### METROPOLITAN COMMUNITY COLLEGES

**Course Change Form**

**Current Catalog No:** PTHA 151

**Current Title:** Introduction to Physical Therapy

**Prepared by:** Gwen Robertson

**Date:** 11/01/09

#### CHANGE OF COURSE DATA

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Lecture Hr.</th>
<th>Course Credit</th>
<th>Course Outline</th>
<th>Expected Student Outcomes</th>
<th>General Education Outcomes</th>
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**Course Designator:**

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**Rationale for Course Change:**

Update General Education and Career and Technical Outcomes.

#### COMPLETE THE APPLICABLE CHANGE

**Current Catalog No. & Title of Course:**

**Proposed Catalog No. & Title Change:**

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**Current Prerequisites:**

**Proposed Prerequisites:**

**Current Catalog Description:**

**Proposed Catalog Description:**

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**Attach Course Information Form, Course Outline Form**
COURSE INFORMATION FORM

DISCIPLINE                   Physical Therapist Assistant
COURSE TITLE                Introduction to Physical Therapy

CR.HR 2.0                    LECT HR. 2.0                    LAB HR.          CLIN/INTERN HR.          CLOCK HR.          

CATALOG DESCRIPTION
Introduction to the education and roles of the physical therapist and physical therapist assistant as members of the health care team. Overview of physical therapy practice, terms and current issues. Effective interaction with others related to the implementation of the physical therapy plan of care.

PREREQUISITES
None

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:
1. Distinguish between the education and roles of the physical therapist and physical therapist assistant in current physical therapy practice.
2. Discuss ethical principles, laws and regulations that govern the practice of physical therapy.
3. Describe current physical therapy practice: issues, common diagnoses seen and related interventions.
4. Relate the roles of other members of the health care team and the physical therapist assistant’s effective interaction as a member of the health care team.
5. Explain the psychosocial influences associated with the patient role, including cultural and socioeconomic influences.
6. Describe the establishment of proper rapport between the patient and clinician using effective verbal and non-verbal communication.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes                   (ESO)
1. Communication          
   A. Listening and Speaking Skills
      2. Identify and explain the elements of the communication process (speaker, message, (6)
         channel, listener, feedback, interference, situation) and apply these elements in different
         speaking contexts

7. Awareness of Social, Political, and Behavioral Environments
   E. Describe and compare social, cultural, and historical settings and processes from a global (5)
      perspective.
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively. (6)
2. Demonstrates professional behaviors consistent with the physical therapy profession (2)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examination and quizzes (1,2,3,4,5,6)
2. Cultural awareness paper (5)
3. Architectural barriers assignment (5)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Physical therapy
   A. History
   B. The physical therapist and physical therapist assistant
      1. Education
      2. Roles
      3. Generic abilities
      4. Core Values
      5. Supervision of the physical therapist assistant
   C. Activities and employment
   D. American Physical Therapy Association
      1. Organizational structure
      2. Function
      3. APTA representation
      4. Benefits of membership
   E. Ethics, laws, regulations and policies
   F. Current issues

II. Physical therapy practice: diagnoses and related interventions
   A. Common terms
   B. Musculoskeletal disorders
   C. Neurological disorders
   D. Cardiopulmonary disorders
   E. Integument
   F. Physical therapy for children and the older adult

III. Physical therapy as a part of the health care team
   A. Role of health care team members
   B. Interdisciplinary team meetings
   C. In-services

IV. Psychosocial issues of the patient and patient/clinician interaction
   A. Challenges associated with the patient role
   B. Cultural and socioeconomic influences
   C. Rapport, verbal communication and patient education
   D. Non-verbal communication
   E. Americans with Disabilities Act and architectural barriers
   F. Death and dying
### Course Change Form

**Current Title:** Physical Therapy Fundamentals I  
**College of Origin:** BR, BTC, LV, MW, PV, X  
**Discipline:** Physical Therapist Assistant  
**Prepared by:** Gwen Robertson  
**Date:** 11/01/09

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**Rationale for Course Change:**  
Update General Education and Career and Technical Outcomes.

#### COMPLETE THE APPLICABLE CHANGE

**Current Catalog No. & Title of Course:**  
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**Attach Course Information Form, Course Outline Form**

Revised 12/11/09
COURSE INFORMATION FORM

CATALOG DESCRIPTION
Basic patient care skills utilized by the physical therapist assistant in carrying out the plan of care established by the physical therapist. Theory and application of basic treatment modalities used in physical therapy, including indications and contraindications. Field trips

PREREQUISITES
Formal Acceptance into Program

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Explain and employ basic safety considerations relevant to the practice of a physical therapist assistant
2. Describe the scientific basis for all treatments covered in class including indications and contraindications (those listed in outline)
3. Explain and demonstrate appropriate and safe patient care skills after reviewing the physical therapist’s plan of care (according to performance checklist) including: consultation with the physical therapist, verbal and non-verbal communication, positioning, draping, standard precautions, bed mobility, body mechanics, transfers, medical equipment handling, passive range of motion, data collection procedures to monitor patient response to treatment: observation, cognition, vital signs, skin condition, sensation, extremity girth and volume, modifies treatment within the plan of care to meet needs of patient status, and time management
4. Explain and demonstrate wound care interventions relevant to the scope of practice of the physical therapist assistant (according to performance checklist): correct application of personal protective equipment, standard precautions, clean vs. sterile technique, removal and application of bandages and dressings, data collection and debridement.
5. Correctly apply selected modalities according to a performance checklist after reviewing the therapist’s plan of care (those identified in syllabus)
6. Demonstrate proper application of massage to increase soft tissue extensibility, reduce swelling and decrease pain and muscle spasm (according to performance checklist)
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes (ESO)

1. Communication
   A. Listening and Speaking Skills
   6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) and non-verbally(posture, eye contact, use of face and hands) (3)

B. Reading Skills
   5. Draw appropriate conclusions (3)
   6. Make valid generalizations and apply information (3)

2. Critical Thinking
   B. Define, analyze, and evaluate information, materials and data
   4. Integrate information and see relevant relationships that broaden and deepen understanding (3)

5. Natural and Physical Sciences
   B. Evaluate scientific evidence and argument. (2)
   D. Describe and apply current theoretical explanations of the nature, organization and evolution of living systems. (1,2,4)

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
 Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (3)

3. Competently implements the physical therapy plan of care. (1-6)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examinations and quizzes (1, 2, 3, 4)

2. Competency checks (3,5,6)

3. Practical examinations (3,4)

4. Oral presentation (2)

Revised 12/11/09
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Safety
   A. Safety considerations
      1. Fire safety and fire safety competency quiz
      2. Hazardous materials and MSDS assignment
   B. Standard precautions and standard precautions competency quiz
      1. Infection control and hand washing, PPE competency checkout
      2. Sterile technique
      3. Isolation
   C. Body mechanics and body mechanics assignment
   D. Medical equipment management and medical equipment management quiz
   E. Monitoring a patient’s response to treatment
      1. Observation and posture
      2. Cognition
      3. Interview and pain ratings
      4. Vital signs
      5. Skin
      6. Sensation
      7. Balance (overview)
      8. Girth, volume, and length

II. Basic patient care techniques
   A. Implementation of the plan of care
      1. Medical diagnosis
      2. Physical therapy diagnosis and plan of care
      3. Contraindications and precautions
      4. Implementation by the physical therapist assistant
   B. Treatment preparation
   C. Communication
   D. Positioning
   E. Draping
   F. Bed Mobility: dependent and assisted
      1. Scooting
      2. Rolling
      3. Supine to sit to supine
      4. Techniques for bariatric patients
   G. Transfers
      1. Mechanical Lift
      2. Bed to cart
3. Two man lift
4. Squat pivot
5. Standing pivot
6. Sliding board
7. Toilet transfers
8. Tub transfers
9. Car transfers
10. Techniques for bariatric patients

H. Passive Range of Motion

III. Wound Care
A. Guidelines for scope of practice for the physical therapist assistant
B. Prevention
C. Dressing Removal
D. Data collection techniques
E. Debridement
F. Modalities used in wound care
   1. Whirlpool
   2. Pulsed lavage
   3. Electrical stimulation
   4. Ultrasound
   5. Vacuum assisted closure
   6. Infrared
G. Dressings, lotions, skin protectants
H. Bandaging
I. Wound Care observation and assignment

IV. The rationale and effectiveness of physical therapy treatments
A. Peer-reviewed professional literature in physical therapy
B. Common statistical terms
C. Interpret a research article for clinical implications

V. Modalities
A. Physiological effects, rules for application, indications and contraindication for modalities listed below:
B. Cryotherapy
   1. Vapocoolant
   2. Cold pack
   3. Ice massage
   4. Contrast bath
C. Superficial Heat
   1. Hot moist packs
   2. Fluidotherapy
   3. Hydrotherapy
   4. Paraffin
D. Deep heat
   1. Ultrasound
   2. Diathermy
E. Other
   1. Ultraviolet
   2. Intermittent venous compression
**Current Title:** Kinesiology

**College of Origin:** BR BTC LV MW PV X

**Prepared by:** Gwen Robertson

**Date:** 11/01/09

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**Rationale for Course Change:**

Update General Education and Career and Technical Outcomes.

