

Course Syllabus

LEVELLAND CAMPUS

COURSE: PTHA 2409 Therapeutic Exercise [TE](4:3:3)
SEMESTER: Summer 2024
CLASS DAYS: T/TH
CLASS TIMES: 9:00-4:00

INSTRUCTOR INFORMATION

Name	Phone Number	Email	Office	Office Hours
Jackie Underwood	806.716.2470	junderwood@southplainscollege.edu	AH 103B	As Posted

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

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

COURSE DESCRIPTION

Concepts, principles, and application of techniques related to therapeutic exercise and functional training.

PREREQUISITE COURSES: Math 1314, ENGL 1301, HUMA, PTHA 1301, PTHA 1405, PTHA 1413

COREQUISITE: PTHA 1321

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, following a given plan of care and under the supervision of the PT, the student will be able to:
1. Safely apply techniques related to joint and muscle flexibility. <ol style="list-style-type: none"> Explain properties of soft tissue that allows extensibility. Explain indications, contraindication and physiological response related to stretching. Demonstrate safe and effective ROM and stretching technique. Develop appropriate stretching treatment based on DX/problem/functional limitations Accurately assess ROM to determine response to stretching Apply basic manual therapy techniques to prepare tissue for stretching Describe the role flexibility has in pain control.
2. Apply techniques related to strength and endurance training. <ol style="list-style-type: none"> Analyze movements to determine active and synergistic muscle movement. Demonstrate safe use of exercise equipment. Demonstrate use of appropriate muscle contraction type and patient set up based on Dx and functional limitation. Develop and modify appropriate strengthening treatment based on Dx/problem/functional limitations Explain indications, contraindication, and precautions for strengthening Accurately assess muscle strength with MMT. Differentiate between progressive restorative strength training and maintenance training. Explain the role of improved strength in pain control.
3. Safely apply techniques related to body mechanics and postural stabilization. <ol style="list-style-type: none"> Describe the importance of postural alignment during resistive exercise training. Apply techniques related to relaxation as education for modulation of pain responses. Apply appropriate techniques to improve core strength. Explain the indications, contraindications, precautions, and physiological response related to body mechanics and postural stabilization therapeutic activities. Demonstrate competency in the application of body mechanics and postural stabilization therapeutic activities to meet requirements outlined in the skill check and lab exam, including return demonstration of activities to assess patient understanding.
4. Safely apply techniques related to balance, coordination, and agility training. <ol style="list-style-type: none"> Demonstrate appropriate use of common exercise equipment such as foam, BOSU, and surface changes. Perform balance assessment using common balance assessments found in clinical setting. Explain the indications, contraindications, precautions, and physiological response related to balance, coordination, and agility training. Demonstrate competency in the application of balance, coordination, and agility training to meet requirements outlined in the skill check and lab exam. Describe changes in balance reactions after participation in structured balance training activities.
5. Safely apply techniques related to aerobic conditioning. <ol style="list-style-type: none"> Explain the difference between aerobic and anaerobic exercise. Explain the effects of exercise on the cardiovascular system. Apply the perceived exertion scale. Explain the indications, contraindications, precautions, and physiological response related to aerobic conditioning.

