

Montgomery College
Physical Therapist Assistant Program

Credit/clock hours: 2 semester credit hour/2-hour lecture

Meeting Schedule and location:

Lecture: On the following Wednesdays class will meet in HC 239: August 27th, September 10th & 17th; and October 8th and 15th. The remaining Wednesday classwork is in Blackboard.
October 1st there is an Out of Class Assignment scheduled.

Instructor: Anniet M. Glenn, LPTA, MS

Office location:

Office hours:

E-mail: anniet.glenn@montgomerycollege.edu

Course Description: PHTH 101 Introduction to Physical Therapy (TP/SS) CE

This course provides an introduction and orientation to the field of physical therapy. Course includes historical background, medical-professional ethics and conduct, the role of physical therapist assistant as part of the health care team, PT/PTA collaboration, and orientation to psychological and social needs of the ill and disabled. *PREREQUISITE: Admission to the physical therapist assistant program or consent of the program coordinator. Assessment levels: EN101/101A, RD120. Credit by exam offered to qualified individuals. Two Hours Each Week*

2 semester hours

Course Outline:

- I. Introduction to the Professor, Profession- PT, course, the PTA program policies and handbook, and student instructions.
- II. Medical Terminology as applied to the Guide to PT Practice and the medical diagnoses introduced in the course
- III. Definition of Physical Therapy as a Profession, and Scope of Practice/ Role of PTA in various clinical settings. The definition and scope of care of medical practice and other health care practitioners.
- IV. Structure of Health Care Systems: development of P.T. and APTA
- V. State Laws, Regulations and Policies, Code of Ethics for PTA.
- VI. The American with Disabilities Act/ Architectural barriers and environmental modifications.
- VII. Communicating with the patient and family/ verbal and nonverbal communication/ Patient Bill of Rights
- VIII. Psycho-social effects of hospitalization and physical rehabilitation on the patient and their family, and the health care worker.
- IX. Current Issues and special topics in PT
- X. Research Principles define specific terminology
- XI. Clinical Observation and interviews

Course Objectives: At the conclusion of this course, the student will demonstrate through written and practical examinations, the following:

- I. Describe the development of the physical therapy profession and the American Physical Therapy Association (APTA).
 - a. Identify the Physical Therapist Assistant as a medical health professional and understand the history and development of physical therapy and the American Physical Therapy Association.
 - b. Identify components of the Guide to Physical Therapist Practice
- II. Identify the roles and responsibilities of key members of the health care team.

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- a. Discuss the role of Physical Therapist Assistant within the healthcare institution and discuss the role and responsibilities of supervision by a licensed physical therapist.
 - b. Display self awareness of the role of the Physical Therapist Assistant, in the structure of health care system, and the American Physical Therapy Association
 - c. List titles and describe the scope of care and medical practice for the medical specialists and other health professionals, and discuss the team approach to total patient care involving the patient and the family.
 - d. Understand the Guide to Physical Therapy Practice and how the Guide applies to the scope of clinical practice.
 - e. Explain differences between the physical therapist and physical therapist assistant scope of clinical practice.
 - f. Recall the specialty areas and scope of care of clinical practice in physical therapy
 - g. Identify and define the various types of research
 - h. Discuss the purpose of Evidence-based clinical practice
- III.** Describe the patient/client management model for physical therapy.
- a. Identify elements of patient/client management model.
 - b. Describe each element of the patient/client management model
 - c. Apply the patient/client management model to the scope of practice of PT and PTA
 - d. Identify architectural barriers and environmental modifications, and examine its relationship to the Americans with Disabilities Act.
- IV.** Discuss patient /client management for the four major practice specialties in physical therapy.
- a. How the *Guide to Physical Therapy Practice* applies to the clinical practice of Physical Therapy
 - i. Cardiopulmonary
 - ii. Integumentary
 - iii. Musculoskeletal
 - iv. Neuromuscular
 - b. Identify medical terminology written within the Guide to Physical Therapy Practice
- V.** Differentiate ethical issues from legal issues in physical therapy practice.
- a. Describe and define basic biomedical ethical principles
 - b. Identify ethical issues in PT practice.
 - c. Apply the biomedical terms to the practice of Physical Therapy
 - d. Explain the differences between professional ethics and medical ethics
 - e. Discuss and define appropriate professional behaviors and attitudes displayed by the Physical Therapist Assistant and Physical Therapist when engaged in patient care.
 - f. Discuss the conceptual models of grieving
 - g. Identify legal issues in PT practice.
 - h. Discuss the Patient Bill of Rights and HIPPA
 - i. Discuss current national and state issues that affect the clinical practice of Physical Therapy.
 - j. Discuss and apply the District of Columbia, Maryland, and Virginia Practice Acts, and the Codes of Ethics affecting the practice of Physical Therapy and the Physical Therapy Assistant.
 - k. Perform an Internet search for current laws, regulations and policies that affect the practice of physical therapy using electronic databases
- VI.** Discuss the role of the PT/PTA in the psychosocial aspects of a patient
- a. Know and list the characteristic behaviors observed in the conceptual model of grief

