

**Course Syllabus**

COURSE: PTHA 2435.001 Rehabilitation (4:3:3)  
 SEMESTER: Fall 2021  
 CLASS/LEC TIMES: Tuesday/Thursday 9:00 – 2:00 [Open Lab 2-4]  
 INSTRUCTOR: Jackie Underwood PTA, MS  
 OFFICE: AH 103B  
 OFFICE HOURS: M/W 10:00-11:00 T/TH 2:00-3:00  
 OFFICE PHONE: 806-716-2470  
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 Facebook:

*“South Plains College improves each student’s life.”*

**GENERAL COURSE INFORMATION**

\*It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.\*

**PREREQUISITES:** PTHA 1405, 1301,1413. 2409, & 1321

**COURSE DESCRIPTION**

Comprehensive rehabilitation of selected diseases and disorders.

Describe physical therapy management of patients with selected diseases and disorders; demonstrate rehabilitation techniques for diseases and disorders; and demonstrate communication skills.

**STUDENT LEARNING OUTCOMES**

At the completion of the semester students will:
<ol style="list-style-type: none"> <li>1. Review the development and function of the nervous system.                     <ol style="list-style-type: none"> <li>a. Describe the anatomy and function of the nervous system.</li> <li>b. Demonstrate sensory assessment using dermatomes and peripheral nerve patterns.</li> <li>c. Demonstrate motor assessment using reflexes.</li> <li>d. Recognize the relationship between nervous system impairment and muscle tone.</li> <li>e. Explain neuroplasticity across the life span.</li> <li>f. Recognize gross motor/fine motor milestones</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>2. Apply appropriate techniques related to the theories of neurological development in given cases.                     <ol style="list-style-type: none"> <li>a. Describe basic principles of motor learning and motor control.</li> <li>b. Differentiate between neurological techniques such as Neurodevelopmental Treatment (NDT), Brunnstrom, Carr/Shepherd, Developmental Model, PNF, Rood and Ayers, and Taub.</li> <li>c. Demonstrate competency in neurological techniques to meet requirements outlined in the skill check and lab exam.</li> <li>d. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>3. Assess abnormal gait patterns for a given case                     <ol style="list-style-type: none"> <li>a. Differentiate normal and abnormal gait patterns.</li> <li>b. Assess alignment of the trunk and extremities in normal and abnormal gait for a given case.</li> <li>c. Explain equilibrium and righting reactions.</li> <li>d. Administer balance assessment tools.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>4. Explain the appropriate type of wheelchair for a given case.                     <ol style="list-style-type: none"> <li>a. Identify the appropriate type of wheelchair related to a given diagnosis.</li> <li>b. Demonstrate competency in wheelchair transfers to meet requirements outlined in the skill check and lab exam.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>5. Describe the appropriate type of supportive device for a given case.                     <ol style="list-style-type: none"> <li>a. Demonstrate appropriate application of supportive devices while maintaining skin integrity.</li> <li>b. Identify the functional use of orthotics for a given case.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>6. Competently apply interventions as directed in the plan of care for patients with orthopedic conditions commonly encountered in physical therapy.                     <ol style="list-style-type: none"> <li>a. Demonstrate appropriate treatment and progression for orthopedic procedures such as TKA, THA, and Rotator</li> </ol> </li> </ol>