### COMPLETE THE APPLICABLE CHANGE

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**Current Prerequisites:**

**Proposed Prerequisites:**

**Current Catalog Description:**

**Proposed Catalog Description:**

Attach Course Information Form, Course Outline Form

Revised 12/11/09
COURSE INFORMATION FORM

DISCIPLINE
Physical Therapist Assistant

COURSE TITLE
Kinesiology

CR.HR  LECT HR.  LAB HR.  CLIN/INTERN HR.  CLOCK HR.
4.0      2.0      4.0         

CATALOG DESCRIPTION
Discussion of anatomy and function of the musculoskeletal system. Analysis of various activities. Application of data collection techniques to monitor effectiveness of physical therapy interventions as outlined in the plan of care established by the supervising physical therapist.

PREREQUISITES
BIOL 109 and PTHA 152 and PTHA 160 each with a minimum grade of “C”

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Describe the anatomy of each joint and motions available.
2. Describe and/or locate the origin, insertion, function, and innervation of selected musculature of the face, neck, trunk and extremities.
3. Define, explain, and apply kinesiologic principles to the body.
4. Analyze various activities to determine prime movers and joint positions.
5. Recognize normal and abnormal body alignment and movement.
6. Explain and demonstrate competence in monitoring a patient’s status towards goals outlined in the physical therapy plan of care (graded according to performance checklist) including: appropriate consultation with physical therapist, patient interview and administration of standardized questionnaires, objective measurements to determine progress towards goals (observation, palpation, length and girth measurements, gross manual muscle testing, goniometry, flexibility testing, and functional testing), safe and appropriate patient care techniques, effective communication, modification of intervention in response to findings, and written documentation.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes (ESO)
1. Communication
   A. Listening and Speaking Skills
      6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) and non-verbally (posture, eye contact, use of face and hands) (6)
   B. Reading Skills
      5. Draw appropriate conclusions (6)
      6. Make valid generalizations and apply information (6)
2. Critical Thinking
   B. Define, analyze, and evaluate information, materials and data
      4. Integrate information and see relevant relationships that broaden and deepen understanding
3. Natural and Physical Sciences
   D. Describe and apply current theoretical explanations of the nature, organization and evolution of living systems (1,2,3,4,5)

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (6)
2. Competently implements the physical therapy plan of care (1,2,3,4,5,6)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examinations and quizzes (1,3,4,5,6)
2. Laboratory identification examinations (1,2)
3. Practical examinations (6)
4. Collaborative presentation on research topic (4,5,6)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Kinesiology: basic principles and terminology

II. Arthrology
   A. Joint structure and function
   B. Joint mobility
      1. End feels
      2. Data collection: goniometry, inclinometers and tape measures

III. Myology
   A. Terminology
   B. Muscle function and related principles
      1. Terminology
      2. Muscle contraction
         a. isometrics and stability
         b. isotonics
            i. concentric vs. eccentric
            ii. regular vs. reverse muscle pull
            iii. active insufficiency
      3. Muscle length
      4. Manual muscle testing and dynamometry

IV. Introduction to biomechanics

V. Ankle
   A. Anatomy and function
   B. Data collection to monitor patient progress

VI. Knee
   A. Anatomy and function
   B. Data collection to monitor patient progress

VII. Hip
   A. Anatomy and function
   B. Data collection to monitor patient progress

VIII. Spine
   A. Anatomy and function
   B. Data collection to monitor patient progress

IX. Shoulder
   A. Anatomy and function
   B. Data collection to monitor patient progress

X. Elbow, wrist and hand
   A. Anatomy and function
   B. Data collection to monitor patient progress

XI. Collaborative research presentations
Current Title: Applied Neurology

College of Origin: BR BTC LV MW PV X

Prepared by: Gwen Robertson

Date 11/01/09

Rationale for Course Change:
Update General Education and Career and Technical Outcomes.

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### Complete the Applicable Change

Current Catalog No. & Title of Course: 

Proposed Catalog No. & Title Change: 

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Current Prerequisites:

Proposed Prerequisites:

Current Catalog Description:

Proposed Catalog Description:

Attach Course Information Form, Course Outline Form

Revised 12/11/09
COURSE INFORMATION FORM

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CATALOG DESCRIPTION

PREREQUISITES
Admission to OTHA or PTHA programs, BIOL 109 or BIOL 100 and BIOL 210

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Demonstrate terminology commonly used in neurorehabilitation.
2. Correlate the signs and symptoms with specific lesions of nervous system, including distinguishing between upper and motor neuron dysfunction.
3. Describe neurological tests used to evaluate the nervous system.
4. Distinguish between the functions of the central nervous system and peripheral nervous system.
5. Explain the influence of the basal ganglia and cerebellum on motor function.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

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<td>5. Natural and Physical Sciences D. Describe and apply current theoretical explanations of the nature, organization, and evolution of living systems</td>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

3. Competently implements the physical therapy plan of care (1-6)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Written examination and quizzes (1-6)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Introduction to Nervous Systems
   A. Neurons
      1. Nerve cell components
      2. Transmission of nervous impulses
         a) Cell depolarization/repolarization
         b) Role of myelin and Multiple sclerosis
   B. Central nervous system
      1. Components
      2. Autonomic nervous system
   C. Peripheral nervous system and components

II. Anatomy of the Central Nervous System
   A. Lobes of the brain
      1. Frontal lobe
         a) Motor areas
         b) Broca's area
            i) Expressive aphasia
            ii) Agraphia
      2. Parietal lobe
         a) Sensory areas
         b) Testing
            i) Proprioception/kinesthesia
            ii) Stereognosis
      3. Temporal lobe
         a) Wernicke's area
         b) Clinical presentations
            i) Receptive aphasia
            ii) Alexia
      4. Occipital lobe
         a) Visual areas
         b) Visual field cuts
   B. Basal ganglia
      1. Anatomy
      2. Associated nuclei
         a) Subthalamic nuclei
         b) Substantia nigra
         c) Role of dopamine in Parkinson's disease
      3. Dysfunction of basal ganglia
         a) Hyperkinesia
i. Choreas
ii. Athetosis

b) Hypokinesia
i. Rigidity
   (a) Cogwheel
   (b) Clasped knife
   (c) Lead pipe

C. Cerebral hemispheres
1. Functions of right vs. left hemisphere
2. Characteristics of right dominant vs. left dominant people
3. Symptoms commonly seen in right CVA vs. left CVA

D. Brainstem
1. Diencephalon and thalamic syndrome
2. Pons
3. Medulla and decussation of pyramids
4. Reticular formation
   a) Reticular activation system
   b) Clinical application
      i. Levels of consciousness
      ii. Glasgow coma scale

E. Cerebellum
1. Anatomy
2. Dysfunction of the cerebellum
   a) Lateral vs. midline damage
   b) Romberg's sign

F. Circulation of the brain/CNS
1. Meninges and meningitis
2. Cerebrospinal fluid
   a) Production
   b) Absorption
   c) Assessment of lumbar puncture
3. Cerebral arteries
   a) Circle of Willis
   b) Occlusions/clinical deficits
      i. Thrombus
      ii. Embolus
      iii. Aneurysm
      iv. CVA vs. TIA
      v. Wallenberg's syndrome

G. Spinal cord
1. Gross anatomy
2. Cross section anatomy and spinal nerves

III. Spinal Reflexes
   A. Motor neurons
      1. Types
      2. Location
   B. Muscle receptors and alpha, gamma and beta
   C. Muscle spindle
      1. Components

Revised 12/11/09
2. Role in reflex activity
D. Spinal reflexes
   1. Assessment of
      a) Reflex arc
      b) Types
         i) Monosynaptic stretch reflex (DTR)
         ii) Flexor reflex different
            (a) Crossed extension
            (b) Flexor withdrawal
         iii) Inverse myotatic reflex
         iv) Golgi tendon organ

IV. Motor Tracts
    A. Pyramidal tracts
       1. Corticospinal
       2. Corticobulbar
    B. Extrapyramidal tracts
       1. Reticulospinal
       2. Vestibulospinal

V. Sensory Tracts
    A. Spinothalamic
    B. Medial lemniscus and brown sequard syndrome
    C. Trigeminal lemniscus
    D. Spinocerebellar
METROPOLITAN COMMUNITY COLLEGES
Course Change Form

Current Title: Rehabilitation
College of Origin: BR _____ BTC _____ LV _____ MW _____ PV _____ X
Prepared by: Gwen Robertson
Date 11/01/09

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Credit</th>
<th>Course Outline</th>
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<tr>
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<th>Prerequisites</th>
<th>Human Diversity Designator</th>
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Rationale for Course Change:
Update General Education and Career and Technical Outcomes.

