

Walters State Community College Course Syllabus

Course Information

Course Number and Name: PTAT 2530 MedSurg Cond and TX for PTA Section ID: 80460.202380 Semester and Year: Fall 2023 Credit Hours: 5 Start Date: August 21, 2023 End Date: December 08, 2023 Course Format: CON - Conventional Methodology Catalog Course Description: This course introduces the PTA student to common medical and surgical pathologies of various body systems, contemporary rehabilitation concepts, and accepted therapeutic interventions for these conditions. Emphasis will be placed on safe and effective application of related treatment interventions and data collection 4 hours lecture/3 hours laboratory F Meeting Details: M; 08:30AM - 02:30PM; & T; 09:00AM - 01:00PM; TECH 142 Course Drop Deadline: October 27, 2023

Instructor Information

Name: Tye Ponder, PTA Role: Assistant Professor Office Location: TECH 144 Office Hours: contact faculty Office Phone: 423-585-2657 Email: Tye.Ponder@ws.edu PTA Required Clock Hours: 4 hours lecture and 3 hours lab weekly (adjusted to accommodate scheduled clinical PTAT 2390) Supervisor Name: Marisa Miller Supervisor Phone: 423-318-2722 Secretary Phone: 423-585-6981

Name: Gail Hepburn, PTA

Role: Adjunct Faculty Office Location: N/A Office Hours: N/A Office Phone: N/A Email: donna.hepburn@ws.edu PTA Required Clock Hours: 4 hours lecture and 3 hours lab weekly (adjusted to accommodate scheduled clinical PTAT 2390) Supervisor Name: Marisa Miller, PT Supervisor Phone: 423-318-2722 Secretary Phone: 423-585-6981

Pre-requisites and Co-requisites

Pre-requisites: Admission to the PTA Program, PTAT 2410, PTAT 2440, PTAT 2250, PTAT 2510, PTAT 2520, PTAT 2260

Co-requisites: PTAT 2370 and PTAT 2390

Additional Course Requirements/Details/Information

This course, PTAT 2530, Medical Surgical Conditions and Treatment for the PTA, is offered by the Division of Health Programs at WSCC as a course within the Physical Therapist Assistant Program. A survey of medical/surgical conditions commonly seen by physical therapist assistants are reviewed in this course. Pathologies, medical and physical therapy management will be discussed with laboratory practice of technical skills, interventions, and test and measurements for patients with specific medical/surgical conditions.

Required Textbook(s) and Materials



Mobility in Context, 3rd ed ISBN: 9781719647137 Authors: Charity Johansson, PT, PhD Publisher: F.A. Davis Publication Date: 2022-02-25



Pathology for the Physical Therapist Assistant ISBN: 9780323792776 Authors: Catherine C. Goodman, Kenda S. Fuller Publisher: Elsevier Health Sciences Publication Date: 2023 Edition: 3rd



Physical Rehabilitation
ISBN: 9780803661622
Authors: Susan B. O'Sullivan, Thomas J. Schmitz, George D. Fulk
Publisher: F A Davis Company
Publication Date: 2019
Edition: 7th



Physical Rehabilitation for the Physical Therapist Assistant
ISBN: 9781437708066
Authors: Michelle H. Cameron, Linda Monroe
Publisher: Saunders
Publication Date: 2010-09-01



Therapeutic Exercise ISBN: 9781719640473 Authors: Carolyn Kisner, Lynn Allen Colby, John Borstad Publisher: F. A. Davis Company Publication Date: 2023 Edition: 2023

Readings as assigned

APTA Learning Center/APTA website

PTA Student Handbook 2022-2023

Supplemental or Optional Materials

PhysioU Application

Student Learning Outcomes/Objectives

- Consistently and competently, apply knowledge of various body systems in the practice of physical therapy in the classroom and laboratory illustrations of the patient with medical or surgical problems.
- Safely and competently, implement physical therapy treatments as directed by the physical therapist for the patient population discussed in this course in formats as specified.
- Successfully compare and contrast medical and surgical pathologies in classroom and laboratory activities.
- Consistently assess, recommend, and justify treatment planning for the medical surgical patient in the classroom and laboratory setting.
- Explain and describe the pathophysiology of selected diseases or conditions, the clinical presentation, functional limitations, physical therapy treatment interventions and patient/caregiver education.