<p>Cuff Repair etc.</p> <p>b. Demonstrate competency in appropriate treatment techniques to meet requirements outlined in skills check and lab exams.</p> <p>c. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.</p>
<p>7. Competently apply interventions as directed in the plan of care for patients with debility conditions commonly encountered in physical therapy.</p> <p>a. Demonstrate appropriate treatment and progression for patients recovering from prolonged bed rest or debilitating conditions such as pneumonia, ARDS, obesity, renal failure for a given case.</p> <p>b. Demonstrate competency in appropriate treatment techniques to meet requirements outlined in a given case.</p> <p>c. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.</p>
<p>8. Competently apply interventions as directed in the plan of care for patients with neurologic conditions commonly encountered in physical therapy to include patients with developmental disorders, CVA, TBI and SCI.</p> <p>a. Demonstrate competency in appropriate treatment techniques for mock patients with a developmental disorder to meet requirements for a given case.</p> <p>b. Demonstrate appropriate treatment programs for patients with a cerebral vascular accident (CVA) developed within the plan of care for a given case.</p> <p>c. Demonstrate appropriate treatment programs for patients with a traumatic brain injury developed within the plan of care for a given case.</p> <p>d. Demonstrate appropriate treatment programs for patients with a spinal cord injury developed within the plan of care for a given case.</p> <p>e. Demonstrate appropriate treatment programs for patients with an upper motor neuron (UMN) or lower motor neuron (LMN) lesion developed within the plan of care for a given case.</p> <p>f. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.</p>
<p>9. Competently apply interventions as directed in the plan of care for patients with amputations commonly encountered in physical therapy</p> <p>a. Demonstrate appropriate treatment programs for patients with an amputation based on the plan of care for a given case.</p> <p>b. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.</p>
<p>10. Competently apply interventions as directed in the plan of care for patients with integumentary conditions commonly encountered in physical therapy</p> <p>a. Demonstrate appropriate treatment programs for patients with integumentary conditions based on the plan of care for a given case.</p> <p>b. Demonstrate assessment of cognition, arousal, and mentation of patients for given case scenario.</p>
<p>11. Explain outcome assessment related to course content.</p> <p>a. Evaluate outcomes of chosen interventions based on given case.</p> <p>b. Identify equipment and resources necessary for discharge.</p> <p>c. Finalize a functional home exercise program including ADLs.</p> <p>d. Provide input to the supervising physical therapist about outcomes.</p> <p>e. Explain magnitude and effect of changes in cognition, arousal, and mentation of patients for given case scenario.</p>
<p>12. Apply generic abilities related to course content. (<i>Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.</i>)</p> <p>a. <i>Commitment to Learning</i> – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding.</p> <p>b. <i>Interpersonal Skills</i> – 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.</p> <p>c. <i>Communication Skills</i> – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes.</p> <p>d. <i>Effective Use of Time</i> – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.</p> <p>e. <i>Use of Constructive Feedback</i> – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction.</p> <p>f. <i>Problem-Solving</i> – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p> <p>g. <i>Professionalism</i> – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.</p>

- h. *Responsibility* – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.
- i. *Critical Thinking* – Demonstrate the ability to question logically; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
- j. *Stress Management* – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.
- k. Use a SOAP note format to document lab skills.

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

- a. Integrate basic concepts presented in the APTA *Guide to Physical Therapist Practice* related to course content.
- b. Identify the parameters of the scope of practice of the PT related to course content.

## COURSE OBJECTIVES -

At the completion of this course the student will have: The cognitive, psychomotor, and affective competencies to:

1. Review the phases of development and function of the nervous system.
2. Apply appropriate techniques related to the theories of neurological development in given cases.
3. Assess abnormal gait patterns for a given case.
4. Explain the appropriate type of wheelchair for a given case.
5. Describe the appropriate type of supportive device for a given case.
6. Competently apply interventions as directed in the plan of care for patients with orthopedic conditions commonly encountered in physical therapy.
7. Competently apply interventions as directed in the plan of care for patients with debility conditions commonly encountered in physical therapy.
8. Competently apply interventions as directed in the plan of care for patients with neurologic conditions commonly encountered in physical therapy to include patients with developmental disorders, CVA, TBI and SCI.
9. Competently apply interventions as directed in the plan of care for patients with amputations, commonly encountered in physical therapy.
10. Competently apply interventions as directed in the plan of care for patients with integumentary conditions, commonly encountered in physical therapy.
11. Explain outcome assessment related to course content.
12. Apply generic abilities related to course content.
13. Describe basic concepts related to the APTA *Guide to Physical Therapist Practice*.

## EVALUATION METHODS

Computer-based exams, written exams, written assignments, quizzes, skills check offs, videotaped lab exams, and other projects as assigned.

## ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

**VARIFICATION OF WORKPLACE COMPETENCIES**

Skills check verification for PTHA 1405, PTHA 1413, PTHA 2409, and CPR

**BLACKBOARD**

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

**FACEBOOK**

The PTA Program has a Facebook page at <https://www.facebook.com/South-Plains-College-PTA-270314052992426/> . In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, and South Plains College announcements and will help with program recruitment. “Liking” the South Plains College PTA Program Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

**SCANS and FOUNDATION SKILLS\***

Refer also to Course Objectives. Scans and Foundation Skills attached

**SPECIFIC COURSE INFORMATION****TEXT AND MATERIALS**

Physical Therapy Clinical Handbook for PTA (3rd Ed.)	Kulinski	978-1-284-10556-8
Improving Functional Outcomes in Physical Rehabilitation	O'Sullivan/ Schmitz	978-0-8036-4612-4
PhysioU subscription	<a href="https://www.physiou.health/">https://www.physiou.health/</a>	
Physical Rehabilitation for the PTA	Cameron/ Monroe	978-1-4377-0806-6

**ADDITIONAL CLASSROOM ITEMS**

Students should come to class prepared with pens, pencils, spiral notebook, and or computer for taking notes or completed quizzes or assignments in class. Students will also need PTA box supplies and appropriate lab clothes. Students should be prepared to take notes over lecture material if they choose.