COMPLETE THE APPLICABLE CHANGE

Current Catalog No. & Title of Course: ____________________________
Proposed Catalog No. & Title Change: ____________________________

<table>
<thead>
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Current Prerequisites:

Proposed Prerequisites:

Current Catalog Description:

Proposed Catalog Description:

Attach Course Information Form, Course Outline Form
DISCIPLINE: Physical Therapist Assistant
COURSE TITLE: Rehabilitation

CR.HR  4.0  LECT HR.  3.0  LAB HR.  2.0  CLIN/INTERN HR.  _______  CLOCK HR.  _______

CATALOG DESCRIPTION
Introduction to the underlying theory, principles, and application of interventions involved in physical rehabilitation. Field trips as required.

PREREQUISITES
PTHA 162  Clinical Experience I

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Explain the rationale for treatment interventions of amputee, traumatic brain injury, spinal cord injury, burns and cerebrovascular accident clients, including scope of physical therapist assistant practice in these interventions.
2. Explain and correctly perform and/or instruct the patient and family in activities of daily living utilizing wheelchairs, assistive and/or orthotic devices as necessary while employing safe and appropriate patient care techniques under the specified plan of care (according to performance checklist).
3. Determine progress towards goals as outlined in the plan of care, recommend modifications within scope of practice and recognize when patient response would require re-evaluation by the physical therapist.
4. Recognize environmental barriers associated with gait with assistive devices and W/C mobility and provide suggestions for environmental modification.
5. Make recommendations that assist in discharge planning for the conditions covered on a written case study.
6. Document pertinent information regarding “client” progress in a SOAP note format and/or standardized functional scoring system.
7. Correctly identify parts of a wheelchair, optional components that are commonly used in wheelchair prescription and common measurements taken to prescribe a wheelchair.
8. Demonstrate according to performance checklist, proper therapeutic manual techniques utilizing PNF diagonals to improve motor function in the client with neurological disorders.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes (ESO)

1. Communication
   A. Listening and Speaking Skills
      6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) (2)
         and non-verbally (posture, eye contact, use of face and hands)
   C. Writing Skills
      6. Exhibit control of surface features of standard English, grammar, punctuation, and spelling (6)
      7. Use writing for inquiry, learning, thinking and communicating (6)

2. Critical Thinking
   B. Define, analyze, and evaluate information, materials and data
      4. Integrate information and see relevant relationships that broaden and deepen understanding (3,4,5)

5. Natural and Physical Sciences
   B. Evaluate scientific evidence and argument (1)
   D. Describe and apply current theoretical explanations of the nature, organization and evolution of living systems (1)

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (2)
3. Competently implements the physical therapy plan of care (1-8)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examinations and quizzes (1,2,3,4,5,6,7)
2. Assignments (5,6)
3. Practicals or competency checks (2,8)

Revised 12/11/09
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Elements of gait
   A. Biomechanics of normal gait
      1. Gait cycle
      2. Joint action during gait
      3. Muscle activity during gait
      4. Assessment of normal gait
   B. Pathological gait patterns
      1. Gross gait patterns
      2. Specific gait patterns due to muscle weakness
   C. Corrective gait training
      1. Preambulation training
      2. Ambulation training
         (a) Selection, instruction and assessment of gait with assistive devices on level surfaces
         (b) Selection, instruction and assessment of gait with assistive devices on stairs
      3. Advanced gait activities

II. Rehabilitation utilizing prosthetics/orthotics
   A. Amputations
      1. Etiology of amputation
      2. Surgical techniques
      3. Complications
   B. Preoperative rehabilitation of the amputee
   C. Postoperative rehabilitation of the amputee
      1. Exercise protocols
      2. Residual limb compression
      3. Residual limb hygiene
      4. Assessment of residual limb/readiness for prosthesis
   D. Prosthetics
      1. Prosthetic components
      2. Prosthetic selection, instruction and fit assessment
      3. Common prosthetic gait abnormalities
   E. Orthotics
      1. Lower extremity orthotics
      2. Cervical orthotics
      3. Thoracic-lumbar-sacral orthotics (TLSO)

III. Rehabilitation of neurological conditions/burns
   A. Wheelchairs
      1. Types, measurement and assessment of fit
2. Wheelchair cushions
3. Third party reimbursement
4. Wheelchair mobility

B. Traumatic brain injury
1. Etiology
2. Clinical presentation
   (a) Glasgow coma scale
   (b) Rancho levels of cognitive function
3. Prognosis
4. Intervention strategies

C. Spinal cord injury
1. Etiology
2. Clinical presentation
   (a) Critical levels of function
3. Prognosis
4. Intervention strategies

D. Cerebrovascular accident
1. Etiology
2. Clinical presentation
3. Prognosis
4. Intervention strategies
   (a) Neurodevelopmental treatment
   (b) Brunnstrom
   (c) Rood
   (d) Integrated approach

E. Burns
1. Etiology
2. Clinical presentation
3. Prognosis
4. Intervention strategies
   (a) Splints
   (b) Exercise
   (c) Functional activities
   (d) Compression

IV. Proprioceptive neuromuscular facilitation
A. PNF theory
   1. UE/LE diagonals
   2. Developmental progression
   3. Stages of motor control
B. Indications for PNF
C. PNF techniques
   1. Assist to position
   2. Rhythmic initiation
   3. Rhythmic stabilization
   4. Slow reversal
   5. Slow reversal hold
### METROPOLITAN COMMUNITY COLLEGES

**Course Change Form**

**Current Title:** Therapeutic Exercise  
**College of Origin:** BR BTC LV MW PV X  
**Prepared by:** Gwen Robertson  
**Discipline:** Physical Therapist Assistant  
**Date:** 11/01/09

#### CHANGE OF COURSE DATA

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Credit</th>
<th>Course Outline</th>
<th>Expected Student Outcomes</th>
<th>General Education Outcomes</th>
<th>Career and Technical Outcomes</th>
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**Rationale for Course Change:**  
Update General Education and Career and Technical Outcomes.

#### COMPLETE THE APPLICABLE CHANGE

**Current Catalog No. & Title of Course:**  
**Proposed Catalog No. & Title Change:**

<table>
<thead>
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<th>Current Credit Hr.</th>
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**Current Prerequisites:**

**Proposed Prerequisites:**

**Current Catalog Description:**

**Proposed Catalog Description:**

Attach Course Information Form, Course Outline Form
COURSE INFORMATION FORM

DISCIPLINE: Physical Therapist Assistant

COURSE TITLE: Therapeutic Exercise

CR.HR: 4.0  LECT HR: 2.0  LAB HR: 4.0  CLIN/INTERN HR:   CLOCK HR: 

CATALOG DESCRIPTION
Introduction to the theory and principles of application of therapeutic exercise including patient instruction, manual techniques and equipment commonly used by the physical therapist assistant in carrying out the plan of care as established by the supervising physical therapist. Field trips as required.

PREREQUISITES
PTHA 162 Clinical Experience I

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Explain and apply principles of therapeutic exercise: proper application, indications and contraindications, progression, methods of monitoring and modification to meet designated goals.

2. Apply principles of application of exercise to all areas of the body and musculature after integrating knowledge of kinesiology and pathology.

3. Safely implement exercise programs to achieve goals identified in the physical therapy plan of care within the scope of practice of the physical therapist assistant (graded according to performance checklist) including: appropriate consultation with physical therapist, treatment preparation, basic patient care skills, competently and efficiently applying therapeutic exercise techniques to achieve goals in plan of care, providing patient education, modifying treatment appropriately in response to patient monitoring, and written documentation.


5. Apply postural drainage and other pulmonary techniques.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

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<th>Outcomes</th>
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<tr>
<td>A. Listening and Speaking Skills</td>
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<td>6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) and non-verbally (posture, eye contact, use of face and hands)</td>
<td>(3)</td>
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<tr>
<td>B. Reading Skills</td>
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<tr>
<td>5. Draw appropriate conclusions</td>
<td>(3)</td>
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<tr>
<td>6. Make valid generalizations and apply information</td>
<td>(3)</td>
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<tr>
<td>2. Critical Thinking</td>
<td></td>
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<tr>
<td>B. Define, analyze, and evaluate information, materials and data</td>
<td>(3)</td>
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<td>4. Integrate information and see relevant relationships that broaden and deepen understanding</td>
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<td>5. Natural and Physical Sciences</td>
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<tr>
<td>D. Describe and apply current theoretical explanations of the nature, organization and evolution of living systems</td>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (3)
3. Competently implements the physical therapy plan of care (1,2,3,4,5)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examinations and quizzes (1,2,4)
2. Assignments (1,2,4)
3. Competency checks and practical examinations (3,5)

Revised 12/11/09
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. General guidelines for exercise programs in the physical therapy plan of care
II. Techniques that maintain or improve joint range of motion and muscle flexibility
   A. Passive range of motion
   B. Passive mobilization introduction
   C. Stretching
   D. Overview of muscle energy and mobilization with movement
III. Exercise to improve motor function
   A. Isometrics
   B. Active assistive range of motion and facilitation techniques
   C. Active Exercise
      1. Bed level exercise
      2. Wheelchair level
      3. Balance
         (a) Standardized functional testing
         (b) Static and dynamic balance measures
         (c) Exercise for static and dynamic balance
      4. Functional exercise
   D. Resistive Exercise
   E. Exercise to increase speed, coordination, agility and power
IV. Aerobic Exercise
V. Aquatic Exercise
VI. Relaxation exercise
VII. Exercise programs associated with common diagnoses: common problems, exercises, precautions and contraindications
   A. Generalized conditions
      1. Osteoporosis
      2. Fractures
      3. Arthritis
   B. Ankle
      1. Fractures
      2. Sprains
   C. Knee
      1. Patellofemoral dysfunction
      2. Meniscal repair and removal
      3. Conservative and post-op ligament
      4. Total knee replacement
   D. Hip
      1. Open reduction internal fixation
2. Total hip replacement

