PTA 100 INTRODUCTION TO PHYSICAL THERAPY
COURSE SYLLABUS

CURRICULUM AND COURSE NUMBER: PTA 100

DEPARTMENT: Professional programs/PTA

CREDIT HOURS: 2

SEMESTER HOURS: CLASS: 2 LAB: 0

PREREQUISITES/COREQUISITES: Completion of required first year general education sequence

INSTRUCTORS: Christopher Rolon, PT, MS, ATC
Vanessa Patenaude, PT, MS

OFFICE: Wieden Hall Rm. 123 768-9542 christopher.rolon@umpi.edu
Wieden Hall 768-9678 vanessa.patenaude@umpi.edu

OFFICE HOURS: By appointment-teaching schedule will be posted on door

COURSE DESCRIPTION

Course gives an overview of the profession of physical therapy including history, scope of practice and role delineation of the PT and PTA, practice settings, communication in health care, current trends in physical therapy and ethics. Medical terminology and guidelines for evidence-based research will also be discussed.

Required Text:


**Brief Content Outline:**
Introduction to class
Definitions
Role delineation
Levels of education
Documentation
Teaching and Learning
Practice standards
Historical events and individuals
Professional association
Settings
Professionalism and Ethical standards
Current trends
Research and evidence based practice
Safety issues and OSHA standards
Medical abbreviations and terminology

**COURSE OBJECTIVES**
By the completion of this course, the student will:

1) 3321: communicates verbally and nonverbally with mock patients, instructors and others in an effective, appropriate, and capable manner.
   a. Identify and discuss appropriate and inappropriate communication with patients, health care personnel and others.
   b. Discuss effective listening strategies NM pg. 102
   c. Identify examples of inappropriate communication
   d. Describe and discuss people first language
   e. Identify positive and negative responses to a given medical condition NM pg. 102

2) 3322: Recognize individual and cultural differences and responds appropriately in all aspects of physical therapy services.
   a. Discuss the relationship between the recognition of individual and cultural differences and values-based behaviors for the PTA.
b. Identify common cultural differences that may need to be considered when providing physical therapy interventions. NM pg. 104

c. Identify common stereotypes held toward individuals with different backgrounds. NM pg. 102

d. Discuss ethnic disparities in the delivery of physical therapy care. NM pg. 104

3) 3323-24: Exhibit conduct that reflects a commitment to meet the expectations of the university, members of society receiving health care services, and members of the profession of physical therapy.
   a. Discuss classroom professional behavior policy
   b. Apply professional behavior policy when determining classroom conduct.

4) 3325: Identify conduct that reflects practice standards that are legal, ethical, and safe.
   a. Identify to whom a physical therapist assistant is accountable NM pg. 97:
   b. Discuss the rules and regulations governing physical therapy within the jurisdiction in which the State of Maine. NM pg. 97:

   Discuss Standard #3.3E as it relates to the role

5) Describe the medical record and documentation in physical therapy
   RELATED TO 33216 and 33218
   a. Identify elements of the Physical Therapy patient/client management model.
   b. Identify elements of the patient/client management model that may be directed to the PTA.
   c. Identify pertinent information related to intervention from the medical record.
   d. Describe the importance of the chart review.
   e. Define HIPPA and its importance.
   f. List HIPPA identifiers.
   g. List components of a medical record.
   h. Identify the types of patient/client related information that another healthcare provider would document in the medical record.
   i. Identify and discuss HIPPA regulations in relation to documentation
   j. Match given information to correct SOAP heading
   k. Identify and discuss examples of information that are appropriate for the PT and the PTA
   l. Demonstrate accurate use of medical terminology and abbreviations
   m. Accurately document the procedural interventions and related data collection for a given case example NM pg. 66
   n. Describe how documentation requirements vary depending upon practice setting (eg. skilled nursing, outpatient, home health etc.) NM pg. 66
   o. Compare and contrast the advantages and disadvantages of different documentation formats. NM pg. 66
   p. Identify positive and negative aspects of using forms and templates for documentation NM pg. 66
q. Discuss the importance of accurate documentation to facilitate reimbursement NM pg. 66

6) Identify the significant historical events and individuals that help shape the profession of physical therapy. NM pg. 54: Related to Sociology
   a. Identify the historical and contemporary significance disease on the profession
   b. Identify the historical and contemporary significance war on the profession
   c. Identify the historical and contemporary significance of Mary McMillan and reconstruction aids on the profession

7) Define Physical Therapy and compare the levels of education and role delineation for the PT and PTA.
   a. Identify currently formulated definitions of physical therapy
   b. Identify essential components of the profession and define physical therapy in own terms
   c. Discuss differences in the role delineation for PT vs the PTA
   d. Identify and discuss the purpose of the state practice acts
   e. Explain how laws and state practice acts effect the role and definition

