



PTAP 160-PROCEDURES II 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Clinical procedures related to patient care including massage, airway clearance techniques, and wound care. Application of modalities such as infrared, ultraviolet, and diathermy. Study of wheelchair training, gait training, cardiac rehabilitation, and architectural barriers.

Prerequisites: PTAP 110, PTAP 125, PTAP 130, PTAP 150

Semester Offered: Summer for on-campus program; Fall for online program

Common Student Learning Outcomes

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

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. (L,T,C)
 - 1b. Demonstrate competency in the application of massage techniques to meet requirements outlined in the skill check and lab exam. (L,T,C,I,E)
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. (L,T,C)
 - 2b. Demonstrate competency in the application of airway clearance techniques to meet requirements outlined in the skill check and lab exam. (L,T,C,I,E)
 - 2c. Explain postural drainage positions specific to each lobe of both lungs. (L,T,C)
 - 2d. Explain breathing strategies such as maximum ventilation and expiration, breathing patterns during exercise, and purse lip breathing. (L,T,C)
3. Apply the principles of wound care.
 - 3a. Demonstrate universal precautions and isolation categories. (L)
 - 3b. Describe the stages of wound healing. (L,T,C)
 - 3c. Identify factors that affect wound healing. (L)
 - 3d. Describe wound characteristics such as location, size, shape, bleeding, drainage, odor, depth, tunneling, undermining, grid measurement, wound tracing, and photographic record. (L,T,C)
 - 3e. Identify signs of infections. (L)
 - 3f. Describe the stages of pressure ulcers. (L,T,C)
 - 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. (L,T,C,I,E)
4. Apply the principles of diathermy.
 - 4a. Explain the indications, contraindications, precautions, and physiological response related to diathermy. (L,T,C)
 - 4b. Demonstrate competency in the application of diathermy to meet requirements outlined in the skill check and lab exam. (L,T,C,I,E)
5. Educate mock patients on the safe use of the appropriate type of wheelchair.
 - 5a. Identify the parts and accessories of a wheelchair. (L)
 - 5b. Recognize the types of wheelchairs. (L,T)
 - 5c. Demonstrate the proper fitting of the wheelchair. (L,T)
 - 5d. Identify pressure relief devices for a given location of wound. (L)
 - 5e. Instruct mock patients in safe wheelchair mobility. (L,T,C)
 - 5f. Reflect after using a wheelchair for functional community mobility. (L,T,C)
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. (L,T)
 - 6b. Ensure the proper fitting of the assistive device. (L,T)
 - 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. (L,T,C)

- 6d. Demonstrate competency in gait training to meet requirements outlined in the skill check and lab exam. (L,T,C,I,E)
- 6e. Demonstrate competency in stair training with assistive devices to meet requirements outlined in the skill check and lab exam. (L,T,C,I,E)
- 6f. Instruct mock patients in simulated toilet transfers with assistive devices. (L,T,C)
- 6g. Describe the relationship of joint mechanics and physical principles to the application of assistive devices. (L,T,C)
- 6h. Describe the postural alignment of mock patients during gait training. (L,T,C)
- 7. Identify architectural barriers affecting functional mobility.
 - 7a. Interview mock patients to identify potential environmental barriers in the home per the plan of care. (L,T,C)
 - 7b. Observe mock patients simulating safety in a home environment. (L,T)
 - 7c. Collect current gait abilities and cognitive information from mock patients. (L,T,C,I,E)
- 8. Apply the principles of cardiac rehabilitation.
 - 8a. Explain the indications, contraindications, precautions, and physiological response related to cardiac rehabilitation. (L,T,C)
 - 8b. Explain the phases of cardiac rehabilitation and MET levels. (L,T,C)
- 9. Explain outcome assessment related to course content.
 - 9a. Identify equipment and resources necessary for discharge. (L)
 - 9b. Finalize a functional home exercise program including ADLs. (L,T,C,I,E)
 - 9c. Provide input to the supervising physical therapist about outcomes. (L,T,C)
- 10. 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.*)
 - 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. (L,T,C,I,E)
 - 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. (L,T,C,I,E)
 - 10c. *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,E)
 - 10d. *Effective Use of Time* – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources. (L,T,C,I,E)
 - 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. (L,T,C,I,E)
 - 10f. *Problem-Solving* – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. (L,T,C,I,E)
 - 10g. *Professionalism* – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively. (L,T,C,I,E)
 - 10h. *Responsibility* – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes. (L,T,C,I,E)
 - 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. (L,T,C,I,E)
 - 10j. *Stress Management* – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors. (L,T,C,I,E)
 - 10k. Use a SOAP note format to document lab skills. (L,T,C)
- 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. (I)
 - 11b. Identify the parameters of the scope of practice of the PTA related to course content. (L)

Assessment Techniques Used But Not Limited To:

1. Pre-Test and Post-Test.
2. Lecture Exams.
3. Midterm and Final Lab Exams.

4. Assignments.
5. Midterm Student Evaluations using Generic Abilities.

Accommodations 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: _____

PTA Program Director: _____ Date: _____

PTA Program Associate Director: _____ Date: _____

PTA Program Faculty: _____ Date: _____

PTA Program Faculty: _____ Date: _____

PTA Program Faculty: _____ Date: _____

PTA Program Faculty: _____ Date: _____