E. Spine
   1. Postural dysfunctions
   2. Acute and chronic spinal disorders

F. Shoulder
   1. Thoracic outlet
   2. Adhesive capsulitis
   3. Fractures
   4. Glenohumeral instability
   5. Rotator cuff tendonitis/impingement and tears
   6. Total shoulder replacement

G. Elbow
   1. Fractures
   2. Lateral epicondylitis

H. Wrist and hand
   1. Reflex sympathetic dystrophy syndrome
   2. Fractures
   3. Carpal tunnel
   4. Tenosynovitis
   5. Other

I. Miscellaneous
   1. Pulmonary disorders
   2. Specific neurologic disorders-Parkinsons, Multiple Sclerosis
   3. Women’s health
   4. Cancer
   5. Blood values and exercise
METROPOLITAN COMMUNITY COLLEGES
Course Change Form

Current Title: Orthopedic Pathology

College of Origin: BR _____ BTC _____ LV _____ MW _____ PV _____ X
Discipline: Physical Therapist Assistant

Prepared by: Gwen Robertson
Date: 11/01/09

CHANGE OF COURSE DATA

Course Number: ________
Course Credit: ________
Course Title: ________
Lecture Hr.: ________
Course Designator: ________
Laboratory Hr.: ________
Course Description: ________
Clinical/Intern. Hr.: ________
Prerequisites: ________
Human Diversity Designator: ________

Expected Student Outcomes: ________
General Education Outcomes: X
Career and Technical Outcomes: X

Rationale for Course Change:
Update General Education and Career and Technical Outcomes.

COMPLETE THE APPLICABLE CHANGE

Current Catalog No. & Title of Course: ________________________________
Proposed Catalog No. & Title Change: ________________________________

Current Credit Hr. ________ Lecture Hr. ________ Laboratory Hr. ________
Clinical/Intern. Hr. ________ Clock Hr. ________
Proposed Credit Hr. ________ Lecture Hr. ________ Laboratory Hr. ________
Clinical/Intern. Hr. ________ Clock Hr. ________

Current Prerequisites:

Proposed Prerequisites:

Current Catalog Description:

Proposed Catalog Description:

Attach Course Information Form, Course Outline Form
COURSE INFORMATION FORM

DISCIPLINE  Physical Therapist Assistant
COURSE TITLE  Orthopedic Pathology

CR.HR  2.0  LECT HR.  2.0  LAB HR.  _____  CLIN/INTERN HR.  _____  CLOCK HR.  _____

CATALOG DESCRIPTION
Orthopedic pathologies commonly seen in physical therapy practice: diagnostic tests, signs and symptoms, physiologic factors and common interventions associated with the physical therapy plan of care

PREREQUISITES
BIOL 109 Anatomy and Physiology
PTHA 152 Physical Therapy Fundamentals I
PTHA 160 Medical Diseases

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. List and describe physiological factors, and signs and symptoms of common orthopedic conditions associated with the practice of physical therapy.
2. Define medical terminology associated with the dysfunctions discussed.
3. Describe the relationship between the anatomy and function of muscles and joints and variances resulting in dysfunction.
4. Explain common treatment interventions and expected outcomes of the physical therapy plan of care with discussed diseases.
5. Explain tests associated with the diagnosis of discussed diseases.
6. Describes the role of the physical therapist assistant in carrying out the plan of care under the direction of the supervising physical therapist.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

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<td>B. Define, analyze and evaluate information, materials and data</td>
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<td>4. Integrate information and see relevant relationships that broaden and deepen understanding</td>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

3. Competently implements the physical therapy plan of care (1,2,3,4,5,6)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Written quizzes and examinations (1,2,3,4,5,6)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Basic terminology
   A. Etiology, incidence, signs and symptoms, diagnosis, prognosis
   B. Strains, myofascial pain, myositis, sprains, tendonitis, bursitis
   C. Inflammation and treatment

II. Generalized conditions
   A. Muscular
      1. Muscular dystrophy
      2. Fibromyalgia
   B. Bones
      1. Osteoporosis
      2. Fractures
   C. Joints
      1. Osteoarthritis
      2. Rheumatoid arthritis
      3. Gout
      4. Ankylosying spondylitis
      5. Polymyalgia rheumatica
      6. Systemic lupus erythmatosus

III. Specific joint conditions
   A. Ankle and foot
      1. Structural
         (a) Club foot
         (b) Pronation
         (c) Supination
         (d) Pes planus
         (e) Pes cavus
         (f) Hallux valgus
         (g) Bunion
         (h) Hallux rigidus
         (i) Hammer toes
      2. Plantar fasciitis
      3. Achilles tendonitis
      4. Sprains
      5. Fractures
      6. Shin splints
      7. Anterior compartment syndrome
   B. Knee
      1. Structural
         (a) Genu Valgum
         (b) Genu Varum
         (c) Genu recurvatum
(d) Tibial torsion
2. Osgood Schlatters
3. Patellofemoral pain and patellar tracking dysfunction
4. Patellar tendonitis
5. Bursitis
6. Fractures
7. Ligament and cartilage injuries
8. Plica

C. The hip, pelvis and sacrum
1. Structural problems
   (a) Coxa vaiga
   (b) Coax vara
   (c) Femoral retroversion
   (d) Femoral anteversion
2. Congenital hip dysplasia
3. Fractures
4. Dislocations
5. Bursitis
6. Coccydynia

D. The spine
1. Postural mal-alignments
   (a) Increased lordosis
   (b) Swayback
   (c) Flat Back
   (d) Kyphosis
   (e) Forward head
   (f) Scoliosis
2. Disc pathology
3. Sacro-iliac joint dysfunction
4. Facet joint dysfunction
5. Spondylolisthesis
6. Spinal stenosis
7. Whiplash and muscular strains
8. torticollis

E. The shoulder
1. Thoracic outlet
2. Reflex sympathetic dystrophy syndrome
3. Adhesive capsulitis
4. Glenohumeral instability
5. Impingement syndrome, tendonitis and rotator cuff tears
6. Acromioclavicular separations
7. Fractures

F. Elbow, wrist and hand
1. Lateral epicondylitis
2. Ulnar nerve entrapments
3. Carpal tunnel
4. Tendinitis and tenoynovitis
5. Tendon ruptures
6. Fractures
7. Ganglion
**Current Catalog No.:** PTHA 160

**METROPOLITAN COMMUNITY COLLEGES**  
**Course Change Form**

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<tr>
<th>Current Title:</th>
<th>Medical Diseases</th>
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<td>Prepared by:</td>
<td>Gwen Robertson</td>
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<tr>
<td>Discipline</td>
<td>Physical Therapist Assistant</td>
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**CHANGE OF COURSE DATA**

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<tr>
<th>Course Number</th>
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<th>Lecture Hr.</th>
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<th>Course Designator</th>
<th>Laboratory Hr.</th>
<th>General Education Outcomes</th>
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<th>Career and Technical Outcomes</th>
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**Rationale for Course Change:**  
Update General Education and Career and Technical Outcomes.

**COMPLETE THE APPLICABLE CHANGE**

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**Attach Course Information Form, Course Outline Form**

Revised 12/11/09
COURSE INFORMATION FORM

DISCIPLINE
Physical Therapist Assistant

COURSE TITLE
Medical Diseases

CR.HR: 2.0  LECT HR. 2.0  LAB HR.  CLIN/INTERN HR.  CLOCK HR. 

CATALOG DESCRIPTION
Medical diseases commonly seen in physical therapy practice; diagnostic tests, signs and symptoms, physiologic factors, and common interventions associated with the physical therapy plan of care.

PREREQUISITES
Formal Acceptance into the Program.

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. List and describe physiological factors and signs and symptoms of common medical diseases associated with the practice of physical therapy.

2. Define medical terminology associated with the dysfunctions discussed.

3. Provide a basic explanation of medical tests and treatments associated with specified diagnoses.

4. List and explain common physical therapy treatment interventions and expected outcomes in the physical therapy plan of care.

5. Recognize the role of the physical therapist assistant in carrying out the plan of care under the direction of the supervising physical therapist.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes (ESO)

2. Critical Thinking
   B. Define, analyze and evaluate information, materials and data.
      4. Integrate information and see relevant relationships that broaden and deepen understanding.