8) Examine the role delineation and state practice acts in physical therapy
   RELATED TO 33220
   a. Identify governing bodies in PT including the APTA, CAPTE, FSBPT, and state associations NM pg. 52
   b. Describe how external accrediting agencies ensure accountability of institutions and how that impacts physical therapy. NM pg. 97
   c. Discuss state practice acts for the physical therapist and physical therapist assistant. RELATED TO 33220
   d. Identify the scope of practice for the PTA and describe how it differs from the scope of practice for the PT and other health care providers. RELATED TO 33220
   e. Identify how scope of practice is determined
   f. compare PTA scope of practice to PT, ATC, OT, COTA and other professions
   g. Describe the process used to develop a public law initiated at the grass-roots level. NM pg. 52:
   h. Describe the regulations and laws that protect the rights of individuals NM pg. 50
   i. Describe how an individual’s rights are protected by law for a given scenario

9) Examine ethical standards in the physical therapy profession
   a. Identify the APTA “Core Values” as the professionalism standard for the PT
   b. Identify and discuss the APTA “Values-Based Behaviors” for the PTA
      1. aa. Define the 8 most common values associated with the PTA
      2. bb. Match examples of behaviors with the 8 most common PTA values
   c. describe ethical standards in the physical therapy profession.
d. Identify the APTA revised Standards of Ethical Conduct for the PTA as the primary guide for PTAs.

e. Discuss application of Standards of Ethical Conduct for the PTA and The Guide for Conduct of the Physical Therapist Assistant. NM pg. 97:

f. Discuss and determine the best response to a given contemporary moral dilemma as a group NM pg. 49:

g. Compare and contrast two given responses to an ethical dilemma. NM pg. 49:

10) Describe the various practice models and settings in PT. RELATED TO 33223

a. Describe the various service delivery models and settings in PT. RELATED TO 33223
b. Define and discuss the uni, multi, inter and trans disciplinary service delivery models
c. Identify and describe various practice settings including acute, subacute, long-term care, school, and outpatient environments.
d. Identify the diversity of settings and the variety of services and treatments provided by physical therapy personnel for various diagnostic conditions. RELATED TO 33220

11) Define OSHA and describe OSHA safety standards related to infection control as it relates to the health care setting. RELATED TO 3327 8-9

INFECTION CONTROL

a. 3327.8: Describe isolation techniques used in the health care setting.
   i. Define and identify components of personal protective equipment
   ii. Describe sterile technique a physical therapist would use for wound care in a clinical setting
b. Identify and discuss the process of disease transmission and infection control
c. Identify various blood borne pathogens
d. Identify and discuss the most effective means to disrupt disease transmission
e. Identify and discuss OSHA regulations for the health care setting
f. Identify clinical signs and sx of infection

12) Identify current issues and trends in physical therapy. RELATED TO 33220, 33226-33227

a. Present and discuss current trend topics
   i. Identify and discuss APTA trends
   ii. Identify and discuss national legislative trends
   iii. Identify and discuss trends with respect to state practice acts and role delineation
b. Identify and discuss eligibility requirements for the areas of Advanced Proficiency for the PTA

13) 33218: Read and understand health care literature

a. Define evidence-based practice and describe its role in physical therapy.
b. Identify and describe types of studies and the basic parts to a research article
c. identify and discuss various indicators of a quality study/article including levels of evidence
d. describe library resources to search and obtain research articles NM pg. 52
e. Use various literature sources to identify information on a specific topic NM pg. 52
f. Read a research article and identify the pertinent information from each section of the article. NM pg. 52
g. Prepare a critique of a given research article NM pg. 94

14) 3.3.2.25. Demonstrates a commitment to meeting the needs of the patients and consumers.
   a) identify potential financial, social, and material needs of patients
   b) discuss various opportunities a PTA might have to meet a pt. need in a given case scenario
   c) identify which PTA values-based behavior is related to the concern, empathy, and consideration for the needs and values of others

15) 33226: Identify general examples of social responsibility, citizenship and advocacy in PT.
    a. Identify the benefits of volunteer activities
    b. Identify the benefits of membership and active participation in state and national organizations
    c. Identify various methods of advocating for the profession and patients
    d. Describe the characteristics of underserved/underrepresented populations who need physical therapy services. NM pg. 100
    e. describe key signs of physical, emotional, substance, and sexual abuse
    f. describe the procedures to be followed to report abuse for a given case example

16) 3.3.2.27. Identify career development and lifelong learning opportunities.
    a. identify differences in clinical expertise needed in various practice settings
    b. discuss potential career development and learning opportunities within identified trends in the profession of physical therapy
    c. identify areas of advanced proficiency recognition available to the PTA

17) Define and identify correct use of common prefixes, suffixes, medical terms and abbreviations. NM pg. 46
    a. define given medical terms
    b. define given abbreviations
    c. identify the components of medical terminology including prefixes, suffixes, roots, and combining forms
    d. define given prefixes, suffixes, root word and combining forms
18) Discuss how one’s ability to learn is influenced by such factors as age, stage of development (e.g., Diverger, converger), preferred learning styles, and sensory preferences (vision, auditory, kinesthetic) as well as oral and written comprehension levels. Apply the concept of transfer of knowledge. NM pg 54. Related to 33219.