<ul style="list-style-type: none"> e. Accurately describe cardiopulmonary signs during aerobic conditioning such as heart rate, cardiac rhythm, respiration rate, blood pressure, oxygen saturation, color, etc. f. Recognize signs of distress during aerobic conditioning such as dyspnea, excessive sweating, angina, claudication, decreased level of alertness, cyanosis, etc. and explain appropriate response/actions
<ul style="list-style-type: none"> 6. Safely apply techniques related to aquatic therapy. <ul style="list-style-type: none"> a. Explain the indications, contraindications, precautions, and physiological response related to aquatic therapy. b. Apply safe aquatic therapy techniques for common conditions seen in PT practice.
<ul style="list-style-type: none"> 7. Discuss aspects of health, fitness, and wellness as related to PTA practice. <ul style="list-style-type: none"> a. Create an appropriate educational handout for health, fitness, and or wellness
<ul style="list-style-type: none"> 8. Recognize appropriate treatment programs based on the plan of care developed by the supervising PT. <ul style="list-style-type: none"> a. Plan treatment interventions based on disease processes and comorbidities affecting body systems. b. Create or modify treatment interventions based on knowledge of planes of motion, muscle action, and joint structure. c. Modify treatment programs to ensure optimal functional outcomes based on patient condition, safety needs in the home, community, and work environments. d. Choose appropriate treatments based on results of data collection and performance of special test. e. Assess the TE and TA completed during treatment meets the expected outcome of the exercise prescription. c. Communicate appropriate information to supervising PT.
<ul style="list-style-type: none"> 9. Explain outcome assessment related to discharge planning. <ul style="list-style-type: none"> a. Identify equipment and resources necessary for discharge. b. Adjust and finalize a functional home exercise program including ADLs. a. Provide input to the supervising physical therapist about outcomes.
<ul style="list-style-type: none"> 10. Apply professional abilities related to course content. (<i>Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.</i>) <ul style="list-style-type: none"> a. <i>Communication Skills</i> – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for varied audiences and purposes. Use of SOAP note format for documentation of “patient” care b. <i>Effective Use of Time</i> – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources. c. <i>Use of Constructive Feedback</i> – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction. d. <i>Problem-Solving/Reasoning</i>– Demonstrate the ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes. e. <i>Professionalism</i> – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively. f. <i>Responsibility</i> – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes. a. <i>Stress Management</i> – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.
<ul style="list-style-type: none"> d. Explain the use of basic pharmaceuticals and medical tests. <ul style="list-style-type: none"> a. Identify basic pharmaceuticals commonly used by physical therapy patients. b. Describe common laboratory tests. c. Explain common medical imaging including MRI, CT, ultrasound, and X-ray tests.
<ul style="list-style-type: none"> e. Explain outcome assessment related to course content. <ul style="list-style-type: none"> a. Identify equipment and resources necessary for discharge in provided patient care scenarios. b. Provide appropriate input to the supervising physical therapist about outcomes.
<ul style="list-style-type: none"> f. Practice generic abilities related to course content. (<i>Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.</i>) <ul style="list-style-type: none"> a. <i>Commitment to Learning</i> – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding. b. <i>Interpersonal Skills</i> – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. c. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues. d. <i>Communication Skills</i> – Demonstrate the ability to communicate effectively e. <i>Effective Use of Time</i> – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources. f. <i>Use of Constructive Feedback</i> – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction. g. <i>Problem-Solving</i> – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. h. <i>Professionalism</i> – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively. i. <i>Responsibility</i> – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes. j. <i>Critical Thinking</i> – Demonstrate the ability to question logically; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. k. <i>Stress Management</i> – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors. l. Use a SOAP note format to document lab skills.

OUTCOME ASSESSMENT METHODS

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

FORMATIVE ASSESSMENTS INCLUDE

- ❖ Classroom and Lab participation
- ❖ Weekly assessment
- ❖ Skills checks
- ❖ Clinical Readiness assessment
- ❖ Pop quizzes

SUMMATIVE ASSESSMENTS

- ❖ 3- Lecture exams

GRADING FORMULA

Assignment Totals	Average of all course assignments	10%
Lecture Exam Totals	Average of Lecture Exams + Weekly & Pop quizzes	85%
Professionalism	Score based on Professionalism Rubric	5%
	Total	100%

Percentage	Grade
90-100%	A
80-89%	B
75-79%	C
74.9% and Below	F

Grading Policy

Students who fall below 75% passing requirements will not be allowed to continue in the PTA program.