5. Natural and Physical Sciences
   D. Describe and apply current theoretical explanations of the nature, organization, and evolution of living systems
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

3. Competently implements the physical therapy plan of care (1-5)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Written examinations, quizzes, and assignments (Objectives 1-5)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Nervous system diseases
   A. Congenital
      1. Cerebral palsy
      2. Hydrocephalus
      3. Epilepsy
      4. Spina bifida
      5. Down’s syndrome
   B. Acquired
      1. Cerebrovascular accidents
      2. Traumatic brain injuries
      3. Multiple sclerosis
      4. Encephalitis, meningitis
      5. Parkinsons, Huntington’s chorea
      6. Amyotrophic lateral sclerosis
      7. Guillain barre syndrome
      8. Poliomyelitis
      9. Bells palsy
     10. Myasthenia gravis
     11. Shingles
     12. Spinal cord injuries
     13. Peripheral nerve injuries

II. Infectious diseases
   A. Common nosocomial infections
   B. Antibiotic resistance bacteria
   C. Hepatitis
   D. HIV

III. Diabetes Mellitus

IV. Pulmonary disorders
   A. COPD
      1. Emphysema
      2. Chronic bronchitis
      3. Asthma
      4. Pneumonia
      5. Pulmonary emboli
      6. Tuberculosis
      7. ARDS
V. Wounds
   A. Causes
   B. Characteristics of various types of wounds and related terminology
   C. Wound Healing and methods of monitoring wound status
   D. Wound treatment

VI. Cancer
Current Title: Physical Therapy Fundamentals II

College of Origin: BR _____ BTC _____ LV _____ MW _____ PV _____ X

Prepared by: Gwen Robertson

Date 11/01/09

<table>
<thead>
<tr>
<th>Rationale for Course Change:</th>
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Attach Course Information Form, Course Outline Form
COURSE INFORMATION FORM

DISCIPLINE          Physical Therapist Assistant
COURSE TITLE        Physical Therapy Fundamentals II
CR.HR              4.0
LECT HR            2.5
LAB HR             3.0
CLIN/INTERN HR.    
CLOCK HR.          

CATALOG DESCRIPTION
Introduction to the theory and practical application of documentation, patient care skills, and selected modalities, including indications and contraindications.

PREREQUISITES
- BIOL 109 Anatomy and Physiology
- PTHA 152 Physical Therapy Fundamentals I
- PTHA 160 Medical Diseases

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Compare and contrast the scientific basis for all treatments covered in class, including indications, contraindications and scope of PTA practice, including but not limited to traction, biofeedback and electrotherapy.

2. Correctly and safely instruct and apply all treatments covered in class, demonstrating competence in administering those treatments that are subject to competency check.

3. Monitor a patient’s response to the treatments covered in class to adjust treatment within the plan of care and accurately document patient progress.

4. Recognize when patient response to treatment would require re-evaluation to the physical therapist.

5. Describe cultural differences among classmates and relate to how differences can impact effective communication in the clinic.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
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<th>Outcomes</th>
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<tr>
<td>A. Listening and Speaking Skills</td>
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</tr>
<tr>
<td>6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) and non-verbally (posture, eye contact, use of face and hands)</td>
<td>(2)</td>
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<tr>
<td>C. Writing Skills(3)</td>
<td></td>
</tr>
<tr>
<td>6. Exhibit control of surface features of standard English, grammar, punctuation, and spelling</td>
<td>(3)</td>
</tr>
<tr>
<td>7. Use writing for inquiry, learning, thinking and communicating</td>
<td>(3)</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>B. Define, analyze, and evaluate information, materials and data</td>
<td></td>
</tr>
<tr>
<td>4. Integrate information and see relevant relationships that broaden and deepen understanding</td>
<td>(4)</td>
</tr>
<tr>
<td>5. Natural and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>B. Evaluate scientific evidence and argument</td>
<td>(1)</td>
</tr>
<tr>
<td>D. Describe and apply current theoretical explanations of the nature, organization and evolution of living systems</td>
<td>(1)</td>
</tr>
<tr>
<td>7. Awareness of Social, Political, and Behavioral Environments</td>
<td></td>
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<tr>
<td>B. Explain social institutions, structures and processes across a range of historical periods and cultures</td>
<td>(5)</td>
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</table>

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (2, 5)
2. Demonstrates professional behaviors consistent with the physical therapy profession (5)
3. Competently implements the physical therapy plan of care (1,2,3,4)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written Examinations and quizzes (1,3,4,5,6)
2. Assignments (3,5,6,7,8)
3. Competency checks or practical examinations (2,3,4)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Implementation of the Physical Therapy Plan of Care
   A. Medical chart review
   B. Pharmacology and utilization of Physicians' Desk Reference
   C. Cultural diversity and ethnic autobiography
   D. Patient interviewing skills
   E. Written documentation

II. EMG Biofeedback

III. Spinal Traction
   A. Types of spinal traction
   B. Indications/contraindications
   C. Application of mechanical cervical traction (competency check)
      1. Head harness
         (a) Halts
         (b) Saunder's unit
      2. Treatment parameter settings
   D. Application of mechanical lumbar traction (competency check)
      1. Supine versus prone position
      2. Thoracic and lumbar harnesses
      3. Treatment parameter settings

IV. Electrotherapy
   A. Principles of electricity
      1. Definitions
      2. Ohm's Law
      3. Strength duration curve
      4. Electrodes
         (a) Types
         (b) Placement techniques - unipolar vs. bipolar
         (c) Current density
      5. Indications/contraindications for electrotherapy
   B. Transcutaneous electrical nerve stimulation
      1. Pain theories
      2. Types of pain/behaviors associated with chronic pain
      3. Pain measurement
      4. Application of conventional TENS (competency check)
      5. Application of low frequency TENS (competency check) and trigger/acupuncture points
   C. Neuromuscular electric stimulation
      1. Innervated vs. denervated muscle
2. Application of NMS (competency check) and motor points

D. Iontophoresis
   1. Common drug used
   2. Application of iontophoresis

E. High volt pulsed current
   1. Indications appropriate for unit
   2. Electrode placement techniques
      (a) Monopolar
      (b) Bipolar
   3. Application of HVPC (competency check)

F. Interferential unit
   1. Indications appropriate for unit
      (a) Interferential current
         i Beat frequency
         ii Vector scan
         iii Electrode placement
      (b) Russian stimulation
   2. Application of interferential unit (competency check)
# Clinical Experience I

**College of Origin:** BR BTC LV MW PV X

**Prepared by:** Gwen Robertson

**Date:** 11/01/09

## Rationale for Course Change:

Update General Education and Career and Technical Outcomes.

## Change of Course Data

<table>
<thead>
<tr>
<th>Course Number</th>
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## Complete the Applicable Change

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## Current Prerequisites:

## Proposed Prerequisites:

## Current Catalog Description:

## Proposed Catalog Description:

Attach Course Information Form, Course Outline Form

Revised 12/11/09
COURSE INFORMATION FORM

DISCIPLINE: Physical Therapist Assistant
COURSE TITLE: Clinical Experience I
CR.HR: 2.0  LECT HR:  LECT HR:  LAB HR:  CLIN/INTERN HR:  5.0  CLOCK HR:  

CATALOG DESCRIPTION
Supervised clinical experience in the practical application of techniques and procedures covered in all previous PTHA courses. Assisting physical therapists in treatment of patients in a variety of clinical settings.

PREREQUISITES
PTHA 153 Kinesiology
PTHA 154 Applied Neurology
PTHA 159 Orthopedic Pathology
PTHA 161 Physical Therapy Fundamentals II
EMTP 102 Basic Emergency Patient Care

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Demonstrate competency in the practical application of modalities such as superficial and deep heat, cryotherapy, whirlpool, infrared, intermittent venous compression, electrical stimulation, traction, and biofeedback.
2. Demonstrate competency in the practical application of patient care skills such as positioning, draping, bed mobility, transfers, passive range of motion, wound care, and massage.
3. Demonstrate competency in data collection techniques within the physical therapist’s plan of care such as: goniometry, manual muscle testing, girth measurements, sensation, pain, posture, vital signs, skin integrity and wounds.
4. Assist, as directed, in the preparation, administration and clean up of patient treatment consistent with the role of the physical therapist assistant in carrying out the plan of care of the supervising physical therapist.
5. Demonstrate proper safety in the clinic with patient, self, staff and equipment.
6. Demonstrate proper written, verbal communication skills and non-verbal skills.
7. Identify and properly use pertinent subjective and objective patient information through patient interview and medical chart review.
8. Demonstrate proper inter-professional and patient-therapist rapport.
9. Demonstrate professional and ethical conduct in the clinical setting.
10. Evaluate his/her strengths and weaknesses and relate this information to the clinical instructor and assume responsibility for own professional growth and development.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

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<td>B. Reading Skills</td>
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<td>5. Draw appropriate conclusions</td>
<td>(4,7)</td>
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<td>6. Make valid generalizations and apply information</td>
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<td>C. Writing Skills</td>
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<td>3. Life Long Learning</td>
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<td>C. Attributes of an Awareness of the Convergence of Knowledge</td>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (6,7, 8)
2. Demonstrates professional behaviors consistent with the physical therapy profession. (9)
3. Competently implements the physical therapy plan of care (1-5, 7)
4. Demonstrates the ability to perform administrative duties consistent with the role of a physical therapist assistant. (4)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Evaluation of student performance instrument (1,2,3,4,5,6,7,8,9,10)
2. Mid-term clinical reflection (10)
3. Medical chart review (7)
4. SOAP notes (6)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Written, verbal and non-verbal communication
II. Interpersonal relationships
III. Implementation of program
IV. Professional conduct
V. Data collection and monitoring patient status
VI. Safety practices
VII. Patient care skills
   A. Positioning and draping
   B. Bed mobility and transfers
   C. Passive range of motion
   D. Massage
   E. Wound care
VIII. Modalities
METROPOLITAN COMMUNITY COLLEGES
Course Change Form

Current Title: Pediatrics and Gerontology

College of Origin: BR _____ BTC _____ LV _____ MW _____ PV _____ X

Discipline: Physical Therapist Assistant

Prepared by: Gwen Robertson

Date: 11/01/09

Rationale for Course Change:
Update General Education and Career and Technical Outcomes.

