13. Given a specific muscle, provide strengthening exercise using isometric, isotonic, or isokinetic techniques.
 14. Given a specific situation, provide stretching techniques to include passive, mechanical, self stretch, active, active assistive, and agonistic contraction stretching techniques.
 15. Utilize developmental activities with pediatric and adult patients/clients in their treatment procedures to increase their functional level
 16. Demonstrate appropriate body mechanics in performing treatment interventions – especially when providing care to dependent and/or bariatric patients.
 17. Select correct position and perform pulmonary hygiene techniques for each segment of the lung.

PSLO #4**Professional Behavior**

CSLO # 9: Comply with APTA's core values and Standards of Ethical Conduct for the PTA in classroom and lab activities. This CSLO is additionally defined via the following **indicators or indicators or instructional objectives:**

1. Honor values of accountability, altruism, compassion/caring, cultural competence, duty, integrity, and social responsibility.
2. Recognize importance of lifelong learning and resources available for development opportunities using library resources.
3. 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.
4. Identify resource materials and professional services available in area such as Home Health Agencies, OP clinics, community resources which can be used for future professional contacts, employment settings, or patient referral sources.
5. Participate in professional organizations either locally or nationally.

EVALUATION/ASSESSMENT:

A. TESTING PROCEDURES:

1. Objective and short answer typewritten tests will be given following Parts II, IV, VI, VIII, IX, and XI (each determines 7.5% of grade). The student is required to complete the course with a minimal competency of 70% and **each Exam is required to be passed with an 80% grade**. Should you not make an 80% on the first attempt, you will have two additional opportunities to make an 80% on a similar exam. Your recorded grade for the exam will be the % score on the first exam. If you have to re-take it, the recorded grade will be an average of the re-take and the initial grade, but no greater than 80.
 - a. TEST 1: (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)
 - b. TEST 2: (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)
 - c. TEST 3: (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)
 - d. TEST 4: (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)
 - e. TEST 5: (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)
 - f. TEST 6: (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)
2. Unannounced quizzes may be given periodically (homework, pre-course assignment and quizzes together determines 5% of grade) (PSLO2, CSLO7)
3. A cumulative objective final exam will be given (determines 19.5% of grade). (PSLO 1, CSLO 1,2) (PSLO 2, CSLO 3,4) (PSLO 3, CSLO 7)

B. LABORATORY EXPECTATIONS:

1. Laboratory practical examinations will be given following Part III, VII, and XI (each determines 7.5% of grade). (See attached lab check sheets.) Critical elements of safety must be passed to pass the lab practical. Laboratory practical examinations will be given whereby each student will perform at a 70% competency or better in each unit. If a student performs at less than 70% competency, one additional lab practical exam will be given. The student has one week to schedule remediation with a faculty member and complete the second exam. If the student fails to pass the additional laboratory exam with 70% competency, the student cannot pass the course and will receive an "F" in the course. They will then be dismissed from the PTA program and must follow Chattanooga State's withdrawal policy for remaining PTA courses. For students who pass the additional practical, the original grade will be averaged with the repeated exam. However, the recorded grade will not exceed 70%. No make-up practicals will be given for unexcused absences. (PSLO 2, CSLO 4) (PSLO 3, CSLO 6,8) (PSLO 4, CSLO 9)

2. Documentation exercises from Lukan's Documentation textbook will be assigned, usually weekly, and must be completed and checked weekly. They are not graded, but must be completed satisfactorily. **In addition, one SOAP note must be written each week and submitted to faculty in the lab setting.** Lab section 02 will turn in on Monday and Section 03 will turn in on Friday. The lab instructor will monitor to assure all assignments are completed. (PSLO 2, CSLO 3)
3. Lab checkoffs will be done for amputee residual limb wrapping –below knee and above knee, mobilization positions to prepare for given mobilizations by PT, and Chest PT positions for pulmonary hygiene. Students are assessed by lab instructors must complete successfully, but these are not graded activities. (PSLO3, CSLO 8) (PSLO 4, CSLO 9)

C. FIELD WORK:

1. The student will be assigned two reports by the instructor, relating to exercise programs, analysis of normal movements and environmental adaptations necessary as a result of disability requiring the use of a full time wheel chair. A case study report will also be done to review background pathology of a patient and the associated PT treatment interventions utilized in the care of that patient. The criteria to be included in the report will be supplied by the instructor. These projects will determine 8% of the grade. (PSLO3, CSLO 7)
2. A Pre-Course Assignment will be given to students approx one month prior to the beginning class. This will cover review of information from the first year course work and help prepare the student for PT 205. Homework assignments will also be given periodically. The average of these assignments plus un-announced quizzes will determine 5% of grade. (PSLO 3, CSLO 7)
3. The student is encouraged to attend all professional meetings at the state and local level. Go to www.tptaonline.org to view the registration form and courses available for the Fall TPTA meeting and/or district meeting times/dates. (PSLO 4, CSLO 9)