BELOW 77% at midterm of the semester will result in the development of a learning contract and the student being responsible for meeting established goals

ASSIGNMENT POLICY

All assignments must be completed by the assigned due date. Late and/or incomplete work may be accepted, but with grade deduction per day up to 3 days and a grade of zero will be recorded at that time. Assignments, quizzes, exams, and skills checks missed due to an unexcused absence will be made up only with advanced notification of illness or emergency situation. Assignments are due by the assigned dates and times in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note contacting faculty will not guarantee the receipt of an extension for the assignment. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date to avoid issues with technology. Failure to complete any assignment by the due date will result in professional point deductions on final grade. Assignments must be uploaded to Ultra as a Word Doc or PDF and labeled with assignment title and student name.

EXAMS POLICY

The lecture exams will be administered via computer to prepare students for the NPTE-PTA exam. Possible pop quizzes may be handwritten which will encourage memory and mastery of the material.

Additionally, many exam questions will be constructed in the same manner as NPTE-PTA, allowing students to prepare for the licensure testing format.

ASSESSMENT USED BUT NOT LIMITED TO:

1. Lecture Exams
2. Mid Term and Final Clinical Readiness Assessments
3. Quizzes
4. Comprehensive final exam

The exam policy includes the following:

- ❖ All summative assessments will be proctored by SPC faculty/Staff
- ❖ Personal belongings are not allowed in the lab during testing.
- ❖ Pencils and scratch paper will be issued to students prior to the exam. These items must be returned prior to the exiting testing area.
- ❖ Cell phones and/or smart watches are not allowed in the lab during testing.
- ❖ Students must adhere to lab rules.
- ❖ Hats or hoodies may not be worn.
- ❖ Talking will not be permitted; questions will be answered by an instructor.
- ❖ Any action interpreted as cheating by facilitating instructor may result in immediate removal from testing lab, a zero recorded for the test grade and possible removal from SPC PTA program.

SPC CAMPUS STATEMENTS

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>

STUDENT CONDUCT

Academic Integrity

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

- ❖ **Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.
- ❖ **Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.
- ❖ Complete honesty is required throughout all aspects of coursework, including quizzes, final examinations, and any assignment/work used to assess knowledge and skill. Any assessment receiving a score of 0 or F due to cheating may result in the student being dropped from the course.

Class/Lab Attendance Policy

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

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

http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance

- ❖ Absence-
 - ❖ If student misses more than 30 minutes of scheduled class time the student will be counted absences.
 - Excessive Absences – >3 with counseling after 2nd absences
 - ❖ Tardy-
 - any time after class starts or returns from break. Notification prior to official class time will be considered on an individual basis.
 - 2 tardy = 1 absence
 - ❖ Any absence from class should be reported to the instructor in advance whenever possible, or as soon as possible after the absence. This allows instructors to provide necessary support and address any missed coursework.

CLINICAL SKILLS

- ❖ **You may not apply clinical skills you are learning to the general public because you are a student PTA and are learning physical therapy techniques.**
- ❖ **You will be practicing these skills on each other when you are in lab under the instructor's supervision.**
- ❖ **If you are presently working in a clinic as a tech, you cannot practice these skills on patients.**
- ❖ **Once you have passed the class, you still cannot practice the acquired skills in a clinic except during official clinical experiences.**
- ❖ **You will only be permitted to apply these skills to the general public under a clinical instructor's supervision once you begin your clinical experiences.**

Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the PTA curriculum, or licensure.

COMMUNICATION

Electronic communication between the instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Text messaging may also be used for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check their SPC email on a regular basis, ideally daily, and respond to emails and text messages promptly, within 24 hours. Students will have access to assignments, web links, handouts, and other vital course material delivered via Ultra and other electronic means.

- ❖ If any student encounters difficulties accessing the Ultra or their email, they should promptly contact the instructor for guidance. The instructor is committed to working with students to ensure they have access to the necessary class content located on the course website and other electronic platforms.
- ❖ This policy aims to facilitate effective and efficient communication between the instructor and students, promoting a seamless learning experience.
- ❖ If experiencing technical issues, the student can contact the Help Desk by calling 806-716-2600

EMAIL

Students are required to use their official South Plains College (SPC) email addresses for all college-related communications. Official SPC email addresses are provided to each student upon enrollment and are the primary means of communication between students, faculty, and the college.