COMPLETE THE APPLICABLE CHANGE

Current Catalog No. & Title of Course:

Proposed Catalog No. & Title Change:

Current Credit Hr. _____ Lecture Hr. _____ Laboratory Hr. _____ Clinical/Intern. Hr. _____ Clock Hr. _____

Proposed Credit Hr. _____ Lecture Hr. _____ Laboratory Hr. _____ Clinical/Intern. Hr. _____ Clock Hr. _____

Current Prerequisites:

Proposed Prerequisites:

Current Catalog Description:

Proposed Catalog Description:

Attach Course Information Form, Course Outline Form
COURSE INFORMATION FORM

DISCIPLINE
Physical Therapist Assistant

COURSE TITLE
Pediatrics and Gerontology

CR.HR  2.0  LECT HR.  2.0  LAB HR.  _______  CLIN/INTERN HR.  _______  CLOCK HR.  _______

CATALOG DESCRIPTION
Specialized information related to the treatment of pediatric and older adult populations.

PREREQUISITES
PTHA 162 Clinical Experience I

EXPECTED STUDENT OUTCOMES IN THE COURSE

Upon completion of this course, the student will be able to:

1. Describe the impact of legislation on pediatric practice.
2. Distinguish between professionally centered treatment and family centered treatment.
3. Categorize postures/movements in the correct order according to normal developmental sequence.
4. Distinguish between primitive reflex, attitudinal reflex and righting reaction.
5. Describe how reflexes are tested and what responses are normal.
6. Name the standardized tools used in physical therapy to assess a child’s motor development and functional status of the geriatric client.
7. Identify common pediatric disorders and summarize each disorder’s etiology and clinical presentation.
8. Outline appropriate treatment interventions for pediatric disorders based on a physical therapy plan of care.
9. Discuss psychosocial issues associated with aging and appropriate interactions with the physical therapist assistant.
10. Describe pharmacological implications for the geriatric client.
11. Describe the normal physical changes associated with aging and implications for physical therapy treatment.
12. Explain the ethical/legal issues associated with treatment of the elderly.
13. Describe community resources available to the geriatric client.
14. Explain how physical therapy interacts with other health care professionals in the care of the geriatric client.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes (ESO)

2. Critical Thinking
   B. Define, analyze and evaluate information, materials and data
   4. Integrate information and see relevant relationships that broaden and deepen understanding (8)

5. Natural and Physical Sciences
   D. Describe and apply current theoretical explanations of the nature, organization, and evolution of living systems (3,4,5,7,10,11)

7. Awareness of Social, Political, and Behavioral Environments
   B. Explain social institutions, structures, and processes across a range of historical periods and cultures. (12,13)

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

2. Demonstrates professional behaviors consistent with the physical therapy profession. (1,9,12-14)

3. Competently implements the physical therapy plan of care (2-8, 10, 11)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Examinations and quizzes (1,2,3,4,5,6,7,8,9,10,11,12,13,14)
2. Haight’s Life Review (9)
3. Assignments (8,13)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Legal, social and practice issues related to pediatric physical therapy
   A. Settings for pediatric practice
   B. Legislation affecting pediatric practice
      1. EHCA
      2. IDEA
      3. ADA
   C. Treatment models for pediatric therapy
   D. Documentation in an educational setting
      1. IFSP
      2. IEP
      3. 504 Plan

II. Motor development
   A. Normal development sequence
   B. Reflexes
      1. primitive
      2. attitudinal
      3. righting responses
   C. Assessment tools
      1. Hawaii Development Chart
      2. Denver Developmental Screening Test
      3. Bruininks-Oseretsky Test of Motor Performance

III. Common pediatric diseases/disorders
   A. Cerebral Palsy
      1. Medical treatment of spasticity in cerebral
      2. Physical therapy intervention guidelines based on muscle tone
   B. Spina Bifida
   C. Down Syndrome
   D. Muscular Dystrophy
   E. Autistic Disorder
   F. Sensory Integration Disorder
   G. Arthrogryposis

IV. Treatment of the pediatric client
   A. Promotion of intellectual development
   B. Promotion of motor development
      1. Incorporation of play into treatment
      2. Correct movement patterns versus compensation techniques
   C. Student treatment presentations
V. Demographics of aging
VI. Psychosocial aspects of aging and relevance to the physical therapist assistant
VII. Physical changes associated with aging and relevance to the physical therapist assistant.
VIII. Pharmacological considerations in the elderly
IX. Standardized assessment tools
X. Ethical/legal issues
XI. Resources for the elderly
   A. Health care professional roles
   B. Community resources
Current Title: Clinical Experience II

Prepared by: Gwen Robertson

Date 11/01/09

Rationale for Course Change:
Update General Education and Career and Technical Outcomes.

Complete the applicable change:

Current Catalog No. & Title of Course:

Proposed Catalog No. & Title Change:

Current Credit Hr. Lecture Hr. Laboratory Hr. Clinical/Intern. Hr. Clock Hr.

Proposed Credit Hr. Lecture Hr. Laboratory Hr. Clinical/Intern. Hr. Clock Hr.

Current Prerequisites:

Proposed Prerequisites:

Current Catalog Description:

Proposed Catalog Description:

Attach Course Information Form, Course Outline Form
COURSE INFORMATION FORM

DISCIPLINE  
Physical Therapist Assistant

COURSE TITLE  
Clinical Experience II

CR.HR  2.0  LECT HR.  __________  LAB HR.  __________  CLIN/INTERN HR.  5.0  CLOCK HR.  __________

CATALOG DESCRIPTION
Supervised clinical experience in the practical application of techniques and procedures covered in all previous PTHA courses. Assisting physical therapists in treatment of patients in a variety of clinical settings.

PREREQUISITES
PTHA 162 Clinical Experience I
Concurrent enrollment in:
PTHA 155 Rehabilitation
PTHA 158 Therapeutic Exercise
PTHA 164 Pediatrics and Gerontology
PTHA 171 Clinical Seminar

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Demonstrate competency in the practical application of modalities such as superficial and deep heat, cryotherapy, whirlpool, infrared, intermittent venous compression, electrical stimulation, traction, biofeedback within the physical therapist’s plan of care.

2. Demonstrate competency in the practical application of patient care skills such as positioning, draping, bed mobility, transfers, passive range of motion, wound care, massage, prosthetic and orthotic application, gait, and therapeutic exercise.

3. Demonstrate competency in data collection techniques within the physical therapist’s plan of care such as: goniometry, manual muscle testing, girth measurements, sensation, pain, posture, vital signs, skin integrity, wounds, gait and balance.

4. Assist, as directed, in the preparation, administration and clean up of patient treatment consistent with the role of the physical therapist assistant in carrying out the plan of care of the supervising physical therapist.

5. Demonstrate proper safety in the clinic with patient, self, staff and equipment.

6. Demonstrate proper written, verbal communication skills and non-verbal skills.

7. Identify and properly use pertinent subjective and objective patient information through patient interview and medical chart review.