**ATTENDANCE POLICY (\*READ CAREFULLY)****Class Attendance**

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first-class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and

does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

([http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance))

**Due to the importance of the emergency medical information being taught, the instructor of this course defines excessive absences as missing the 3rd class day (or having equivalent tardies) in a course section. A student who meets this criteria will be administratively dropped from the course by the instructor.**

- Tardies: (Definition): arriving any time after the class has started or not returning from an approved break after class has started.
- Three tardies will be considered missing one class day and counted as such.
- Work schedule is not an excuse for missing class.
- Any exceptions to this policy must be discussed on an individual basis with the course instructor and the PTA Program Director. (i.e. – student hospitalization, immediate family member death, etc.)

#### **ASSIGNMENT POLICY**

All assignments must be completed by the assigned due date. Late and/or incomplete work will not be accepted and a grade of zero will be recorded. Assignments, quizzes, exams, and skills that are missed due to an unexcused absence may not be made up. See the instructor for more specific information.

#### **COMPUTER USAGE**

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their user name and password.

**ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USER NAME AND PASSWORD.**

#### **COMPUTER LAB USAGE**

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

## EXAMS

The majority of student 'written' exams will be administered via computer to prepare them for the National Registry exam and some exams will be handwritten which will encourage memory and mastery of the material. Students should practice proper spelling and grammar when answering a written exam. Additionally, many exam questions will be constructed in the same manner as national registry questions, allowing students to prepare for that testing format.

- **There is only one retest on the Lab Exam. There are no retests for Lecture Exams.**
- Students requesting a re-test must contact the instructor and schedule a time with instructor to take the test.
- Students are required to make a 75% on the final exam or the student must re-take the course.
- Any Exam receiving <80% requires a meeting with faculty and remediation.
- The majority of exams are administered on campus with Program computers.
- Students are expected to arrive on time to exams and complete the exams within the time frame allowed.

## GRADING POLICY

A minimum of 75% average on all exams and assignments is required to receive a passing grade for that exam or assignment. Students must earn an overall grade of 75% or better for each course section to pass.

**Students making below 80 on any lecture or lab exam is expected to contact instructor to review and correct exam.**

**Final semester grades will be based on the following:**

Assignment	5%
Lecture Exam	50%
Professionalism	5%
Lab Exams	40%

Grading Scale: 90-100	A
80-89	B
75-79	C
70-74	D
69 or Below	F

## COURSE COMPLETION Verification

Skills checks verification for PTHA 1405, 1413, 2409, 2435, and 1431 prior to entering terminal clinical experiences

## COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. I will utilize text messaging and you may communicate with me this way also [806.786.4674]. Students are encouraged to check SPC email on a regular basis each week of class for announcements from the college and FSBPT. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via BlackBoard. Any student having difficulty accessing the BlackBoard or their email should immediately contact their instructor for updates and IT Helpdesk at 806.716.2600 for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.

## CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

## PREGNANCY ACCOMMODATIONS STATEMENT

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

## STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development. A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

## SPECIAL REQUIREMENTS (\*Read Carefully)

- Students must complete the acknowledgment statement found at the bottom of the Start Here Folder on BlackBoard; that the student has read and understands the content of syllabus, program and clinical handbook, grievance policy, and appeals process.
- **These signature pages are due by Sunday [11:59 PM] of the first week of classes.**
- **Cell Phones** – Cell phones are to be turned OFF or silenced during scheduled class periods. **Text messaging is not allowed during scheduled class/lab times.** Cell phones are to be used outside the classroom or lab only on designated breaks. Cell phones may sometimes be used for class or lab. Students are not allowed to have cell phones on their person during exams.
- **Class Dress Code** – Due to the environment of the scheduled lab dates, students are required to wear the following: **Clothing appropriate for lecture/Lab, Professional dress for presentations and lab exams. WHAT NOT TO WEAR: hats, flip-flops, shorts showing private areas, torn jeans, low cut blouses, T-shirts with offensive slogans.**

## FACE COVERING COURSE SYLLABUS STATEMENT

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

## EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule..

### Dropping a class

Students should submit a **Student Initiated Drop Form** online.

**Students will not be required to obtain an instructor signature to drop**, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

### Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

### Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a **Schedule Change Form**.

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email [registrar@southplainscollege.edu](mailto:registrar@southplainscollege.edu) with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).



## **COURSE DISCLAIMER**

Working with the public can be stressful and requires a mentally tough individual to provide medical care in the rehabilitation environment. This course is designed to teach students about problem solving with sound clinical decision making in treating patients ranging from very low functional level to high level athletic rehabilitation.