- ❖ **Email Etiquette:**
 - Students are expected to maintain a professional and respectful tone in all email communications with faculty, staff, and fellow students. Offensive, disrespectful, or inappropriate language in emails is strictly prohibited.
- ❖ **Email Security:**
 - Students should take steps to protect their email accounts. This includes using strong, unique passwords and not sharing email login credentials. If students suspect their email accounts have been compromised, they should report it immediately to the college's IT department.
- ❖ **Check Email Regularly:**
 - Students are encouraged to check their official SPC email accounts regularly. Important announcements, updates, and notices from instructors, administrative departments, and the college as a whole are communicated through these accounts.
- ❖ **SPC Alerts:**
 - Students are automatically enrolled in SPC Alerts, which is an emergency notification system. Students are encouraged to ensure their contact information is up to date in SPC Alerts to receive important safety and emergency notifications.
- ❖ **Email Support:**
 - If students encounter technical issues with their SPC email accounts or need assistance with email-related concerns, they should contact the college's IT support services for assistance. A social media policy for health sciences students should help students understand the responsible and professional use of social media platforms, especially given the sensitive nature of healthcare and patient information. Here is a sample social media policy for health sciences students:

SOCIAL MEDIA

The PTA program has a Facebook page at <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks>. In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College PTA Facebook page is not mandatory, nor are personal Facebook accounts, to access this page.

- ❖ Clinical site and patient information should not be shared on any social media platform. Sharing this information can lead to dismissal from the PTA program.

CELL PHONE/SMART WATCHES

- ❖ Cellphones must be put away and turned **OFF** or put on **silent** during scheduled class/lab periods unless prior approval has been given by the instructor. Cell phones are to be used **outside** of the classroom while class is in session. This includes text messaging and internet browsing.
- ❖ Students will be dismissed from class/lab and sent home if a phone continuously rings/vibrates or if the student is discovered texting or browsing the internet. If dismissed from class, the student will receive an **absence** for the day.
- ❖ **EMERGENCY MESSAGES:** In the event of an emergency during normal class schedule, the student should notify their family to call the Nursing Office at (806) 716-2391 or (806) 716-2193. Class will not be interrupted unless it is an emergency, so the family members must identify themselves and state that it is an emergency to get immediate action.
- ❖ For emergencies during clinical rotations, the student should notify their family to call and leave a message or text (identifying who they are and who they need to get in touch with for an emergency) to the number or numbers provided in the clinical course syllabus and/or on the clinical course schedule.

Patient Confidentiality:

- ❖ Students must uphold the highest standards of patient confidentiality. Do not discuss specific patients, cases, or share any patient-related information on social media platforms, even if patient names or identifiers are not disclosed. Be cautious about sharing any content that might indirectly reveal patient information, such as photos or stories taken in clinical settings.

RESOURCES

TexBook Program:

- ❖ This course is in the SPC TexBook program, so you do not need to purchase a textbook or access code for this course.

- ❖ **What is TextBook?** The required textbook/digital content for this course is available to you in Blackboard from the first day of class. The charge for the textbook/digital content is the lowest price available from the publisher and bookstore and is included in your tuition.
- ❖ **How do I access my TextBook?** Your course material is in your Blackboard course from the first day of class. Access to your course material is provided either by VitalSource or other links inside your Blackboard course. VitalSource (and many publisher's) eBook features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download 100% of the book for offline access.
- ❖ Help with TextBook issues and support: check with your professor or visit: <https://support.vitalsource.com/hc/en-us/requests/new> (available 24/7 via chat, email, phone, and text)
- ❖ Opting out of TextBook: Participating in TextBook is not mandatory, and you can choose to opt out. However, by opting out you will lose access to the course textbook/digital content and competitive pricing, and you will need to purchase the required course material on your own. If you drop the class or opt-out before the opt-out deadline, the TextBook fee will be automatically refunded to your SPC account. The opt-out deadline for Fall and Spring is the twelfth class day. The opt-out deadline for shorter terms varies between the second and third class day.
- ❖ *Please consult with your professor before deciding to opt-out. If you still feel that you should purchase the course textbook/materials on your own, send an opt-out email to: eshaffer@texasbook.com. Include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email. If you need assistance with the process, contact the SPC Bookstore:
- ❖ Email: eshaffer@texasbook.com / Phone: 806-716-2397: Store Manager
- ❖ Email: pwells@texasbook.com / Phone: 806-716-2097: Text Coordinator

