



**PTAP 160 PTA Procedures II Section Name Section Credit Hours Credits**  
**Syllabus**

## Course Information

**Meeting times and location:** section meeting\_times section location

**Catalog description:** Clinical procedures related to patient care including modalities, massage, airway clearance techniques, and wound care.

**Prerequisites:** Take PTAP-110, PTAP-125, PTAP-130, and PTAP-150.

**Terms offered:** Fall and Summer

**Section-specific Course Description:**

## Course Level Objectives

### Course Learning Outcomes

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

1. Apply the principles of massage.
2. Apply the principles of airway clearance techniques.
3. Apply the principles of wound care.
4. Apply the principles of diathermy.
5. Educate mock patients on the safe use of the appropriate type of wheelchair.
6. Educate mock patients on the safe use of the appropriate type of assistive device.
7. Identify architectural barriers affecting functional mobility.
8. Apply the principles of cardiac rehabilitation.
9. Explain outcome assessment related to course content.
10. Practice generic abilities related to course content.

11. Describe basic concepts related to the APTA Guide to Physical Therapist Practice.
12. Faculty can input outcomes in a wide range of formats

### **Specific Learning Objectives**

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

1. Apply the principles of massage.
  - 1a. Explain the indications, contraindications, precautions, and physiological response related to massage techniques such as effleurage, petrissage, and cross friction.
  - 1b. Demonstrate competency in the application of massage techniques to meet requirements outlined in the skill check and lab exam.
2. Apply the principles of airway clearance techniques.
  - 2a. Explain the indications, contraindications, precautions, and physiological response related to airway clearance techniques including tapotement and vibration.
  - 2b. Demonstrate competency in the application of airway clearance techniques to meet requirements outlined in the skill check and lab exam.
  - 2c. Explain postural drainage positions specific to each lobe of both lungs.
  - 2d. Explain breathing strategies such as maximum ventilation and expiration, breathing patterns during exercise, and purse lip breathing.
3. Apply the principles of wound care.
  - 3a. Demonstrate universal precautions and isolation categories.
  - 3b. Describe the stages of wound healing.
  - 3c. Identify factors that affect wound healing.
  - 3d. Describe wound characteristics such as location, size, shape, bleeding, drainage, odor, depth, tunneling, undermining, grid measurement, wound tracing, and photographic record.
  - 3e. Identify signs of infections.
  - 3f. Describe the stages of pressure ulcers.
  - 3g. Demonstrate competency in the application of appropriate wound care products for different types of wounds using aseptic techniques to meet requirements outlined in the skill check and lab exam.
4. Apply the principles of diathermy.

- 4a. Explain the indications, contraindications, precautions, and physiological response related to diathermy.
- 4b. Demonstrate competency in the application of diathermy to meet requirements outlined in the skill check and lab exam.
5. Educate mock patients on the safe use of the appropriate type of wheelchair.
  - 5a. Identify the parts and accessories of a wheelchair.
  - 5b. Recognize the types of wheelchairs.
  - 5c. Demonstrate the proper fitting of the wheelchair.
  - 5d. Identify pressure relief devices for a given location of wound.
  - 5e. Instruct mock patients in safe wheelchair mobility.
  - 5f. Reflect after using a wheelchair for functional community mobility.
6. Educate mock patients on the safe use of the appropriate type of assistive device.
  - 6a. Recognize the types of assistive devices such as canes, walkers, and crutches.
  - 6b. Ensure the proper fitting of the assistive device.
  - 6c. Instruct mock patients in the safe use of assistive devices by gait training using 3-point, 2-point, 4-point, swing-through, different weight bearing statuses, and uneven surfaces.
  - 6d. Demonstrate competency in gait training to meet requirements outlined in the skill check and lab exam.
  - 6e. Demonstrate competency in stair training with assistive devices to meet requirements outlined in the skill check and lab exam.
  - 6f. Instruct mock patients in simulated toilet transfers with assistive devices.
  - 6g. Describe the relationship of joint mechanics and physical principles to the application of assistive devices.
  - 6h. Describe the postural alignment of mock patients during gait training.
7. Identify architectural barriers affecting functional mobility.
  - 7a. Interview mock patients to identify potential environmental barriers in the home per the plan of care.

- 7b. Observe mock patients simulating safety in a home environment.
- 7c. Collect current gait abilities and cognitive information from mock patients.
- 8. Apply the principles of cardiac rehabilitation.
  - 8a. Explain the indications, contraindications, precautions, and physiological response related to cardiac rehabilitation.
  - 8b. Explain the phases of cardiac rehabilitation and MET levels.
- 9. Explain outcome assessment related to course content.
  - 9a. Identify equipment and resources necessary for discharge.
  - 9b. Finalize a functional home exercise program including ADLs.
  - 9c. Provide input to the supervising physical therapist about outcomes.
- 10. Practice student progress using Professional Behaviors Student's Self-Assessment criteria related to course content.
  - 10a. 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.
  - 10b. 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.
  - 10c. Communication Skills – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes.
  - 10d. Effective Use of Time – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.
  - 10e. 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.
  - 10f. Problem-Solving – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
  - 10g. Professionalism – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.
  - 10h. Responsibility – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.