Academic Program Standards/Policies/Accreditation Information

Course Objectives

A. Vital Signs:

- 1. Students will perform components of data collection skills essential for carrying out the POC
 - a. Students will measure standard vital signs
 - b. Students will identify vital signs, including identifying normal ranges and critical values for each vital sign

- c. Students will describe the importance and physiological implications of vital signs
- d. Students will recognize and monitor responses to positional changes
- e. Students will describe and accurately perform appropriate procedures to measure the vital signs (pulse, RR, BP, pain, oxygen saturation)
- f. Students will explain when to monitor vital signs during rehabilitation
- B. Wellness/Body Composition/Obesity/Diabetes: As related to various patient populations, students will perform components of data collection skills essential for carrying out the POC
 - 1. Anthropometrical Characteristics
 - a. Students will describe principles related to anthropometrical characteristics
 - b. Students will identify normal ranges for BMI, waist circumference, and target heart rates
 - c. Students will accurately perform procedures, collect data (height, weight, girth) and then use it to accurately calculate Body Mass Index (BMI), Waist Circumference and Waist-to-Hip Ratio
 - 2. Sensation Testing
 - a. Students will discuss the value of performing monofilament testing on the feet of a patient with diabetes
 - b. Students will provide patient education regarding why monofilament testing is performed on a patient with diabetes
 - c. Students will accurately perform monofilament testing
 - d. Students will discuss the results of monofilament testing and how they can impact physical therapy treatment for a patient with diabetes
 - 3. As related to fitness, obesity, and diabetes, students will explain how to communicate verbally and non-verbally with the patient, PT, health care delivery personnel, and others in an effective, appropriate, and capable manner
 - a. Students will describe concepts related to obesity and diabetes in a manner understandable to various patient populations
 - b. Students will explain the importance of maintaining a healthy lifestyle across the lifespan
 - 4. As related to obese patients or those with diabetes, students will provide patientrelated instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT, including the following:
 - a. Students will describe the physiological basis and risk factors for obesity

- b. Students will describe pathologies and conditions related to obesity
- c. Students will design treatment interventions for patients with obesity and diabetes
- d. Students will describe identify commonly measured lab values associated with diabetes and blood glucose
- e. Students will compare and contrast the physiological basis of type 1 DM and type 2 DM
- f. Students will describe the pathogenesis and clinical manifestations of Cushing's syndrome
- 5. As related to therapeutic exercise, students will demonstrate competence in the following interventions identified in the POC by the physical therapist:
 - a. Students will design an appropriate conditioning or reconditioning program for obese patients or those with diabetes, including stating precautions for those patients
 - b. Students will identify and describe the role physical therapists and physical therapist assistants may fill in the areas of Wellness and Health Promotion
 - c. Students will accurately explain and calculate target heart rate range
 - d. Students will describe and/or demonstrate appropriate therapeutic interventions for selected patient populations
- 6. As related to diabetic ketoacidosis:
 - a. Students will define diabetic ketoacidosis
 - b. Students will list signs and symptoms of diabetic ketoacidosis
 - c. Students will identify when intervention should not be provided due to changes in the patient's status and states the importance of reporting this to the supervising PT
- 7. In relation to various patient populations, students will demonstrate competence in the following interventions identified in the POC by the physical therapist including explaining how to educate patients and caregivers as directed by the supervising PT and providing patient-related instruction to patients, family members and caregivers to achieve patient outcomes.
 - a. Students will describe how to design an appropriate aerobic conditioning program for patients, including describing the FITT principle
 - b. Students will describe principles involved in designing a conditioning/reconditioning exercise program for patients

- c. Students will describe the heart rate / workload relationship
- d. Students will describe general indications and contraindications to terminate exercise
- 8. As related to aerobic exercise programs, students will perform components of data collection skills essential for carrying out the POC
 - a. Aerobic Capacity and Endurance
 - i. Students will explain and demonstrate how to measure vital signs
 - ii. Students will explain how to monitor physiological responses to activities and exercise
 - iii. Students will accurately calculate Max and Target Heart Rate
 - b. Ventilation and Respiration
 - i. Students will identify activities that aggravate/relieve dyspnea or other symptoms
 - ii. Students will be able to recognize and explain dyspnea
 - iii. Student will be able to administer the Borg/RPE scale and understand their importance during rehabilitation
- 9. As related to exercise principles, students will:
 - a. Explain how to adjust interventions within the POC established by the PT in response to patient clinical indications and state the importance of reporting this to the supervising PT
 - b. Identify when intervention should not be provided due to changes in the patient's status and state the importance of reporting this to the supervising PT
- C. Rehabilitation of the Medically Complex Patient
 - 1. Students will communicate verbally and non-verbally with the patient, PT, health care delivery personnel, and others in an effective, appropriate, and capable manner:
 - a. Students will identify normal and abnormal lab values, describe them using appropriate medical terminology, and explain their implications for physical therapy interventions
 - b. Students will identify the common types and causes of anemia
 - c. Students will identify common signs and symptoms of patients who are anemic
 - d. Students will identify lab values associated with patients who are anemic
 - 2. As related to the rehabilitation of medically complex patients, students will:

- a. Explain when interventions should not be provided due to changes in the patient's status and state the importance of reporting this to the supervising PT
- b. Students will evaluate the response of the medically complex patient to position changes during simulated treatment scenarios
- c. Describe the effects of prolonged immobility
- d. Discuss safety factors to consider prior to mobilization
- e. Discuss strategies for progressive mobilization
- f. Discuss the challenges of the medically complex patient
- g. Describe lines, leads, and monitors and their implications when performing physical therapy interventions
- 3. As related to fluid/electrolyte imbalances, students will:
 - a. Describe how to adjust interventions within the POC established by the PT in response to patient clinical indications and state the importance of reporting this to the supervising PT
 - b. Identify when intervention should not be provided due to changes in the patient's status and states the importance of reporting this to the supervising PT
 - c. Describe how to give patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT
- 4. As related to treatment of acute care patients, students will:
 - a. Perform appropriate chart review of patient scenarios, integrating relevant information from lab values, diagnostic tests, specialty reports, narratives, consults, and PT documentation, and describe the implications for physical therapy interventions
 - b. Develop and implement appropriate treatment plan during simulated treatment scenarios, documenting treatment session in SOAP note format
- D. Deconditioning
 - 1. Students will demonstrate competence in intervention related to therapeutic exercise and identified in the POC by the physical therapist
 - a. Therapeutic Exercise:
 - i. Students will choose appropriate aerobic conditioning programs for deconditioned patients
 - ii. Students will explain a conditioning/reconditioning program to patients

- iii. Students will describe therapeutic interventions to mitigate the consequences of deconditioning
- 2. As related to deconditioned patients, students will perform components of data collection skills essential for carrying out the POC
 - a. Aerobic Capacity and Endurance
 - i. Students will accurately measure standard vital signs
 - ii. Students will explain how to monitor responses to activities and exercise and ways to make appropriate adjustments to the exercises, based on changes in patient status
 - iii. Students will name activities that aggravate/relieve dyspnea or other symptoms
- 3. As related to deconditioned patients and reconditioning principles, students will:
 - a. Give examples of situations when interventions should not be provided due to changes in the patient's status and states importance of reporting changes to the supervising PT
 - b. Identify situations when the PTA should report changes in the patient's status to the supervising PT
 - c. Describe the cardiovascular, musculoskeletal, pulmonary, psychiatric and nutritional consequences of bed rest and immobility
 - d. Discuss the risk factors for pathologies associated with the consequences of deconditioning
 - e. Appropriately administer the PAR-Q+ and describe its use to determine activity readiness
- E. Musculoskeletal Disease and Disorders
 - 1. Students will communicate verbally and non-verbally with the patient, PT, health care delivery personnel, and others in an effective, appropriate, and capable manner
 - a. Students will explain concepts related to skeletal demineralization according to health care industry standards, including:
 - i. Types of skeletal demineralization
 - ii. Tests and measures of bone density
 - iii. Modifiable and non-modifiable risk factors for skeletal demineralization throughout the life span
 - 2. Students will demonstrate competence in the following interventions identified in the POC by the physical therapist

