

SAN JUAN COLLEGE - PTA PROGRAM SYLLABUS

COURSE #: PTAP 110
COURSE TITLE: Introduction to PTA
OF CREDITS: 3

CATALOG DESCRIPTION: Introduction to the role of the PTA, PT, and other health care providers. Study of professional behaviors such as supporting the APTA, upholding ethical practices, abiding by applicable laws, maintaining patient confidentiality, demonstrating generic abilities, and understanding the APTA *Guide to Physical Therapist Practice*. Other topics include strategies to address personality types, learning styles, patient diversity, emotional responses, and activities of daily living. Introduction to information competencies, SOAP note documentation, and PTA MACS.

SEMESTER OFFERED: Spring for on-campus program; Summer for online programs
PREREQUISITES: Acceptance into the PTA Program

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of a San Juan College degree, the student will be able to:

LEARN (L) - Students will actively and independently acquire, apply and adapt skills and knowledge to develop expertise and a broader understanding of the world as lifelong learners.

THINK (T) - Students will think analytically and creatively to explore ideas, make connections, draw conclusions, and solve problems.

COMMUNICATE (C) - Students will exchange ideas and information with clarity and originality in multiple contexts.

INTEGRATE (I) - Students will demonstrate proficiency in the use of technologies in the broadest sense related to their field of study.

ACT (A) - Students will act purposefully, reflectively, and respectfully in diverse and complex environments.

GENERAL LEARNING OBJECTIVES

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

1. Organize, write and present a research topic related to physical therapy.
2. Differentiate between the role of PTA, PT, and other health care providers.
3. Explain the importance of the American Physical Therapy Association (APTA).
4. Examine ethical issues related to physical therapy care.
5. Explore legal issues related to physical therapy care.
6. Recognize patient confidentiality issues related to physical therapy care.
7. Describe the effect of personality types and learning styles on physical therapy care.
8. Explain the effect of patient diversity on physical therapy care.
9. Report common emotional responses to particular medical conditions.

10. Explain activities of daily living.
 11. Describe the use of the PTA MACS for clinical rotations.
 12. Practice documentation using SOAP note format.
 13. Practice generic abilities related to course content.
 14. Describe basic concepts related to the APTA *Guide to Physical Therapist Practice*.
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SPECIFIC LEARNING OBJECTIVES

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

1. Organize, write and present a research topic related to physical therapy.
 - 1a. Develop strategies using informational competence to critique a variety of sources. (L,T)
 - 1b. Review educational materials published by organizations focused on particular medical conditions if appropriate. (L,T,C)
 - 1c. Write and share a 3-5 page paper on a research topic based on current literature with peers. (L,T,C)
 - 1d. Select strategies to prepare and deliver a presentation. (L,T)
 - 1e. Modify the presentation to accommodate different learning styles. (L,T,C,I,A)
 - 1f. Present a research topic with a handout using software such as PowerPoint. (L,T,C)
 - 1g. Complete an evaluation tool for feedback on the presentation. (L,T,C)
2. Differentiate between the role of PTA, PT, and other health care providers.
 - 2a. Explain the role of the PTA in wellness promotion, injury prevention, and medical treatment. (L,T,C)
 - 2b. Describe the variety of settings where physical therapy services are provided. (L,T,C)
 - 2c. Differentiate between the PT, PTA, and PT Aide/Technician responsibilities. (L,T)
 - 2d. Differentiate between various health care professionals such as recreational therapist, chiropractor, OT, COTA, SLP, RN, MD, PA, etc. (L,T)
 - 2e. Recognize the multi-disciplinary team approach to health care. (L,T)
3. Explain the importance of the American Physical Therapy Association (APTA).
 - 3a. Review the history of the physical therapy profession. (L,T,C)
 - 3b. Participate in organizations and efforts that promote physical therapy such as the APTA. (L,T,C)
 - 3c. Explain Vision 20/20 and its effect on the physical therapy profession. (L,T)
 - 3d. Identify current issues affecting physical therapy care. (L)
4. Examine ethical issues related to physical therapy care.
 - 4a. Practice the APTA *Standards of Ethical Conduct for the PTA* and *The Guide for Conduct of the Physical Therapist Assistant*. (L,T)
 - 4b. Identify circumstances where ethical violations must be reported. (L)
5. Explore legal issues related to physical therapy care.
 - 5a. Discuss the rules and regulations governing physical therapy within the student's jurisdiction. (L,T,C)
 - 5b. Comply with the scope of practice for the PTA and PT. (L,T)
 - 5c. Explain the appropriate use of support personnel. (L,T)
 - 5d. Discuss the American with Disabilities Act (ADA). (L,T)
 - 5e. Differentiate basic concepts between Medicare & Medicaid. (L,T,C)
 - 5f. Describe the potential consequences of failing to obtain informed consent. (L,T,C)
 - 5g. Explain advance directives related to physical therapy. (L,T)
6. Recognize patient confidentiality related to physical therapy care.
 - 6a. Justify the importance of maintaining patient confidentiality. (L,T)
 - 6b. Practice the Health Insurance Portability and Accountability Act (HIPAA) requirements related to physical therapy care. (L,T)
 - 6c. Identify consequences of violating confidentiality. (L)