10i. 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.

10j. Stress Management – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.

10k. Use a SOAP note format to document lab skills.

11. Describe basic concepts related to the APTA Guide to Physical Therapist Practice.

11a. Integrate basic concepts presented in the APTA Guide to Physical Therapist Practice related to course content.

11b. Identify the parameters of the scope of practice of the PTA related to course content.

## Required Texts and/or Materials

### **Principles & Techniques of Patient Care**

9780323445849

Sheryl L. Fairchild; Roberta Kuchler O'Shea; Robin D. Washington

Elsevier

2018

6th



### **Physical Rehabilitation**

9780803694644

Susan B O'Sullivan, Thomas J Schmitz, George Fulk

F.A. Davis

2019-01-25

7th

### **Physical Agents in Rehabilitation**

An Evidence-Based Approach to Practice

9780323445672

Michelle H. Cameron

Elsevier

2018

5th

## Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

## Course Requirements

Students will do the following activities:

- Maintain professionalism & respect
- Check-in to the course regularly to ensure you are reading announcements, checking emails, etc.
- Complete all assignments (virtual lab skills, self-assessments, peer-assessments, synchronous meetings via zoom, assignments, exams, etc.) in accordance with the course schedule
- Critically analyze tasks offering realistic and constructive input
- Effectively communicate with classmates and instructors when questions arise
- Schedule meetings with the instructor, if requiring additional assistance
- Ensure that all technology is working for success in this course
- Contact tech support if problems arise with technology

All course tasks will be completed with the expected outcomes as outlined in the SJC PTA Program handbook. The tasks consist of the following:

- Pre-Test / Post-Test
- Introduction Assignment
- Wheelchair Assignment
- Lab Skill checks
- Home Evaluation Assignment
- Exams 1-3
- Midterm & Final Lab Practicals
- Wound Care Assignment

In addition to these graded activities, the student is expected to participate in discussions, quizzes, reflections, lab exercises, test reviews, etc.

# Other Classroom Policies and Expectations

## LATE WORK

Due dates for every assignment are provided on the course syllabus and course schedule (posted in Canvas). Unless otherwise stated, assignments are due according to the course schedule.

The PTA faculty recognize that sometimes "life happens." In these instances, you may use your allotted 2 "flex." These days allow you to submit an assignment(s) up to two days late without penalty. For example, you can use 2 flex days on one assignment that is two days late. Alternatively, you can use 1 flex day on one assignment that is one day late, and then 1 flex day towards another assignment. You do not need to provide the instructor with the reason: simply email the instructor how many of your flex days you would like to use. Flex days cannot be used for group assignments or assignments with a partner as it would impact the grade of another student. These "flex days" do not apply to exams or the peer-assessed portion of a virtual lab skill.

Once you have exhausted your 2 flex days, then late point deductions will occur for any assignment submitted after the deadline. A 10 point deduction will occur each day that passes beyond the due date and up to 72 hours (e.g. an 84 would be a 74 on day 1, a 64 on day 2, etc.). Assignments submitted more than 72 hours after the due date will not be accepted and you will receive a 0.

If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let the instructor know. The instructor will evaluate these instances on a case-by-case basis.

## Grading

Final grades are calculated based on the following...

<b>Lecture</b>	
Wheelchair Assignment	5%
Home Evaluation Assignment	5%
Exam 1	15%
Exam 2 (Midterm)	15%
Wound Care Assignment	5%
Exam 3 (Final)	20%
<b>Lecture Subtotal</b>	<b>65%</b>
<b>Lab</b>	
Midterm Gait Lab Practical	17.5%

Final Wound Care Lab Practical	17.5%
<b>Lab Subtotal</b>	<b>35%</b>
<b>Total</b>	<b>100%</b>

PTA Grading Scale:	
A	92 – 100%
B	84 – 91%
C	76 – 83%
D	68 – 75%
F	< 67%

### **GRADE BREAKDOWN**

1. The course grade is determined by a mix of formative and summative assessments (e.g., online discussion boards, assignments, quizzes, lecture exams, lab practicals) as specified in the Syllabus.
2. Students are expected to complete all assessments (e.g., online discussion boards, assignments, quizzes, lecture exams, lab practicals) as scheduled in the course syllabus. If an assessment is not completed as scheduled, the grade may be impacted as outlined in the Attendance Policy.
3. When determining the overall grade for courses with lecture and lab components, the lecture component is 65% and the lab component is 35%.

### **SKILL CHECKS AND LAB PRACTICALS**

#### **Critical Safety/Performance Elements**

Critical Safety/Performance Elements are elements of patient care that are critical for safe and effective practice as a physical therapist assistant. On skill check and lab practical rubrics, Critical Safety/Performance Elements are denoted by italics and are graded pass/fail (P/F). Students must pass all Critical Safety/Performance Elements to pass the skill check or lab practical.