D. OTHER EVALUATION METHODS:

The student's final grade will be lowered due to more than 3 unexcused absences. Tardiness is a form of absence. Three tardies equals one absence. Review the PTA Student Handbook for details. (IO: 85)

CSLO/Assessment Alignment:

<i>CSLO:</i>	CSLO #1	CSLO #2	CSLO #3	CSLO #4	CSLO #5	CSLO #6	CSLO #7	CSLO #8	CSLO #9
PT 205 Assessment	Test 1, Lab 1,3	Lab 1,3, Paper on w/c home modifications, Test 1,2,3,4,5, 6	Test 1-6, Lab 1,2,3, Lukan wrkbk	Lab 1,2,3,	Lab 1,2,3, HEP homework, Test #1 take home HEP	Lab 1,3	Pre-course asgmt, Test 1-6, unannounced Quizzes, w/c report, Case study report,	Lab 1,2,3	Lab 1,2,3,

E. GRADES:

6 Tests @ 6.5% each	=	39 %
3 Lab Practicals @ 7.5% each	=	22.5%
Final Exam	=	19.5 %
Reports	=	8 %
Homework/Quizzes/Pre-course Assignment	=	6 %
Documentation Exercises	=	<u>5 %</u>
		100 %

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = <60

For successful completion of all PTA, PHYS, and BIOL courses, students must achieve at least a "C" overall grade. Students who do not make this grade will be referred to the continuation policy for the program located in the PTA Program Student Handbook.

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 are identified in the course schedule and include these activities:

IA1. Lecture/discussion

IA2. Power point for topic outline. (available on E-learn)

IA3. Comparison and discussion

IA4. Student presentations with small group projects,

- IA5. Student research and investigation for case study and wheel chair/environmental adaptations for wheelchair written projects,
- IA6. Laboratory practice with classmate lab partners
- IA7. Homework, Home Exercise construction, etc.
- IA8. Videos

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

WEEK	UNIT	TOPIC	
1	Part I	Principles of Therapeutic Exercise	
2	Part I	Types and Methods of Exercise: isometric, isotonic, isokinetic, strengthening, stretching.	I
3	Part II	Analysis of Movement	
	Part II	Gait Analysis	
4	Part IV	Neuroanatomy	
5	Part 1V	Neuroconditions	
6	Part VI	Neurodevelopmental Sequence/Reflexes/NDT	
	Part VII	Proprioceptive Neuromuscular Facilitation	
10	Part VIII	CVA's/Splinting/Brain Injuries/Tumors	
11	Part IX	SCI - Quadraplegia	
	Part IX	SCI - Paraplegia	
12	Part X	Pre-Post Natal Conditions	
	Part XI	Lower Extremity Amputations and Prosthetics	
13	Part XI	Upper Extremity Amputations and Prosthetics	
14	Part XII	Cardiopulmonary Conditions	
15	EXAM Week		

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.**

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PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT SIGNATURE PAGE

PT 205 Fall 2009

MWF: Lecture 11:00 - 11:50 Room: 2029 HSC

Lab 12:00 – 1:50 Room: 296/Omniplex/PTA Lab

Faculty: Laura Warren, PT, MS, Associate Professor; Donna Shipley, PTA, instructor; Lisa Spurlock, PTA, Instructor

I hereby acknowledge that I have read the course syllabus for PT 205 the PTA student handbook and am aware of the policies of this course regarding grading and performance:

SIGNED: _____ DATE: _____

**CASE STUDY REPORT
PT 205**

Choose a patient you have seen in clinic for a case study report due to me no later than **the due date in the daily schedule**. It should be at least 2 typed pages, but no longer than 3 typed pages, narrative format not a recopy of the chart, double spaced, with name on top right corner of each page and stapled. (no folders please)

It should include the following 4 sections:

A. Dx. give the dx, age, include objective signs and sx's, ROM, duration, or onset of sx's, prognosis, other aspects of the disease process/condition. Use any of your reference material for help with the diagnosis and prognosis. I want at least 2 references listed.

B. PT Goals for the patient and treatments being done to accomplish those goals:

1. include reasons and effects for each treatment, (i.e. quad ex's--to strengthen quad muscle) and goals for using each rx. (i.e. quad ex--goal is to strengthen muscle to normal)
2. frequency of treatment
3. patient's response to treatment
4. what home or independent exercise the patient is doing
5. copy of any home exercise program used
6. equipment used both in the clinic and any used at home
7. other treatments which may benefit the patient

C. Any other special tests, drugs, etc. being used.

D. Psychosocial aspect—

- a. Family support system
- b. how patient's family reacts to condition.
- c. What future adjustments need to be made, i.e. change jobs
- d. discharge planning such as going to live with family, home health needs, in-patient rehab, skilled care or indicate if none is expected.
- e. Indicate how d/c planning is accomplished with this patient: such as case meetings, d/c planning, PT or PTA suggests d/c needs to case manager, etc.

You may choose a patient currently being seen, or return to a previous clinic to get records from a patient seen there. Call the clinic to see if this is possible.