- a. Students will describe how to educate patients with skeletal demineralization in the activities of daily living and proper body mechanics
- b. Therapeutic Exercise
 - i. Students will explain how to educate patients with skeletal demineralization related to parathyroid gland dysfunction on posture awareness
 - ii. Students will choose appropriate rehabilitation interventions for clients at risk for skeletal demineralization
- c. Students will identify disorders of the thyroid and parathyroid glands and describe how they influence PTA treatment interventions
- 3. As related to patients with skeletal demineralization, students will:
 - a. Describe how to educate patients and caregivers as directed by the supervising PT including listing modifiable and non-modifiable risk factors for skeletal demineralization
 - b. Explain how to provide patient-related instruction to patients, family members, and caregivers related to the topic of skeletal demineralization- physical exercise and nutrition
- F. Connective Tissue Dysfunction
 - 1. Students will describe connective tissue pathologies so they can communicate with patients and health care team members about these conditions, including the pathology, clinical manifestations, and prognosis
 - 2. Students will describe and demonstrate rehabilitation interventions for patients with connective tissue dysfunction
 - 3. Students will implement selected components of interventions identified in the plan of care established by the physical therapist related to functional training
 - 4. Students will explain the impact of connective tissue disorders on a patient's ability to carry out activities of daily living
 - 5. Students will choose appropriate interventions to help patients improve function during ADLs
 - 6. Students will describe the impact of connective tissue disorders on a patient's joint movement and integrity
 - 7. Students will discuss the importance of educating patients and caregivers
 - a. Students will demonstrate an appropriate level of knowledge about connective tissue dysfunction so that they can educate patients and caregivers about related conditions

- G. Localized Inflammation
 - 1. Students will describe concepts and pathologies related to localized inflammation and osteoarthritis according to health care industry standards
 - 2. Students will identify the signs and symptoms of localized inflammation
 - 3. Students will describe how to educate patients who have localized inflammatory conditions in activities of daily living, including joint protection and therapeutic exercise interventions
 - a. Students will select appropriate interventions for improving or preserving range of motion for patients with localized inflammatory conditions
 - b. Students will design an intervention plan for an individual with localized inflammation (OA, RA, etc.)
 - 4. As it relates to patients with localized inflammatory conditions, students will:
 - a. Educate patients and caregivers as directed by the supervising PT
 - b. Provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC
 - c. Recognize the psychosocial impact of movement dysfunction and disability on the patient and caregiver and integrate these needs into treatment interventions and patient/caregiver education
- H. Cardiovascular Disease and Disorders
 - 1. As related to the cardiac patient populations, students will communicate verbally and non-verbally with the patient, PT, health care delivery personnel, and others in an effective, appropriate, and capable manner
 - 2. Students will educate patients and caregivers as directed by the supervising PT and describe how to provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT
 - 3. Students will describe normal and abnormal heart function according to including the basic anatomy and physiology of the cardiovascular system, common dysrhythmias (and their clinical significance), and common pharmacological interventions
 - 4. Students will describe common heart conditions and surgical interventions (such as CABG and PTCA)
 - 5. Students will describe the etiology, pathology, symptomatology, and sequelae of coronary disease and heart failure
 - 6. Students will define congestive heart failure and identify foundations for rehabilitation interventions

- 7. Students will describe the role of physical therapy (PT and PTA) in assisting the patient in recovery from heart disease
- 8. Students will be able to educate others on appropriate heart rate ranges, normal and abnormal cardiac cycles, normal vs abnormal ECGs in order to communicate effectively with patients and health care personnel
- 9. Students will provide patient education related to pacemakers
- 10. Students will discuss safety concerns that may occur when working with patients with electrical conduction disorders and heart block
- 11. Students will demonstrate competence in the following interventions identified in the POC by the physical therapist
 - a. Therapeutic Exercise:
 - i. Students will describe the phases of cardiac rehabilitation and determine safe and appropriate interventions during each phase
 - ii. Students will design and progress interventions for patients in acute care post MI
 - iii. Student will design and progress an aerobic conditioning program for patients post MI
 - iv. Students will describe the indications for cardiac rehabilitation and exercise
 - v. Students will describe physiologic contraindications for exercise and indications to terminate exercise when working with cardiac patients
 - vi. Students will accurately describe the procedures for use of and appropriately administer the RPE scale, dyspnea scale, and angina scale
 - vii. Students will explain the phases of Cardiac Rehabilitation and corresponding MET levels
 - viii. Students will identify proper hemodynamic monitoring during all phases of cardiac rehabilitation
- 12. As related to patients with cardiac dysfunction, students will perform components of data collection skills essential for carrying out the POC
 - a. Aerobic Capacity and Endurance
 - i. Students will explain when and how to measure standard vital signs during therapy
 - ii. Students will explain how to monitor responses to activities and exercise for cardiac patients
 - iii. Students will identify when exercise should be held due to patient response to activity or vital signs