8. Demonstrate proper inter-professional and patient-therapist rapport.

9. Demonstrate professional and ethical conduct in the clinical setting.

10. Evaluate his/her strengths and weaknesses and relate this information to the clinical instructor assuming as well as responsibility for own professional growth and development.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes

1. Communication
   A. Listening and Speaking Skills
      6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) and non-verbally (posture, eye contact, use of face and hands) (6)
   B. Reading Skills
      5. Draw appropriate conclusions (7)
      6. Make valid generalizations and apply information (7)
   C. Writing Skills
      6. Exhibit control of surface features of standard English, grammar, punctuation, and spelling (6)
      7. Use writing for inquiry, learning, thinking and communicating (6)

2. Critical Thinking
   B. Define, analyze, and evaluate information, materials and data
      4. Integrate information and see relevant relationships that broaden and deepen understanding (4)

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (6, 7, 8)
2. Demonstrates professional behaviors consistent with the physical therapy profession. (9)
3. Competently implements the physical therapy plan of care (1-5, 7)
4. Demonstrates the ability to perform administrative duties consistent with the role of a physical therapist assistant. (4)

CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Evaluation of student performance instrument (1,2,3,4,5,6,7,8,9,10)
2. Journal (10)
3. Medical chart review assignments (7)
4. SOAP notes (6)
COURSE OUTLINE FORM

DISCIPLINE: Physical Therapist Assistant

COURSE TITLE: Clinical Experience II

Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Written, verbal and non-verbal communication
II. Interpersonal relationships
III. Implementation of program
IV. Professional conduct
V. Data collection and monitoring patient status
VI. Safety practices
VII. Patient care skills
   A. Positioning and draping
   B. Bed mobility and transfers
   C. Passive range of motion
   D. Massage
   E. Wound care
   F. Gait
   G. Therapeutic exercise
   H. Prosthetic and orthotic application
VIII. Modalities
## METROPOLITAN COMMUNITY COLLEGES
### Course Change Form

<table>
<thead>
<tr>
<th>Current Title:</th>
<th>Clinical Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Origin:</td>
<td>BR _____ BTC _____ LV _____ MW _____ PV X</td>
</tr>
<tr>
<td>Prepared by:</td>
<td>Gwen Robertson</td>
</tr>
<tr>
<td>Discipline</td>
<td>Physical Therapist Assistant</td>
</tr>
<tr>
<td>Date</td>
<td>11/01/09</td>
</tr>
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**CHANGE OF COURSE DATA**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Credit</th>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Lecture Hr.</td>
<td>Expected Student Outcomes</td>
</tr>
<tr>
<td>Course Designator</td>
<td>Laboratory Hr.</td>
<td>General Education Outcomes</td>
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<td>Course Description</td>
<td>Clinical/Intern. Hr.</td>
<td>Career and Technical Outcomes</td>
</tr>
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<td>Prerequisites</td>
<td>Human Diversity Designator</td>
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**Rationale for Course Change:**
Update General Education and Career and Technical Outcomes.

**COMPLETE THE APPLICABLE CHANGE**

<table>
<thead>
<tr>
<th>Current Catalog No. &amp; Title of Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Catalog No. &amp; Title Change:</td>
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</table>

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<th>Current Credit Hr.</th>
<th>Lecture Hr.</th>
<th>Laboratory Hr.</th>
<th>Clinical/Intern. Hr.</th>
<th>Clock Hr.</th>
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<td>Proposed Credit Hr.</td>
<td>Lecture Hr.</td>
<td>Laboratory Hr.</td>
<td>Clinical/Intern. Hr.</td>
<td>Clock Hr.</td>
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</table>

**Current Prerequisites:**

**Proposed Prerequisites:**

**Current Catalog Description:**

**Proposed Catalog Description:**

Attach Course Information Form, Course Outline Form

Revised 12/11/09
COURSE INFORMATION FORM

DISCIPLINE  Physical Therapist Assistant
COURSE TITLE  Clinical Seminar
CR.HR  2.0  LECT HR.  2.0  LAB HR.  CLIN/INTERN HR.  CLOCK HR. 

CATALOG DESCRIPTION
This course contains information on current professional issues and values, administrative policies and procedures, and related clinical topics associated with the practice of physical therapy. Service learning projects required.

PREREQUISITES
PTHA 162 Clinical Experience I

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Discuss current professional issues and administrative policies and procedures associated with the practice of physical therapy.
2. Explain various specialty topics as they relate to the role of the physical therapist assistant.
3. Recognize the importance of the physical therapy core value of social responsibility through service learning

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes  (ESO)
3. Life-long learning
   B. Personal and Professional Development
   4. Pursue structured learning opportunities, certification, and/or degrees (3)
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

2. Demonstrates professional behaviors consistent with the physical therapy profession.(1,3)
4. Demonstrates the ability to perform administrative duties consistent with the role of a physical therapist assistant.(1,2)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written examinations (1,2)
2. Oral presentation (3)
3. Service learning assignments (3)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Clinical and Professional Issues
   A. Discharge Planning
   B. Clinical Instructor – PTA Student Communication
   C. American Physical Therapy Association
      1. House of Delegates
      2. PTA Caucus
      3. Ethical/Practice Guidelines for the PTA
   D. Legal Considerations of PTA Practice
   E. Physical Therapy Services Organizations
      1. Role of PT Manager
      2. Budget/Fiscal Considerations
      3. Staffing
      4. Chain of Command
   F. Third Party Reimbursement for Services
      1. HMO
      2. POS
      3. Fee for Service
      4. Medicaid & Medicare
         (a) Funding/Regulation
         (b) Eligibility
         (c) Reimbursement in different physical therapy settings
            i. DRG
            ii. RUG
            iii. CPT codes
            iv. ICD-9 codes
            v. Cap for PT outpatient services
   G. Continuous Quality Improvement Plans
   H. Employment Issues in the Physical Therapy Field
      1. Missouri PTA Licensure Application
      2. Resume Writing
      3. Interviewing Skills
      4. Employee Performance Reviews

II. Specialty Topics Related to Physical Therapy
   A. Overview of Radiological Procedures
   B. Introduction to ECG Interpretation
      1. Normal Cardiac Conduction
      2. Supraventricular Dysrhythmias
3. Atrial Dysrhythmias
4. Ventricular Dysrhythmias
5. Physical therapy treatment considerations in clients with dysrhythmia

C. Introduction to Soft Tissue Injury and Mobilization
   1. Myofascial Release
   2. Strain – Counter Strain
   3. Trigger Point Release
   4. Feldenkrais

D. Home Management, Integration into Community/Work Environments
   1. Architectural Barriers
   2. Occupational Medicine
      (a) Functional Job Analysis
      (b) Functional Capacity Evaluations
      (c) Prework Screens
      (d) Ergonomic Considerations

E. Intra-cultural Communication
   (a) Latino population in US
   (b) Health trends in Latino Population
   (c) Basic Spanish words for use in a PT clinical setting

III. Social Responsibility
   A. Service Learning Assignment
   B. Student Presentations
Current Title: Clinical Experience III
College of Origin: BR BTC LV MW PV X
Prepared by: Gwen Robertson

Current Catalog No: PTHA 172
Current Title: Clinical Experience III
College of Origin: BR BTC LV MW PV X
Prepared by: Gwen Robertson

Rationale for Course Change:
Update General Education and Career and Technical Outcomes.

COMPLETE THE APPLICABLE CHANGE
Current Catalog No. & Title of Course: _____________________________
Proposed Catalog No. & Title Change: _____________________________

Current Credit Hr. _______ Lecture Hr. _______ Laboratory Hr. _______ Clinical/Intern. Hr. _______ Clock Hr. _______
Proposed Credit Hr. _______ Lecture Hr. _______ Laboratory Hr. _______ Clinical/Intern. Hr. _______ Clock Hr. _______

Current Prerequisites: _____________________________
Proposed Prerequisites: _____________________________

Current Catalog Description: _____________________________
Proposed Catalog Description: _____________________________

Attach Course Information Form, Course Outline Form
COURSE INFORMATION FORM

DISCIPLINE
Physical Therapist Assistant

COURSE TITLE
Clinical Experience III

CR. HR. _______ LECT HR. _______ LAB HR. _______ CLIN/INTERN HR. _______ CLOCK HR. _______

CATALOG DESCRIPTION
Practical application of principles learned in the prior didactic semester. Experience rotating internships in selected clinical sites under the supervision of a physical therapist.

PREREQUISITES
Completion of all required courses in the PTHA program

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Demonstrate safe application of therapeutic modalities
2. Demonstrate safe application and instruction of therapeutic exercise
3. Demonstrate patient care skills, such as positioning, bandaging, transfer training, wound management, ADL, gait training with or without the use of assistive devices, application of orthotics and prosthetic appliances, pulmonary hygiene and other interventions as appropriate for an entry level physical therapist assistant.
4. Effectively instruct patients, family members and staff in patient care techniques and exercise programs as indicated in the established plan of care to achieve the desired effect.
5. Demonstrate data collection such as goniometry, manual muscle testing, skin integrity, wound, sensation, pain, posture, gait, balance, architectural barriers, vital signs, motor milestones, and other tests and measures appropriate for the physical therapist assistant.
6. Adjust physical therapy interventions within the plan of care established by the physical therapist to meet the individual needs of the patient and reports changes in patient status to the physical therapist.
7. Demonstrate safety consciousness in the clinic with patients, self, staff and equipment.
8. Accurately document to support the delivery of physical therapy services.
9. Demonstrate professional, ethical, and legal conduct in the clinical setting.
10. Implement a self-directed plan for career development and lifelong learning.
11. Demonstrate communication congruent to situational needs.
12. Competently assist the physical therapist in discharge planning.
13. Demonstrate basic administrative skill in the areas of time organization, maintaining departmental records, following established lines of communication, fiscal management, maintaining the work area in a manner conducive to efficiency and safety, participating in the department in-service program, and demonstrating awareness of responsible participation in the department’s quality assurance program.
14. Use physical therapy aides and other support personnel according to legal standards and ethical guidelines.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>(ESO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td></td>
</tr>
<tr>
<td>A. Listening and Speaking Skills</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate basic communication skills, both vocally (volume, rate, articulation, variety) and non-verbally (posture, eye contact, use of face and hands)</td>
<td>(2,4,11)</td>
</tr>
<tr>
<td>C. Writing Skills</td>
<td></td>
</tr>
<tr>
<td>6. Exhibit control of surface features of standard English, grammar, punctuation, and spelling</td>
<td>(8)</td>
</tr>
<tr>
<td>7. Use writing for inquiry, learning, thinking and communicating</td>
<td>(8)</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>B. Define, analyze, and evaluate information, materials and data</td>
<td></td>
</tr>
<tr>
<td>4. Integrate information and see relevant relationships that broaden and deepen understanding</td>
<td>(6)</td>
</tr>
<tr>
<td>3. Life Long Learning</td>
<td></td>
</tr>
<tr>
<td>C. Attributes of an Awareness of the Convergence of Knowledge (all)</td>
<td></td>
</tr>
<tr>
<td>1. Seek multiple perspectives</td>
<td>(10)</td>
</tr>
<tr>
<td>2. Apply learned skills to real world interactions</td>
<td>(10)</td>
</tr>
<tr>
<td>3. Synthesize information to facilitate application</td>
<td>(10)</td>
</tr>
<tr>
<td>5. Perceive learning as an all-pervasive activity in all phases of life</td>
<td>(10)</td>
</tr>
</tbody>
</table>