- a. Identify factors of age that influence learning
- b. Identify common preferred learning styles
- c. Discuss learning at various stages of development
- d. Develop and demonstrate a teaching activity addressing two different learning styles.
- e. Develop and demonstrate a teaching activity addressing two different sensory preferences
- f. Describe the impact of motivation on one’s ability and interest in learning by recalling a learning experience that was enjoyable and comparing it with a learning experience that was less enjoyable.
- g. Identify basic literacy levels
- h. Identify literacy levels needed to understand a basic HEP.

**General Information:**

1) **Office Hours**
The instructors are available by appointment or by chance via phone, email, or in person. Students are strongly encouraged to make an appointment in order to ensure instructor’s availability.

2) **Syllabus, course outline, assignment list, lecture outlines and other classroom related information will be on blackboard.**
3) **Students are encouraged to make appointments to meet with the instructor during office hours if you are having difficulty with class.**

**Teaching Methods:** Lecture, large and small group discussion, independent study for medical terminology, role playing scenarios, video presentations, group research activities, directed study, supervised guidance for article critique research assignment

**Evaluation Methods:** Written exams (2), Quizzes (3) Teaching and Learning assignment and presentation, professionalism rubric, attendance

**Grading:**

- Midterm Exam 35%
- Final Exam 35%
- Quizzes 10%
- Teaching and Learning presentation 5%
- Article Review 5%
- Professionalism/participation/attendance 10%
Grading Scale: A 10 point scale will be used for grading as follows:

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<thead>
<tr>
<th>Grade</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100 %</td>
<td>A-</td>
<td>74-76%</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>74-76%</td>
<td>C</td>
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<td>B+</td>
<td>87-89</td>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>67-69</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
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Communication:
Emails and phone calls will be responded to within 24 hours on weekdays and no later than noon on Monday for communication received on weekends. We will post an announcement on Blackboard if we will be out of the office for longer than 1 day. Students are expected to check their student generated emails and blackboard announcements on a weekly basis for class related updates.

Class Cancellation:
If we need to cancel class for any reason we will make every attempt to post a Blackboard announcement and send an email within 24 hours of class, generally by 8:00 pm the evening prior.

Assignments:
Assignments will be collected at the beginning of class on the due date. Late assignments may be submitted in person or emailed. Late assignments will receive a 5 point penalty per day.

Students submitting work by email should expect to receive a receipt confirmation within 24 hours during the week and by 12:00 pm on Monday for work submitted on weekends. Students who do not receive receipt confirmation from the instructor should assume failure of transmission occurred and re-submit in order to avoid late penalties or a zero.
Faxed assignments are not acceptable.

Article Review:
Students will choose a scientific article to review and submit on by the final exam. The student may choose any research article that meets the following criteria:

1. The article must be from a peer reviewed, scientific journal.
2. The topic must be related to physical therapy and current classroom discussion
3. The article should be no older than 5 years unless the instructor gives clearance.
Completed assignments should meet the following criteria:

1. All work should be clean, legible, stapled/paper clipped and presentable.
2. The journal article should be legible and attached to the written review.

**Exams:**
1. There will be a written midterm and final
2. There will be 3 Quizzes
3. Missed exams and quizzes must be made up within one week of the original test date. Arrangements to make up an exam are the responsibility of the student and should be done your first day back to campus. A grade of zero will be issued for missed make up exams. Make up exams may be modified from the original.

**Attendance**
Students should make every attempt to attend all classes and submit all assignments. Since there are constant learning opportunities between students and between faculty and students, it is expected that students will attend each class meeting. Students missing 2 classes (weeks) by the mid-point of the semester may be withdrawn from the course. Students are also expected to arrive for class on time and remain in class until dismissed by the instructor. Please notify the instructor of all delays or absences as soon as possible.