#### **Skill Checks**

All required skill checks must be peer-reviewed by a classmate and assessed by a faculty member(s) before the student will be allowed to take the lab practical. Skill checks may be completed during class time. The instructor reserves the right to complete skill checks outside of regularly scheduled class time to allow students to have additional practice hours in lab to improve competency in lab skills. With a faculty member(s), the student must pass all P/F items including Critical Safety/Performance

Elements shown in italics, and meet the minimum required score during a skill check within a maximum of 3 attempts. If the student fails to pass the required skill checks by a faculty member(s) within 3 attempts, then the student may be dismissed from the program. The student may also be dismissed from the program for failure to complete the required skill checks prior to the time of the scheduled lab practical examination despite reasonable opportunities to do so. The PTA Program Director retains the right to grant an extension.

### **Lab Practicals**

Students must pass all P/F items including Critical Safety/Performance Elements shown in italics, meet the minimum score denoted for any section(s) or subsection(s), and achieve an overall minimum score of a 76% in order to pass the lab practical. Points will be deducted for any portion not completed within the allotted time, which may lead to failure if a minimum of a 76% is not achieved. All lab practicals will be recorded.

### **Retake Lab Practicals**

Prior to a retake lab practical, students will be provided the opportunity to remediate with a faculty member. One retake lab practical with a different scenario and different grader will be offered. Two faculty members – one grader and one observer – are present for retake lab practicals. For students in the On-Campus Program, the retake lab practical is expected to be completed within the next 5 business days after failing the lab practical. For students in the Online Hybrid Program, during semesters with one lab course, the retake lab practical is expected to be completed the next day after failing the lab practical. During semesters with two lab courses, the retake midterm lab practical is expected to be completed the next day after completing the midterm lab practicals for both courses.

The retake final lab practical is expected to be completed the next day after completing the final lab practicals for both courses. The PTA Program Director retains the right to grant an extension. If a retake lab practical is necessary, the student must pass the retake lab practical with a minimum 76% grade and will be awarded a 76% minimum grade. If the student fails to pass the retake lab practical, the student will be dismissed from the program.

## Course Time Commitment

In order to be successful in this course, you will need to set aside a minimum of 8 hours per week outside of the on-campus expectations.

On-Campus Students: Lab hours are required for this course. Please complete 10 hours total for this course and log the hours in the lab binder for the PTAP 160 course.

## Canvas Participation and Expectations

Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (i.e., 1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Late work is not accepted once the flex option has been used.

Failure to Meet Class Participation Expectations:

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

Online communication expectations ("Netiquette"): (Please refer to SJC online services for further information)

## Participation and Attendance Policy

### ATTENDANCE POLICY

This PTA Program Attendance Policy supplements the college's attendance policies found in the SJC Academic Catalog and SJC Student Handbook. Unless otherwise outlined in the course syllabus, this Attendance Policy applies to all classroom, lab, and clinical experiences. Since absenteeism negatively impacts a student's ability to learn, students are expected to attend the entire duration of all scheduled activities. Students may need to arrive early to be sufficiently prepared for the learning experience, especially during clinical rotations. Tardiness is considered an absence. An absence is defined as failing to attend part or all of a scheduled activity (e.g., arriving late to class, returning late after a break, taking an unscheduled break, leaving early, failing to show up). Unexcused absences may result in a grade penalty and/or dismissal from the PTA Program as outlined in the General Attendance Guidelines.

### General Attendance Guidelines

1. For planned situations, the student is expected to discuss the reason for the requested absence with the instructor as soon as possible, but no later than 48 hours prior to the start of the time of the requested absence.

2. For unplanned situations, the student is expected to notify the instructor as soon as possible. Having a classmate inform the instructor in lieu of notifying the instructor directly is unacceptable.
3. The instructor of record retains the right to determine if any absence (planned or unplanned) is excused or unexcused. Failure to adhere to the Attendance Policy, failure to provide timely notification, and a pattern of absences may result in absences being counted as unexcused and/or the behavior being addressed with a Professional Development Plan.
4. For online or online hybrid classes, attendance is defined as logging into the course in Canvas and completing the required activities according to the outlined schedule.
5. Three (3) unexcused absences in a course will result in the student being dismissed from the course at the discretion of the PTA Program Director. For every unexcused absence, the instructor will attempt to contact the student with a verbal warning and will follow-up with a written warning.
6. For online or online hybrid classes, attendance is defined as logging into the course in Canvas and completing the required activities according to the outlined schedule.

## Instructor Response Times & Regular Interaction Expectations

I will make every effort to get back to you within 48 hours except weekends and holidays. All exams, assignments, and lab activities will be graded with feedback provided one week after the due date. Grades will be released to students upon successful completion and grading of all exams.

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

See Course Schedule...

## Program Handbook

Please see Canvas PTA Program Handbook

## Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For password reset and Canvas support, visit the [Student Technology Guide](#) website.

## Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

## Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

### **Academic Support and Resources**

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

### **Student Support and Resources**

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

## College Policies and Resources for Current Students

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

## Healthy and Safe Practices for Being on Campus

We want a healthy and safe campus for students, faculty, staff, and guests.

### **Contagious diseases and your responsibility:**

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

### **Safety on campus and your responsibility:**

If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

## Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor.

## Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring

platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.