7. Describe the effect of personality types and learning styles on physical therapy care.
 - 7a. Describe the effect of different personality types and learning styles. (L,T,C)
 - 7b. Describe how oral and written comprehension levels affect physical therapy care. (L,T,C)
 - 7c. Identify strategies to support patient's participation in physical therapy care. (L)
 - 7d. Differentiate ways to encourage the patient to communicate questions/concerns. (L,T,C)
 - 7e. Clarify the concept of transfer of knowledge. (L,T)
8. Explain the effect of patient diversity on physical therapy care.
 - 8a. Demonstrate an understanding of patient diversity including age, gender, culture, religion, and socioeconomics. (L,T,C,I,A)
 - 8b. Explain norms for gender roles among various cultural groups. (L,T)
 - 8c. Justify methods to prevent judgmental or stereotypical behaviors. (L,T,C)
 - 8d. Account for modifications to physical therapy care to accommodate cultural differences. (L,T,C)
9. Report common emotional responses to medical conditions.
 - 9a. Describe the stages of grief. (L,T)
 - 9b. Identify common responses to grief or dying. (L)
 - 9c. Describe strategies to address conflicts within the family and community. (L,T,C)
 - 9d. Demonstrate ways to demonstrate empathy. (L,T,C)
 - 9e. Explain modifications to physical therapy care to accommodate the patient's emotional needs. (L,T,C)
10. Explain activities of daily living.
 - 10a. Propose types of activities of daily living. (L,T)
11. Describe the use of the PTA MACS for clinical rotations.
 - 11a. Identify the components of the PTA MACS necessary to complete clinical rotations. (L)
12. Practice documentation using SOAP note format.
 - 12a. Describe the four sections of a SOAP note. (L,T)
 - 12b. Demonstrate proper use of medical terminology and abbreviations. (L,T,C,I,A)
 - 12c. Compare methods of documentation including paper forms, electronic software, dictation, etc. (L,T)
 - 12d. Illustrate the importance of accurate documentation to facilitate reimbursement. (L,T,C)
 - 12e. Recognize that documentation may need to be adapted to address third party payers, institutional policies, or regulatory requirements. (L,T)
 - 12f. Identify strategies to ensure that documentation is completed in a timely manner. (L)
 - 12g. Document different procedural interventions providing information necessary for the physical therapist to evaluate the patient's progress. (L,T,C)
 - 12h. Recognize medical documentation and other documentation responsibilities. (L,T)
 - 12i. Depict instances and consequences of falsification of records. (L,T,C)
13. Practice generic abilities related to course content. (*Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.*)
 - 13a. *Commitment to Learning* – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding. (L,T,C,I,A)
 - 13b. *Interpersonal Skills* – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues. (L,T,C,I,A)
 - 13c. *Communication Skills* – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes. (L,T,C,I,A)
 - 13d. *Effective Use of Time* – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources. (L,T,C,I,A)
 - 13e. *Use of Constructive Feedback* – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction. (L,T,C,I,A)

- 13f. *Problem-Solving* – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. (L,T,C,I,A)
- 13g. *Professionalism* – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively. (L,T,C,I,A)
- 13h. *Responsibility* – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes. (L,T,C,I,A)
- 13i. *Critical Thinking* – Demonstrate the ability to question logically; to identify, generate, and evaluate elements of a logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. (L,T,C,I,A)
- 13j. *Stress Management* – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors. (L,T,C,I,A)
14. Describe basic concepts related to the APTA *Guide to Physical Therapist Practice*.
- 14a. Integrate basic concepts presented in the APTA *Guide to Physical Therapist Practice* related to course content. (I)
- 14b. Identify the parameters of the scope of practice of the PTA related to course content. (L)
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ASSESSMENT TECHNIQUES USED BUT NOT LIMITED TO:

1. Pre-Test and Post-Test.
 2. Lecture Exams.
 3. Assignments.
 4. Midterm Student Evaluations using Generic Abilities.
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ACCOMODATIONS STATEMENT

Students who need accommodations (i.e., notetaker, interpreter, special seating, etc.) need to provide accommodation notices to the instructor. Students can contact the Students with Disabilities on Campus (SDOC) Coordinator in the Counseling Center, located in the Administration Building, to make arrangements and provide documentation in accordance with the Americans with Disabilities Act of 1990.

ACADEMIC HONESTY RULES

San Juan College expects all students to adhere to the Academic Honesty Rules as posted on our website, <http://www.sanjuancollege.edu/academichonesty>. All Health Sciences Programs have a responsibility to ensure enrolled students and graduates are safe, ethical and competent practitioners. To ensure professionalism, students and faculty must uphold and abide by college and program accreditation specific policies.

NON-DISCRIMINATION STATEMENT

San Juan College will comply with existing federal and state laws and regulations, including the Title VII Civil Rights Act of 1964 and 1990, Executive Order 11246 Section 504 of the 1973 Rehabilitation Act, the Age Discrimination Act of 1967, the Americans with Disability Act of 1990, as amended, and the Vietnam Era Veteran's Readjustment Act of 1974. It is the policy of the College to provide for equal opportunity in recruitment, employment, compensation, benefits, transfers, layoffs, returns, institutionally sponsored education, training, tuition assistance, social and recreational programs, staff development opportunities and advancement, and all other personnel practices without regard to race, color, religion,

national origin, ancestry, sex, disability, age, or veteran's status. Questions should be directed to the EEO officer at 566-3253.

The College reserves the right to change, modify, or alter without notice all fees, charges, tuition, expenses, and costs of any kind and further reserves the right to add or delete without notice any course or program offering, service, or information.

In accordance with the Americans with Disabilities Act, the information in this publication will be made available in alternative formats upon request to Student Services. Call (505) 566-3271 for assistance.

Syllabus developed and/or reviewed by:

Dean of Health Sciences: Signatures on file Date: _____

On-Campus PTA Program Director: _____ Date: _____

Online PTA Program Director: _____ Date: _____

PTA Program Faculty: _____ Date: _____

PTA Program Faculty: _____ Date: _____