Remember that your **patient's confidentiality** is imperative. Do not refer to the patient's name in your report unless you give him a "new" name. Do not give enough info to be able to identify the patient, such as "the man who was involved in the boating accident on Chicamauga lake on July 4th" or the woman who "was the former CEO of Kraft Foods." If you believe some of pt information may be too much, simply delete it or add information that would change the identity, for example, the fractures could be of a female vs a male patient.

Talk with me if you have any questions.

Name: _____

Case # _____

Lab Practical #1 & 3 Grading Form: PT 205

Critical Safety Elements: (each of the following four elements are pass/fail categories. All identified elements of safety must have a demonstrated 100% competency level or the student will fail the practical and must follow course procedure for grading, remediation, and repeat of lab practical.)

- ____ 1. Verify patient identify by checking wrist band for inpatient or asking patient to repeat name if outpatient.
- ____ 2. Recognize, verbalize and avoid contraindications.
- ____ 3. Honor precautions associated with the treatment intervention.
- ____ 4. Ensure safety of self, patient and others throughout the intervention when appropriate. Consider topics as below:
- universal precautions—hand sanitize **before** and **after** patient contact
 - lock wheelchair, stretcher, table, etc.
 - body mechanics –maintain appropriate posture for self and patient, adjust table height
 - guarding to assist in providing balance and stability to patient
 - level of assistance, use of safety belt, support to stand, etc.

<i>Skill ----point value</i>	<i>Part 1 points</i>		<i>Comments:</i>	<i>Part 2 points</i>		<i>Comments</i>
<u>Professionalism/ Intro</u> self as Chattanooga State PTA Student	5			na	na	
Patient preparation: (positioned correctly during exercise, clothing removed, draped, etc)	5			5		
<u>Communication:</u> patient instructions clear: (gave number of reps, directions, etc)	5			5		
<u>Plan of care:</u> Followed treatment plan established by PT to accomplish goals set	5			5		
exercise described and performed correctly	5			5		

exercise appropriate for condition	10			10		
amount of weight/ resistance appropriate	5			5		
Identifies precautions taken and rationale	5			5		
logical sequence of exercise	5			5		
<u>session termination:</u> (instruct for next treatment, positioned to avoid contracture/ promote function, follow- up)	Na	na		5		
Total points	50		Part 1 + Part 2	50		= Grade _____

Name: _____

Case # _____

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 - lock wheelchair, stretcher, table, etc.
 - body mechanics –maintain appropriate posture for self and patient, adjust table height
 - guarding to assist in providing balance and stability to patient
 - level of assistance, use of safety belt, support to stand, etc.

<i>Skill ----point value</i>	<i>Part 1 points</i>		<i>Comments:</i>	<i>Part 2 points</i>		<i>Comments</i>
<u>Professionalism/ Intro</u> self as Chattanooga State PTA Student	5			na	na	
Patient preparation: (positioned correctly during exercise, clothing removed, draped, etc)	5			5		
<u>Communication:</u> patient instructions clear: (gave number of reps, directions, etc)	5			5		
<u>Plan of care:</u> Followed treatment plan established by PT to accomplish goals set	5			5		
exercise described and performed correctly	5			5		

exercise appropriate for condition	10			10		
amount of weight/ resistance appropriate	5			5		
Identifies precautions taken and rationale	5			5		
logical sequence of exercise	5			5		
<u>session termination:</u> (instruct for next treatment, positioned to avoid contracture/ promote function, follow- up)	Na	na		5		
Total points	50		Part 1 + Part 2	50		= Grade _____

PT 205 Lab Practical form

lab practical #2--PNF

NAME: _____

5 = independent

3 = needs assistance/improvement

1 = very poor

Critical Safety Elements: the student is randomly assigned a PNF pattern and extremity to perform. Critical safety elements must be performed 100% for successful lab practical.

1. ____ verify patient identification, identifies self as PTA student
2. ____ requests permission to treat
3. ____ performs on correct extremity
4. ____ adjusts table for height to preserve body mechanics
5. ____ wash/sanitize hands **before** and **after** treatment
6. ____ verifies table locks

	Pattern #1	Pattern #2
1. PATIENT POSITION		
Support to edge of table, comfortable (5 points)		
2. HANDS:		
On appropriate surface and position (10 points)		
3. COMMUNICATION:		
Describe/Demonstrate (5 points)		
Commands are clear and concise (5 points)		
Integrate vision, position --patient to watch extremity (5points)		
Well-timed with quick stretch and rotation (5 points)		
4. CONTROL OF PATTERN:		
Initiates pattern with rotation and quick stretch (5 points)		
call for repetitive contractions through slow reversal (5 points)		
Resistance appropriate to allow smooth motion/ encourage to breath (5 points)		
5. PATTERN:		
Complete ROM for pattern, makes sure distal components respond. (5 points)		

Correct pattern requested (5 points)		
6. BODY POSITION:		
Feet planted and knees bent (5 points)		
Moves with ease, angled correctly, pivots or lunges (5 points)		
TOTAL POINTS FOR EACH PATTERN	(70)	(70)

Total points = _____ / 140 = _____