- iv. Students will explain the myocardial oxygen supply-demand relationship
- 13. As related to the cardiac rehab population, students will:
 - a. Explain when an intervention should not be provided due to changes in the patient's status and state the importance of reporting this to the supervising PT
- I. Pulmonary Diseases and Disorders
 - 1. Students will communicate verbally and non-verbally with the patient, PT, health care delivery personnel, and others in an effective, appropriate, and capable manner:
 - a. Students will describe and demonstrate the guidelines, goals, techniques and positions for chest physical therapy and bronchial drainage
 - b. Students will describe the basic anatomy and physiology of the pulmonary system
 - c. Students will describe normal values for selected arterial blood gases and SpO2
 - d. Students will describe the etiology, pathophysiology, clinical presentation, and clinical course of chronic obstructive pulmonary disease, asthma, cystic fibrosis, and restrictive lung disease
 - e. Students will describe anticipated values of various pulmonary function volumes, and capacities
 - f. Students will interpret and describe the types of acid base balance dysfunctions
 - g. Students will describe common pharmacological interventions for respiratory conditions covered in lecture
 - h. Students will describe normal and abnormal breathing patterns
 - i. Students will describe common pulmonary pathologies and causes of airway clearance dysfunction
 - j. Students will describe associations between specific pathological findings and airway clearance techniques
 - k. Students will describe normal physiological processes associated with ventilation and respiration
 - I. Students will explain the pathophysiological processes and terminology associated with respiratory insufficiency and respiratory failure
 - m. Students will classify and explain types of respiratory failure as well as associated diseases and diagnoses
 - 2. Students will demonstrate competence in the following interventions identified in the POC by the physical therapist in relationship to the following interventions:
 - a. Functional Training:

- i. Students will explain and demonstrate how to educate patients who have airway clearance dysfunction or with respiratory failure in activities of daily living (activity pacing, bed mobility/transfers, relearning or adapting functional tasks) as well as how to educate their families/caregivers
- ii. Students will apply the ICF model to discuss the impact of airway clearance dysfunction and/or respiratory failure on function, health, and disability
- b. Therapeutic Exercise:
 - i. Students will explain how to design an appropriate aerobic conditioning program for patients with airway clearance dysfunction
 - ii. Students will explain breathing exercises and coughing techniques for patients with airway clearance dysfunction
 - iii. Students will select appropriate stretching exercises for improving or preserving flexibility for patients with airway clearance dysfunction
 - iv. Students will describe and demonstrate how to teach breathing exercises for patients with respiratory failure (i.e. diaphragmatic breathing, incentive spirometry, pursed-lip breathing, and segmental breathing)
 - v. Students will describe and demonstrate how to teach coughing techniques for patients with respiratory failure
 - vi. Students will demonstrate safe and effective interventions for improving airway clearance
 - vii. Students will describe and apply rehabilitation interventions for individuals with respiratory failure and explain their proposed mechanisms of action
 - viii. Students will identify potential complications of respiratory failure and explain their impact on rehabilitation and functional capacity
 - ix. Students will describe appropriate physical therapy interventions when working with a patient who has COPD
- 3. As related to patients with airway clearance dysfunction or respiratory failure, students will demonstrate competency in performing components of data collection skills essential for carrying out the POC:
 - a. Aerobic Capacity and Endurance
 - i. Students will explain and demonstrate how to measure standard vital signs, including use of a pulse oximeter
 - ii. Students will explain how to monitor responses to activities and exercise, including the guidelines for reducing or stopping exercise
 - iii. Students will explain how to monitor changes in thoracoabdominal movements and breathing patterns in response to activity and exercise