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- b. Understand the difference between grief, sorrow, and bereavement
- c. Discuss and list the characteristic behaviors of a patient suffering from an acute illness as compared to a chronic illness.
- d. Discuss the different behaviors portrayed by a patient when experiencing chronic sorrow and coping after being diagnosed with an acute versus chronic illness.

- VII.** Discuss professional standards of written, oral, and non-verbal communication utilizing accurate medical terminology.
- a. Discuss the role of communication, verbal and non-verbal in patient care.
 - b. List the common forms of documentation from a historical perspective that are used in the health care system
 - c. Discuss and list common forms used in documenting the care of a patient, and explain the terms used in documenting a medical history and physical record.
 - d. Identify components of a problem orientated medical record, a source orientated medical record, and a S.O.A.P note documentation
 - e. Define the components of medical record and compare the concepts used in a problem oriented medical record, a source oriented medical record, and the components of S.O.A.P note documentation.

Required Texts:

- I. Debreen, Olga (2011). *Introduction to Physical Therapy for PTA's., 3rd Edition*. Sudbury, MA: Jones and Barlett Publishers.

Reference Texts:

- I. Davis, Carol M. (2007). "Influence of Values on Patient Care: Foundation for Decision Making" in **O'Sullivan and Schmitz**, *Physical Rehabilitation, 5th edition*. Philadelphia: FA Davis, 2007
- II. Drench, Meredith E., Noonan, Ann Cassidy, Sharby, Nancy, and Ventura, Susan Hallenborg (2012). *Psychosocial Aspects of Health Care, 3rd edition*. Upper Saddle River, NJ: Pearson Prentice Hall, 2012.

Teaching methods and learning experiences, use the following: lectures, audiovisual presentations, group discussions, question and answer sessions, patient case discussions, electronic databases searches, medical narratives, and perform clinic visits for interviews. Students will have additional reading assignments.

Evaluation and Grading: - This class is graded on the PTA Program grading scale. The number and letter grading system is as follows:

Number Grade	Letter Grade	Points
90-100	A	720-800
80-89	B	640-712
75-79	C	600-632
Below 75	F	592

This course will be graded on a point system. This course is worth a maximum of 800 points with a minimum of 600 points.

Exams (2)	320 points (160 points/each)
Quizzes (5)	100 points (20 points/each)
Interview	100 points
Medical Narrative	100 points
Communicators (3)	30 points (10 points/each)

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Assignments 100 points

Medical Narrative: The student will be given articles for the medical narrative assignment throughout the course. The case study analysis or medical narrative with clinical applications will be given to the student. The student will answer a series of designated questions related to the articles. -100 points

Reflection Quizzes (in class): The format of the quizzes will contain short /essays answers, fill-in the blank and clinical scenarios that require the student to identify and describe several clinical manifestations related to the medical diagnoses studied in the PHTH-101 curriculum; and identify the types of research and evidence-based concepts used in variety of medical abstracts or articles. -100 points (25 points/each)

Therapist Interview: The student will select and visit a PT/PTA clinical site. The student will observe the daily operations of the facility which include the use of specific treatment techniques and modalities. The visit will conclude with an interview conducted by the student with a designated therapist. This assignment introduces the student to a clinical setting, and allows the student to develop a professional relationship and a collaborative dialogue with a PT/PTA. -100 points

Course requirements:

Attendance: On time attendance of all lecture and laboratory sessions are mandatory. The skills taught and practiced in this course are essential to physical therapy assistant practice. MC college-wide regulations state that if a student misses more than two classes (equivalent to one week of classes), then the student may be dropped from the course. All absences are considered unexcused with the exception of court appearances, sudden hospitalization, religious observation, natural disaster, or family emergency. In order to be considered an excused absence, the student must provide documentation. Emergencies will be allowed and considered after consultation with a faculty member, and written documentation for support.