For grading purposes the following will also be considered an absence:

- 4 episodes of late arrivals or early departures
- Arriving after the mid-point of the class
- Departing before the mid-point of the class

The following may result in a decreased grade on professionalism rubric for attendance:

- Unexcused absences
- Poor communication with instructor about absence
- Incomplete work due to absence

Absences may be excused at the instructor’s discretion
FROM DEAN OF STUDENTS OFFICE

ABSENCES
In an effort to streamline and simplify the process of reporting absences, we are asking you to direct all information to the Dean of Student’s administrative assistant, Leslie Williams (207-768-9615 or leslie.williams@umpi.edu), any time you will be absent from class(es). This includes, but is not limited to absences due to illness, other medical issues, court dates and/or family emergencies. Information regarding your absence will be sent to all of your professors letting them know you will be absent and on what date(s).

Documentation related to the reason you missed class may be sent or brought in to Leslie. Her office is located in the Center for Teaching and Learning in the lobby area of the first floor of South Hall.

Please keep in mind that these notifications do not excuse you from any missed work or tests that may have been scheduled. It is the responsibility of the student to contact the instructor to determine what work needs to be made up or completed.

This process will eliminate the need for you to make multiple phone calls to explain your situation to all faculty involved. This single "call center" for absences ensures that all appropriate individuals are notified. Should you have any questions, please feel free to contact me.

Professionalism
Professional behavior is an important attribute that all successful clinicians possess. Developing your professionalism as student clinicians will give you the interpersonal tools necessary to interact with patients, coworkers and other professionals from a wide range of cultural and educational backgrounds. Remember that you are representatives of the University of Maine at Presque Isle, the College of Professional Programs, and your state and national professional affiliation. All students should strive to meet all criteria as outlined on the professional behavior assessment rubric and remain respectful of the faculty, staff and classmates.

Academic Dishonesty
Academic dishonesty in any portion of the academic work for this course shall be grounds for awarding a grade of F for the entire course. Incidents of academic dishonesty will be forwarded to the Dean of Students.

Accommodations:
The University of Maine at Presque Isle provides reasonable accommodations upon request to qualified individuals with documented disabilities. Students with documented disabilities are a right to ask for accommodations and are encouraged to talk directly with the responsible faculty member, supervisor or other staff person to explore possible accommodations. For assistance with accommodations or academic support services, contact Mary Kate Barbosa, Director of Student Support Services, South hall, at 768-9613 or by email at mary.barbosa@umpi.edu. A copy of the accommodations request form can be found at http://www.umpi.edu/current-students/sss/disability-services/registration.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Assignments/Reading Assignments</th>
<th>Activities</th>
<th>Exams/Assignments Projects due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Chapters 1-4 Introduction to Physical Therapy Pagliarulo</td>
<td>Class will consist of lecture and a large amount of small group discussions</td>
<td>Introduce Medical Terminology/abbreviation book and reading assignment</td>
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<td><strong>June 6</strong></td>
<td>Chabner’s Medical Terminology: A Short Course Chapter 1, Chpt. 5 pg. 163</td>
<td>Documentation practice in class</td>
<td>Introduce Current Trends assignment</td>
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<td>Erickson’s Documentation Basics Chapters 1-4</td>
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<td><strong>Current Trends-assignment</strong></td>
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<td><strong>Week 2</strong></td>
<td>Quiz # 1</td>
<td>Current Trend presentations</td>
<td>Medical Terminology Quiz # 1 (Chapter 1 and Chapter 5 pg. 163)</td>
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<td><strong>June 13</strong></td>
<td>Current Trend Presentations</td>
<td>Documentation practice in class</td>
<td>Present current trend assignment</td>
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<td>Finish Documentation</td>
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<td>Begin Professional and Ethical Standards</td>
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<td><strong>Week 3</strong></td>
<td>Professional and Ethical Standards</td>
<td>Small and large group activities, role playing scenarios</td>
<td>Medical Terminology Quiz # 2 (Chapter 2)</td>
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<td><strong>June 20</strong></td>
<td>A Standards of ethical conduct for the PTA</td>
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<td>APTA Guide to Ethical Standards for the PTA</td>
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<td>Chapter 7 Introduction to PT Pagliarulo</td>
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<td>Chabner’s Medical Terminology: A Short</td>
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<td>Week</td>
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<td>Activity</td>
<td>Reading and Writing Assignment</td>
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<td>4</td>
<td>June 27</td>
<td>MIDTERM EXAM</td>
<td>Teach an effective communication: People first language, individual and cultural differences</td>
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<td>July 11</td>
<td>Quiz # 3</td>
<td>Chabner’s Medical Terminology: A Short Course, Chapter 3</td>
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<td>7</td>
<td>July 18</td>
<td>Infection Control</td>
<td>Pierson’s Principles and Techniques of Patient Care, chap. 2</td>
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<td>Week 8</td>
<td>FINAL EXAM</td>
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<tr>
<td>July 25</td>
<td>TEACHING AND LEARNING PRESENTATIONS</td>
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