- iv. Students will describe or use commonly-used rehabilitation tests and measures for individuals with respiratory failure
- v. Students will describe how to recognize cyanosis
- vi. Students will identify activities that aggravate or relieve dyspnea
- vii. Students will describe chest wall expansion and excursion
- viii. Students will describe cough and sputum characteristics
- 4. As related to airway clearance techniques and to patients with respiratory failure, students will:
 - a. Appropriately adjust interventions within the POC established by the PT in response to patient clinical indications and describe the importance of reporting such changes to the supervising PT
 - b. Recognize when intervention should not be provided due to changes in the patient's status and describe the important of reporting such changes to the supervising PT
 - c. Educate patients and caregivers as directed by the supervising PT
 - d. Provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT
- J. Integumentary Diseases and Disorders
 - 1. Students will communicate principles related to normal integumentary structure and function to patients, families, PTs, health care workers, and others
 - 2. Students will describe the anatomy, physiology, and pathophysiology of the vascular, lymphatic, and integumentary systems
 - 3. Students will describe the major etiologies that can cause wounds (i.e. arterial insufficiency, venous insufficiency, pressure, neuropathies, etc)
 - 4. Students will describe risk factors for impaired wound healing
 - 5. Students will describe the rationale for skin and wound care treatment with particular attention to moist wound healing, arterial wound hydration, venous wound compression, lymphedema treatment, pressure ulcer prevention, and foot care for the patient with diabetes
 - 6. Students will identify causative factors for neuropathic ulcers
- K. Wound Care Techniques
 - 1. Students will demonstrate competence in the following interventions identified in the POC by the physical therapist

- a. Wound Management:
 - i. Students will explain and demonstrate techniques related to the application and removal of dressings or agents
 - ii. Students will describe the different types of dressings commonly used in wound care
 - iii. Students will compare and contrast the advantages and disadvantages of different types of wound care dressings
 - iv. Students will compare and contrast selective and non-selective debridement
 - v. Students will describe exudate classifications
 - vi. Students will identify common precautions for dressing removal in wound care treatments
 - vii. Students will recognize the importance of correct handling of removed dressing materials
 - viii. Students will evaluate the importance for use of PPE when performing wound care dressing removal
- b. Physical Agents and Mechanical Agents
 - i. Students will outline use of compression therapies for patients with chronic venous insufficiency
 - ii. As related to modalities, students will state precautions and contraindications for skin pathologies
 - iii. Students will describe modalities used for wound healing
- c. Infection Control Procedures
 - i. Students will explain sterile and isolation techniques as related to wound management and common skin pathologies
 - ii. Students will select appropriate PPE to create a sterile field for wound care in physical therapy
 - Students will demonstrate appropriate sequence of donning/doffing of sterile gloves
- 2. Students will demonstrate competency in performing components of data collection skills essential for carrying out the POC
 - a. Integumentary Integrity:
 - i. Students will describe noninvasive, clinical examination techniques to assess blood flow
 - ii. Describe the characteristics of arterial and venous insufficiency ulcers and differentiate the two based on physical observation

- iii. Describe the pressure wound classification guidelines and identify pressure ulcer according to stage and /or tissue involvement
- iv. Students will demonstrate procedure to assess protective sensation for medically complex patients
- v. Students will identify normal and abnormal integumentary changes
- vi. Students will describe activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma
- vii. Students will identify viable versus nonviable tissue

L. Isolation Precautions

- 1. Discuss universal, standard, transmission-based, droplet, enhanced droplet, and airborne precautions
- 2. As related to carrying out the POC, students will be able to discuss the relevance for the use of PPE for various types of isolation precautions
- 3. Given a list of common communicable pathologies, students will be able to categorize the pathologies by isolation precautions
- 4. Students will demonstrate correct sequence of donning/doffing PPE
- 5. Discuss the collection and disposal of soiled items
- M. Communication
 - Students will demonstrate the ability to deliver successful patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT
 - 2. Students will prepare, in a timely and orderly fashion, documentation using the SOAP note format that accurately identifies all facets of treatment session

Instructional Approach and Methods

- 1. Lecture
- 2. Class discussion
- 3. Lab demonstrations and exercise
- 4. Apps and web resources
- 5. Lecture exams via eLearn
- 6. Reading assignments per course schedule

- 7. Guest speakers
- 8. On-site and off-site learning opportunities
- 9. Assignments as given by instructor
- 10. Use of web-based course management system eLearn
- 11. <u>Rehabilitation Reference Center</u> is an evidence-based clinical reference tool for use by rehabilitation clinicians at the point-of-care. RRC provides therapists and students with the best available evidence for their information needs in the areas of: Physical Therapy, Occupational Therapy, and Speech Therapy.