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Communicates effectively (2, 4, 11)
2. Demonstrates professional behavior consistent with the physical therapy profession. (9,10)
3. Competently implements the physical therapy plan of care (1-8, 11-12)
4. Demonstrates the ability to perform administrative duties consistent with the role of a physical therapist assistant. (13,14)

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Clinical Performance Instrument (1,2,3,4,5,6,7,8,9,10, 11,12,13,14)
2. In-service assignments (13)
3. Assignment (10)
DISCIPLINE  Physical Therapist Assistant
COURSE TITLE: Clinical Experience III

Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Written, verbal and non-verbal communication
II. Interpersonal relationships
III. Implementation of program
IV. Professional conduct
V. Data collection and monitoring patient status
VI. Safety practices
VII. Patient care skills
   A. Positioning and draping
   B. Bed mobility and transfers
   C. Passive range of motion
   D. Massage
   E. Wound care
   F. Therapeutic exercise
   G. Gait with and without assistive devices
   H. Orthotic and Prosthetic management
   I. Wheelchair fit and instruction
   J. Pulmonary hygiene
VIII. Modalities
IX. Administrative duties
### Program Outcomes (PROGRAM level)

**MCC Career and Technical Education (CTE) Program**  
**Physical Therapist Assistant**

<table>
<thead>
<tr>
<th>CTE or Occupational Program Outcome</th>
<th>Program Outcome Performance Indicator</th>
<th>Curriculum or Courses (Strategies)</th>
<th>Assessment Method(s)</th>
<th>Context for Assessment</th>
<th>Time of data collection</th>
<th>Assessment Coordinator</th>
<th>Evaluation of Results</th>
</tr>
</thead>
</table>
| Uses verbal and non-verbal communication effectively to develop rapport and provide and receive information | Uses verbal and non-verbal communication effectively to develop rapport and provide and receive information | PTHA 162  
PTHA 170  
PTHA 172  
Comprehensive Program Final with score of 80% or greater | Clinical Performance Instruments with minimum standards  
Comprehensive Program Final with score of 80% or greater | Clinical instructors complete in collaboration with ACCE  
Summative Examination | Clinical Rotations  
End of Program | ACCE  
Program Coordinator | Program Faculty |
| Completes health care documentation consistent with health care standards. | Completes health care documentation consistent with health care standards. | PTHA 162  
PTHA 170  
PTHA 172  
Comprehensive Program Final with score of 80% or greater | Clinical Performance Instruments with minimum standards  
Comprehensive Program Final with score of 80% or greater | Clinical instructors complete in collaboration with ACCE  
Summative Examination | Clinical Rotations  
End of Program | ACCE  
Program Coordinator | Program Faculty |

**Results** (date)  
**Actions** (date)  
**Second-Cycle Results** (date)
## Program Outcomes (PROGRAM level)

### Program Outcomes (PROGRAM level)

<table>
<thead>
<tr>
<th>Program Outcome Performance Indicator</th>
<th>Curriculum or Courses (Strategies)</th>
<th>Assessment Method(s)</th>
<th>Context for Assessment</th>
<th>Time of data collection</th>
<th>Assessment Coordinator</th>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates behavior consistent with core values of physical therapy</td>
<td>PTHA 162 PTHA 170 PTHA 172</td>
<td>Clinical Performance Instruments with minimum standards Comprehensive Program Final with score of 80% or greater</td>
<td>Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>Clinical Rotations End of Program</td>
<td>ACCE Program Coordinator</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Follows the APTA’s Standards of Ethical Conduct for the Physical Therapist Assistant</td>
<td>PTHA 162 PTHA 170 PTHA 172</td>
<td>Clinical Performance Instruments with minimum standards Comprehensive Program Final with score of 80% or greater</td>
<td>Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>Clinical Rotations End of Program</td>
<td>ACCE Program Coordinator</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Explains laws related to physical therapy and practices legally</td>
<td>PTHA 162 PTHA 170 PTHA 172</td>
<td>Clinical Performance Instruments with minimum standards Comprehensive Program Final with score of 80% or greater</td>
<td>Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>Clinical Rotations End of Program</td>
<td>ACCE Program Coordinator</td>
<td>Program Faculty</td>
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**Results**

(date)

**Actions**

(date)

**Second-Cycle Results**

(date)
### Program Outcomes (PROGRAM level)

**MCC Career and Technical Education (CTE) Program**

**CTE or Occupational Program Outcome**

<table>
<thead>
<tr>
<th>Program Outcome Performance Indicator</th>
<th>Curriculum or Courses (Strategies)</th>
<th>Assessment Method(s)</th>
<th>Context for Assessment</th>
<th>Time of data collection</th>
<th>Assessment Coordinator</th>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the physical therapy plan of care</td>
<td>PTHA 160, 154, PTHA159, 164, PTHA 152, 153, PTHA 161, 158, PTHA 155, 162, PTHA170, 172</td>
<td>Written exam with score of 75% or greater and practical exams with score of 80% or better and no critical safety errors, utilizing rubrics Clinical Performance Instrument with minimum scores Comprehensive Program Final with score of 80% or greater</td>
<td>Formal competency checks and exams Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>During scheduled class times Clinical Rotations End of Program</td>
<td>Class instructors ACCE Program Coordinator</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Demonstrates competency in performing interventions within the role of the physical therapist assistant</td>
<td>PTHA 152, 153, PTHA 161, 162, PTHA 158, 155, PTHA 170, 172</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Demonstrates competency in performing data collection consistent with the role of the physical therapist assistant.</td>
<td>PTHA 152, 153, PTHA 155, 158, PTHA162, 170, PTHA, 172</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Modifies interventions to meet the needs of the individual patient consistent with the role of the physical therapist assistant.</td>
<td>PTHA 152, 153, PTHA 161, 155, PTHA 158, 162, PTHA 170, 172</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Determines when consultation with the supervising physical therapist is appropriate.</td>
<td>PTHA 152, 153, PTHA161, 155, PTHA 158, 162, PTHA 170, 172</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
<td>Program Faculty</td>
</tr>
</tbody>
</table>

**Results** (date)

**Actions** (date)

**Second-Cycle Results** (date)
## Program Outcomes (PROGRAM level)

### MCC Career and Technical Education (CTE) Program

**Physical Therapist Assistant**

1. **Demonstrates the ability to perform administrative duties consistent with the role of a physical therapist assistant.**

### CTE or Occupational Program Outcome

<table>
<thead>
<tr>
<th>Program Outcome Performance Indicator</th>
<th>Curriculum or Courses (Strategies)</th>
<th>Assessment Method(s)</th>
<th>Context for Assessment</th>
<th>Time of data collection</th>
<th>Assessment Coordinator</th>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts effectively with others to achieve organizational goals</td>
<td>PTHA 162 PTHA 170 PTHA 172</td>
<td>Clinical Performance Instruments with minimum standards Comprehensive Program Final with score of 80% or greater</td>
<td>Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>Clinical Rotations</td>
<td>ACCE Program Coordinator</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Assists with aspects of organizational evaluation, planning and operation</td>
<td>PTHA 162 PTHA 170 PTHA 172</td>
<td>Clinical Performance Instruments with minimum standards Comprehensive Program Final with score of 80% or greater</td>
<td>Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>Clinical Rotations</td>
<td>ACCE Program Coordinator</td>
<td>Program Faculty</td>
</tr>
<tr>
<td>Provides information accurately for billing and reimbursement purposes.</td>
<td>PTHA 162 PTHA 170 PTHA 172</td>
<td>Clinical Performance Instruments with minimum standards Comprehensive Program Final with score of 80% or greater</td>
<td>Clinical instructors complete in collaboration with ACCE Summative Examination</td>
<td>Clinical Rotations</td>
<td>ACCE Program Coordinator</td>
<td>Program Faculty</td>
</tr>
</tbody>
</table>

Results ____________ (date)

Actions ____________ (date)

Second-Cycle Results ____________ (date)