Three late arrivals will count as one absence from class. Two absences will result in a decrease of the final grade by one letter, (An "A" becomes a "B," etc.)

Scoring rubrics will be posted on the MyMC course page, or submitted by e- mail.

Late Policy: If the student has determined that he or she will be late, it is the student's responsibility to talk to the instructor or the department administrator (Ms. Randolph) at least 24 hours before the start of class. If neither is available, then you leave a voice mail message at (240) 567-5520 and send an email to Professor Joyner and Professor Greenawald.

Make up policy: If the student must be absent during a quiz, practical or written exam, he/she will notify the instructor by telephone or e-mail at least 24 hours in advance. In order to qualify for a makeup quiz, practical or written examination, the reason for absence must be documented. As stated above, only court appearance, sudden hospitalization, religious observation, natural disaster, or family emergency will be considered appropriate reasons.

Make-up written quizzes and exams are taken in the Medical Learning Center. Make-up practical examinations are re-scheduled at the instructor's availability. The instructor reserves the right to alter the content or format of any make up quizzes, written or practical exams in order to preserve the academic integrity of the assessment.

Extra credit: No additional assignments outside of those scheduled on this syllabus, termed extra" credit, will be given for grade improvement.

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Classroom Behavior: Each and every student is expected to behave in ways which promote a positive learning atmosphere. Students have the right to learn; however, they do not have the right to interfere with the freedom of the faculty to teach or the rights of other students to learn. Students are treated respectfully; and in return, are expected to interact respectfully with peers and faculty.

All class discussions are carried out in a way that keeps the classroom environment respectful of the rights of others. This means that, for example, students should not interrupt someone else who is talking regardless of whether that person is the instructor or another student. Students should not monopolize class time by repeatedly interrupting and asking questions in a manner which hinders the learning process of others.

Students are also expected to conduct themselves in ways which create a safe learning and teaching environment that is free from such things as violence, intimidation, and harassment. Talking on cellular telephones, sending or receiving instant messages, and/or listening to audio devices during class or laboratory is not consistent with a supportive and respectful learning environment.

Further information on behavioral expectations is available in the *Student Handbook*, and the *Student Code of Conduct* mentioned above.

Electronic mail: Student e-mail (montgomerycollege.edu) is an official means of communication for the College. It is expected that students check student e-mail regularly and frequently, as you are responsible for information and announcements that will be sent to you from the College.

For this class, student e-mail will be used in situations where timing is essential. Most information is discussed in class and all assignments will be turned in as hard copy during regular class times. E-mail assignments will not be accepted. If students contact the instructor through e-mail, they must use the MC student e-mail account (rather than a personal account) so the instructor will recognize this as a student communication. Please use the following line in the subject line: ***STUDENT NAME WITH QUESTION IN PHTH- 101.***

Important Student Information Link

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes. If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.

<http://cms.montgomerycollege.edu/mcsyllabus/>

COURSE SCHEDULE: Class time is allocated for two hours; and the time for quizzes, and written examinations may require a maximum of two hours.