Assessment, Evaluation and Testing Procedures

In order to successfully complete this course, the student must do the following:

- 1. Successfully complete four lecture examinations; must maintain an exam average of 75% or better
- 2. Attend and participate in all classes (See PTA Student Handbook). If for some extreme circumstance an off-site learning activity is missed, please see instructor for make-up assignment
- 3. Complete all course assignments, graded and ungraded
- 4. Successfully complete all skill checks
- 5. Successfully complete lab exam (Please see PTA Student Handbook for guidelines related to lab exam re-testing)

A grading rubric will be used for skill checks and lab exams. These rubrics will be posted in eLearn prior to assessment, to allow time to review the grading expectations. You must successfully complete all skill checks and lab exams in order to pass this course and proceed with PTAT courses. You have multiple attempts to successfully pass skill checks. You have limited attempts to pass lab exams.

Grades will be calculated as follows:

Exam I = 50 points Exam II = 50 points Exam III = 50 points Exam IV = 50 points

(A 75% average must be maintained on lecture exams before any other points are added to the grade)

Assignments, including, but not limited to: Group Project = 40 points WHO Training on COVID-19 (3 modules) = 30 points Homework: Infection Control = 5 points RA = 5 points Lines and Tubes = 5 points ICU Video Case Study = 10 points Acute Care ICE Video Case Study = 10 points Wound Care Video Case Study = 5 points

Total Points = 310 points

Exams: All exams will occur in eLearn. Students are only allowed to have a blank sheet of paper and writing instrument during the testing window. During the exam, students are not allowed to get up and move away from the testing location. NO PHONES. Students who violate this testing policy are at risk for failure.

All exams are timed tests

Test questions will be multiple choice and taken from class materials

Lab Exams: All lab exams are pass/fail. All lab practical exams must be successfully completed with passing grade to pass the course (see student handbook for lab exam policy).

Skill Checks: All skill checks are pass/fail. Skill checks are used to determine that each student can correctly, safely and efficiently perform skills required for entry level PTA practice. You have multiple attempts to successfully complete all skill checks for this course. Faculty will post information related to components for skills checks in eLearn. IN PTAT 2530, competency is assessed for the following skills by means of skill checks: FET, ACBT, Postural Drainage (percussion and vibration), Protective Sensation (monofilament), Diaphragmatic & Pursed-lip breathing, don and doffing sterile gloves, don/doff PPE, wound care (including dressing selection, application, removal, and wound cleansing)

Examples of other skills and concepts covered within the course that will be assessed to proficiency via labs, assignments, lecture exams, lab exams:

Grading Scales (RPE, dyspnea, DTR, edema, pulse, angina, claudication), lab values, medications, max heart rate and target heart rate (Karvonen and age adjusted), vitals, contraindications for exercise or physical activity, indications to terminate exercise or physical activity, BMI, waist-to-hip and waist circumference, coughing & huffing, rubor dependency test, venous filling test, capillary refill, respiratory rate, S_pO₂, ACBT, segmental breathing technique, sustained max breath, diaphragmatic breathing, observation of accessory muscles during respiration, ECG component recognition, rule of

nines, calculations, MAP, RPP, MVO₂, METS, CO, FVC, normal ranges (heart rate, blood pressure, respiratory rate, S_pO_2).

Grading Scale

A	92% - 100%
В	83% - 91%
С	75% - 82%
D	74% - 70%
F	< 69%

Assignments

Assignments, including, but not limited to: Group Project = 40 points WHO Training on COVID-19 (3 modules) = 30 points Homework: Infection Control = 5 points RA = 5 points Lines and Tubes = 5 points ICU Video Case Study = 10 points Acute Care ICE Video Case Study = 10 points Wound Care Video Case Study = 5 points

Class Participation

A student in the PTA program is here for the purpose of preparing himself/herself to assume a responsible role in this specialized health career. A sound base of knowledge, competencies, and skills are required for effective quality patient care. A student in this program is <u>required to attend</u> all lectures, labs, clinical experiences, required seminars, and meetings.

1. When absent for any reason, it is the responsibility of the student to contact the appropriate instructor regarding any assignment due during the student's absence. This includes lab exercises, written papers and reports, quizzes, examinations, etc. If the student fails to do so within the first day the student is back in class, the grade will be recorded as a zero. Students should contact classmates to obtain notes and handouts from classes missed. In most cases, the instructor will not review missed lecture/lab due to student absence.