Text Book

PhysioU Access	Online		
Therapeutic Exercises Orthopedic and General Conditions	Bryan	Slack	978-1-63091-164-5
Fundamental Orthopedic Management for the PTA [5 th Edition]	Manske	Elsevier	978-323-66171-3

COURSE SUPPLIES

- ❖ PTA Kit
- ❖ Lab clothes- Shorts with at least a 7 in inseam, tee shirt
- ❖ Technology and access to internet

COURSE SCHEDULE

DATE	Before Class Folder	READING	TOPIC	TOPIC	After Class folder
		Ortho Management Text unless noted other wise	<u>Tuesday</u>	<u>Thursday</u>	Due Sun 11:59, unless indicated
WEEK 1 6/3-6/9	Complete Weekly reading[s], review PhysioU resources, review any notes provided in this folder prior to first class of the week.	Reading Week 1 CH 4 MM Flex and ROM, CH 5 Muscle Strength Week 1 Notes	SYLLABUS REVIEW & Course Schedule Ortho Pre-Test Lab: Fitness Lab	PTA Assessment Stretching/Strength Exercise Dosage	Complete all assignments, quizzes, and submissions found in the After- class folder before the weekly deadline of Sunday 11:59PM
WEEK 2 6/11-6/16		Reading Week 2: CH 6 Endurance Ch 7 Balance and Coordination	Endurance Cardio /MM	Balance and Coordination	
WEEK 3 6/17-6/23		Reading Week 3: MT reading will be located in Week 3 folder CH 15 Joint mob	Manual Therapy	PNF Exam 1 TE [2:30-4:00]	
WEEK 4 6/24-6/30		Reading Week 4 CH 17 ankle and foot CH 18 knee CH19 Hip/Pelvis	Progression/Decision making LE Introduction	LE Practice Lab	
WEEK 5 7/1-7/7		Reading Week 5 CH 20 Trunk	LE CRA [10:30-12:00] Spine/SI Introduction	4th of July no class	

WEEK 6 7/8-7/14		Reading Week 6 CH 21 Shoulder CH 22 Elbow	SI/Spine Practice Lab	<u>SI/Spine CRA [10:30-12:00]</u> UE Introduction	
WEEK 7 7/15-7/21		Reading Week 7 CH 23 Wrist and Hand	UE practice Lab	<u>UE CRA [10:30-12:00]</u> TE Exam 2 July 18th [2:30-4:00]	
WEEK 8 7/22-7/28		Reading Week 8 CH 24 Rheumatic CH 25 Pain Syndromes CH 27 Pelvic Floor	Neuro/Complicated patient - Lab	Treatment Day Sim Center 8-4	
WEEK 9 7/9-8/4		Reading Week 9 Aquatics notes found in Before class folder week 9 CH 3 Differential DX	TUE-Fitness PRESENTATIONS	Thurs. <u>Final CRA –1:00-4:00</u>	<u>Written Fitness Paper due Monday 11:59</u> Comp Ortho Exam 7/31-8/6 [up to 3 attempts to make >80]
WEEK10 8/5-8/9			TUE- AQUATICS Lab at the Natatorium 10-12 appropriate clothing	THUR TE Exam 3 [10:30-12:00]	

Course Requirements: Lab attire- We will be in lab much of the time in this semester and you need to wear comfortable to move in clothing, but I also want you to be aware of professional considerations. Please do not wear short shorts that have the possibility of showing too much “private” area while you are practicing as a SPTA or patient.