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For week of:	Lecture Topic	Reading	Quizzes, Exams & Assignments
Aug 27	<p>Introductions: Development of PT Introduction to Elements of Medical Terminology Teaching and Learning</p> <p>PTA as member of Health care Team/ Physical Therapy Clinical Practice Introduction: Guide to PT Practice</p>	<p>Syllabus Dreeben: Ch. 1, 10 Medical Terminology in Health Care and PT</p> <p>Dreeben: Chapters-2, 3</p>	<p>Assignments: Practice Exercises in Blackboard</p> <p>Quiz 1 – Medical terms – word elements/parts (online)</p> <p>Communicator #1</p>
Sept 3	<p>Physical Therapy Clinical Practice Introduction: Guide to PT Practice</p> <p>Introduce: Physical Therapy Clinical Practice Musculoskeletal PT Neurological & Cardiopulmonary PT</p>	<p>Dreeben: Ch. 3, 4, & 5</p> <p>Handouts: Musculoskeletal, Neuro and Cardiopulmonary</p>	<p>Assignments: Practice Exercises</p> <p>Quiz 2-4 – Medical terms- musculoskeletal, neuro, cardio & pulmonary (online)</p> <p>Communicator #2</p>
Sept 10	<p style="text-align: center;">Reflection Quiz:1</p> <p style="text-align: center;">Pediatrics and Geriatrics</p> <p style="text-align: center;">Documentation and the Medical Record Research and Reimbursement</p>	<p style="text-align: center;">Handout, Ch. 6</p> <p style="text-align: center;">Ch. 9 & 11</p>	<p>Assignments: Discussion Questions</p>
Sept 17	<p>Midterm Exam</p>		<p>Medical Narrative Due by 5:00pm</p>
Sept 24	<p>Ethics and Professionalism Laws and Professionalism or</p> <p>Communication Basics Informed Consent Patient Bill of Rights</p> <p>Update: Interview assignments</p>	<p>Ch. 6 & 7 Revisit: Ch. 3</p> <p>Ch. 8 Appendix B</p>	<p>Assignment: (Case study)</p>
Oct 1	<p>Clinical Facility Observation and Interview with PT/PTA Out of class Assignment</p>		
Oct 8	<p>Reflection Quiz 2</p>		

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Oct 15	Final Exam		Interview Assignment Due
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The instructor reserves the right to adjust class topics, lab skills, readings or assignments based on the learning needs of the students.

IMPORTANT DATES for Fall Semester 2015

Classes start: August 27, 2018

Classes end: October 15, 2018

Midterm exam week:

Final exam week:

Check the following web sites for chapter and section meetings in 2017-2018

www.apta.org

Open Membership and Leadership page, select Chapters and Sections

www.aptamd.org

APTA of Maryland, select Meetings

www.dcpta.com

APTA of Washington DC, select Meetings

Medical Narrative Assignment

Assignment Due: Wednesday, September 19, 2018

Instructions: Directions for completing the medical narrative assignment. This is an individual assignment – group work will be considered cheating and all parties will receive “0” credit for this assignment.

Handwrite your responses or use word processing. If handwriting, your writing must be legible to ME. If using word processing, please use an 11 – or 12-point font so that your responses will be legible to ME.

1. Download the ARTICLE ASSIGNED TO YOU:

- I. *Health related Concerns of the Female Athlete: Life Span Approach:* **Shawn, Gary, Kalkidan, Leah**
- II. *Childhood and Adolescent Sports -Related Overuse Injuries:* **Michelle, Anna, Michael, Quyen**
- III. *Stress Fractures: Diagnosis, Treatment and Prevention:* **Kayla, Essodina, Cassandra**

2. Be sure to put your name on all pages. Write a summary of the article you selected. Use your own words, do not repeat the description in the abstract.

This should NOT be longer than 1 single page.

3. Locate 15 medical terms from the article you selected. Write down the page number where you found the term.

For example: Tendonitis – page ____

4. Break the term into prefix, suffix, and or root words. Then define the term in a way that is meaningful to you.

For example: *Tendonitis- Tendon/o AND itis, (page 2)*

- *Tendon meaning an anatomical structure that attaches a muscle to a bone. This is a connective tissue structure.*
- *Itis- is a suffix meaning inflammation (itis)*

Tendonitis means an inflammatory process that has occurred between the bone and muscle attachments.

Sample blank assignment form – see the on the back of this page. You are welcome to develop another form if something else works better for you.

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Student Name _____

Article assigned:

Summary of the article

Medical terms:

Term and location in the article	Break down into word parts with definition of word parts	Full definition of word in your own words
<i>Tendonitis (page 2)</i>	<p>- Tendon/o AND - itis</p> <p><i>Tendon meaning an anatomical structure that attaches a muscle to a bone. This is a connective tissue structure.</i></p> <p><i>Itis- is a suffix meaning inflammation</i></p>	<i>Tendonitis means an inflammatory process that has occurred between the bone and muscle attachments.</i>
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Case Study1

Tom is a PT working with a 55-year-old patient who has back pain. He has evaluated the patient and recommends joint mobilization to her vertebrae and ribs to help relieve pain. During the application of the joint mobilization, the patient feels a “pop” and has immediate pain. X-rays confirm that the patient has two broken ribs.