- 2. A student should not miss a scheduled lab, lecture, seminar, etc., for the purpose of studying for an exam (lecture or laboratory). Unexcused absences on the class day or period prior to an exam may result in the lowering of the exam grade by 5 points.
- 3. A student who is late must call 423-585-6981 or 423-585-6968 to provide a valid reason for their tardiness. Any quiz missed without notification may result in a grade of "0" for that quiz, refer to individual course syllabus.
- 4. An absence or lateness on a lecture exam date must be reported to the Health Programs Division prior to the designated class time by calling 423-585-6981 or 423-585-6968 or by emailing the instructor. Failure to do so may result in the deduction of 10 points from the makeup exam grade. The student must contact the instructor to schedule the make-up exam. Makeup lecture exams may be short-answer or essay type questions as decided by the instructor. Physician excuse may be required for missed exams. Examinations that are missed, even if reported, may result in a 5-point deduction on the make-up exam.
- 5. An absence or lateness on a lab exam date must be reported to the Health Programs Division prior to the designated class time by calling 423-585-6981 or 423-585-6968 or by e-mailing the instructor. Physician excuse may be required for missed exams. An unexcused missed lab exam will be recorded as a first-attempt failure, subsequent lab exam will be scheduled by the instructor.
- 6. A student who is absent or late more than five times per semester is subject to dismissal from the program or a lowering of the semester grade at the discretion of the instructor.

Course and Class Policies/Procedures

SAFETY:

Safety is one of the most important aspects of patient care as well as a core for maintaining a safe work environment. It is imperative that you act in such a manner in PTA classes (lecture and labs) as well as clinicals and off-campus learning opportunities to uphold the objective of safety and exhibit safe practices and techniques. Some of the ways that safety can be assured are through:

Following all lab rules- posted and stated Make sure equipment is in good operating order Understanding the correct and appropriate manner in which to operate equipment Utilizing good body mechanics and postures Having clear communication with your classmates, instructors, and patients Following posted rules and regulations

Remember safety with all interactions and, if in doubt, ask an instructor.

EVACUATION, RELOCATION AND LOCKDOWN PROCEDURE

Shelter-in- Place	Close windows and doors and restrict air flow as much as possible. Remain in location until further advised.
Lockdown Procedure	Close, lock, barricade door, turn out lights, move away from windows and door. Remain in area to await rescue.
Relocation Procedure	Exit/Clear work area and advance to designated interior relocation area.
Evacuation Procedure	Exit building via the nearest emergency exit, to the designated outside rally point.

Emergency/Security Information:

Campus Emergency Technology Building: Relocation Site Tech 150 Evacuation Site Parking Lot N Lock Down Shelter-in-place Accountability The buddy system will be implemented SET Senators Emergency Text

Pandemic/Critical Event:

Continue to complete assignments as outlined on syllabus Other information, assignments and test will be posted on D2L If D2L is unavailable call program director and or course director In the event of a pandemic or other critical event please refer to the college's home web page www.ws.edu

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

- Plagiarism refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
 - a. Using cut/paste tool from original document with no references given.

- b. Copying another student's work and submitting it as one's own.
- c. Forging or otherwise altering signatures.
- d. Giving or falsifying academic documents or materials.
- 2. Cheating construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
 - e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
- 3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus Student Services Building Room L107 (423) 585-6920
- Niswonger Campus GRNV 226 (423) 798-7982
- Sevierville Campus MMH Room 210 (865) 286-2787
- Claiborne Campus Room 123A (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

• Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

<u>Walters State English Learning Lab (opens in new window)</u> ws.edu/academics/humanities/writing-lab

• Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

<u>Walters State Mathematics Learning Lab (opens in new window)</u> ws.edu/academics/mathematics/learning-lab

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

<u>Walters State Helpdesk (opens in new window)</u> <u>helpdesk.ws.edu</u>

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

<u>Walters State Student Support Services (opens in new window)</u> ws.edu/student-services/disability/

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

<u>Walters State Catalog (opens in new window)</u> <u>catalog.ws.edu/</u>

Walters State Timetable of Classes (opens in new window) ws.edu/admissions/registration/

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student

information system (MyWS) will not be allowed to remain in class or receive credit for this course.

• Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

Walters State Homepage (opens in new window). ws.edu/home/

Walters State Facebook page (opens in new window) https://www.facebook.com/WaltersState/

<u>Walters State Twitter page (opens in new window)</u> <u>https://twitter.com/waltersstate</u>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above

paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

<u>Senator Emergency Text System (opens in new window)</u> ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." <u>Brightspace Accessibility Standard (opens in new window)</u>

Brightspace is also committed to guarding student data and privacy. <u>Brightspace Privacy Policy</u> (opens in new window)