1. What information would you need to know to determine whether the PT is guilty of malpractice?
2. Did the PT violate any ethical principles?
3. What steps can be taken to prevent this from happening in the future?

Case Study 2

A PTA is working with a patient who has had a cerebrovascular accident (stroke). The patient makes a sexually suggestive comment toward the PTA and persists in trying to touch the PTA.

1. What concerns does this scenario contain?
2. What responses would be appropriate?
3. What might be the outcome of the chosen responses?

Interview Assignment

Purpose:

This assignment will allow:

1. The student will gain a personal insight into the field of physical therapy by using the interview process.
2. The student will be able to experience the initial phase of establishing a PTA-student and PT professional relationship.
3. The student will be able to develop two questions of an inquiry nature to ask the clinician that will be related to physical therapy or physical therapist assistant professions.
4. The student will develop a self-reflection statement summarizing their learning experiences from this assignment.

Example question: What are some of the professional and personal characteristics that an employer might consider highly desirable in qualified applicants?

Instructions:

1. The student will find and interview a physical therapist, not their instructors.
 - A. The student may use the internet or telephone book to locate a facility and a physical therapist.
 - B. Once the student has identified a facility and physical therapist then schedule a time to interview the physical therapist.
2. The student will approach this assignment in a professional manner (remember the student must properly introduce themselves).
 - A. The student will present to the clinical facility in professional attire and follow the Montgomery College Student Physical Therapist Assistant Student Handbook regarding Personal Appearance and Proper Dress Code for clinical sites.
 - B. The student will refer to pages 24 and 25 in the PTA Student Handbook. These pages will reinforce what proper business attire looks like.
 - C. The PTA student will obtain a business card from the PT who has been interviewed and attach the business card to your paper.
3. The student will write their answers in a narrative form, using proper sentence structure, punctuation and follow standard conventions of US written English.
4. The paper must be typed in 12 font format; no more than 5 pages with doubled space.
5. The student should submit the assignment to their instructor, Annet M. Glenn, LPTA, MS **before** October 15, 2018.
6. 5 points will be **deducted** from your grade if this assignment is late.

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The following are questions to consider when interviewing a physical therapist. (5 points each)

1. In your opinion, how has the profession of physical therapy changed since you were a student?
2. In your opinion, what aspects of the physical therapy profession do you like the most?
3. What aspects of the physical therapy profession would you change?
4. What aspects of the physical therapy profession do you like the least?
5. How do you envision the future of the physical therapy profession and the PTA/PT relationship?
6. Describe in your opinion, what is the ideal professional relationship between a PT and PTA.
7. What are three attributes or qualifications that make an outstanding clinician?
8. How does this facility utilize the PTA and if there are no PTA's, could you explain why not?

Student Generated Questions, and Self-Reflection Statement :

Instructions: Develop two questions to be presented during your interview. In addition provide a summary statement regarding what you have learned from the person you have interviewed and what you have learned from this profession encounter.

Scoring Rubric Criteria:

1. Content (50 points)_____

A paper earning all fifty points in this area will thoroughly, but concisely describe each answer to the above stated questions using terminology learned in class, lectures and from the course books. This paper will have thoughtful, clear and specific answers to all of the questions, the self-generated questions, and include a self-reflection statement.

2. Execution-Punctuation/Grammar (20 points)_____

A paper earning all 20 points in this area will have a good command of the written language and use sophisticated vocabulary. The paper will have a variety of sentence structures (simple to complex) and length of sentences. This paper will have thoughtful, clear and specific answers to all of the questions

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and including the self-generated questions with appropriate paragraph development. In addition, the paper will not have any spelling errors, and will have no more than 5 grammatical errors.

3. Assessment of Answers (40 points) _____

A paper earning all of the 40 points in this area will thoroughly, but concisely describe what have you learned from the experiences of the person being interviewed, as well as what have you learned from this experience. Use the questions from the Rubric in the *Assessment (Self-Reflection)* section to assist you in answering this section. This paper will have thoughtful, clear and specific answers to all of the questions and including the self-generated questions. **Remember as the writer of this paper, you must generate some of original matter.**

A paper that does not have any original thought or self-reflection regarding the assignment and experience will have 10 points deducted from this section.

Total possible points-100

The student will refer to the rubric criteria often, and throughout the development and formatting of this paper.