**In order to better prepare students for a career in the PTA profession, there will be times during this course where students will be exposed to training scenarios and situations that will be unpleasant to the average college student. If stress becomes an impairment to your mental or physical wellbeing please consult with course instructor. Self-care is an important component of your success as a future PTA.**

**Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the PTA curriculum, passing the NPTE-PTA, or licensure to practice as a PTA.**

Jackie Underwood PTA, MS  
Assistant Professor and Program Director  
SPC PTA Program

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## **ACCOMMODATIONS**

### **DIVERSITY STATEMENT**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **DISABILITIES STATEMENT**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

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## **FOUNDATION SKILLS\***

### **BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

## **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

## **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

## **SCANS COMPETENCIES**

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### **INTERPERSONAL—Works With Others**

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

### **SYSTEMS—Understands Complex Interrelationships**

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

**TECHNOLOGY—Works with a Variety of Technologies**

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

**This class will be conducted in a flipped format. Please see the following Check list to help you navigate this format.**

**Check List for a Flipped Classroom**

Flipped classroom requirement Prior to Discussion and Lab	Completed
Reading for this week completed	
Power Point for this week reviewed	
Videos for this week’s topic watched	
I have made notes/cards/etc..	
I have compared this week’s information to what I already know	
I have highlighted information that is new to me.	
I have put the material/information into my own words and created a study guide	
I have done additional research to improve my understanding of information. [Example: additional videos, quality research site ..]	
End of chapter questions for this week’s reading	
I have thought about how this information will be used in the clinical setting	
I have formulated questions and discussion points for Class discussion	
I have taken my weekly quiz	
I submitted my weekly assignment [s]	

**ASSIGNMENT CALENDAR PTHA 2435 REHABILITATION T/TR 9-2**

DATE	Tuesday Small Group Discussions 2:00-2:30	Thursday	Video Resources	READING O'Sullivan will be used for Lab please bring the book and be prepared to use it often.	Assignment & RQ DATE DUE Assignments, DB, RQ, & Journal- Sunday 11:59
				<b>Exam 1 -- 9/21 1-2 pm Material</b>	
WEEK 1 8/30- 9/5	Online -Intro to Course Ortho Review	/	<b>PhysioU Musculo- Rehab</b>	<b>Reading-</b> Physical Rehab Ch 3, 4 & 5	Assignment 1 SB Base Camp 1 DB 9/5 Reading Quiz 1
WEEK 2 9/6- 9/12	Online Orthopedic Rehab	/	ICE Video musculoskele tal Shld Wrist	<b>Reading-Review</b> Physical Rehab Ch 6, 7, 8	Assignment 2 SB Base Camp 2 DB 9/12 Reading Quiz 2
WEEK 3 9/13- 9/19	Online Orthopedic Rehab	/	ICE Video- musculoskele tal hip knee	<b>Reading</b> Physical Rehab Ch 9, 10, 11	Assignment 3 DB 9/19 SB Base Camp 3 Reading Quiz 3
WEEK 4 9/20- 9/26	<b>Amputation</b>  Small group- Amputee	Amputations Field Trip to LBBK Artificial Limb 10-12	ICE Video- musculo skeletal spine	<b>Reading</b> Physical Rehab Ch 12	Assignment 4 Reading Quiz 4  Success Plan meeting with Mark due
				<b>Exam 2 – 10/26 1-2 pm Material</b>	
WEEK 5 9/27- 10/3	<b>Neuro Anatomy Jim Torrevilla</b>  Small Group- Pedi	<b>Pedi Ortho/Neuro</b>	ICE Video- Pediatric Typical/ Atypical	<b>Reading</b> Physical Rehab Ch 13-14	Assignment 5 Reading Quiz 5
WEEK 6 10/4- 10/10	<b>Mid Term Lab Exam Amputee</b>	<b>BPPV Ben Wright 9-12</b>  <b>12:30-2:00 Pedi Lab Quiz</b>	PhysioU Pediatric	<b>Reading</b> Physical Rehab CH 15 Pedi reading in Resources O'Sullivan Ch 13	Assignment 6 Reading Quiz 6
WEEK 7 10/11- 10/17	CVA  Small Group- CVA	<b>CVA</b>	ICE video CVA treatment	<b>Reading</b> <b>Physical Rehab Ch 16</b> <b>CVA Reading in Resources</b> O'Sullivan- Ch 4	Assignment 7 Reading Quiz 7
WEEK 8 10/18- 10/24	TBI  Small Group-TBI	<b>TBI</b>  <b>Lab Quiz Transitional Movements Bed Mob/Transfer 12:30-2:00</b>	<b>PhysioU Neurologic Rehabilitati on</b>  ICE video- ICU	<b>Reading</b> Physical Rehab Ch 16 & 21 TBI Reading in Resources O'Sullivan- Ch 5 & 7	Assignment 8 Reading Quiz 8

WEEK 9 10/25- 10/31	SCI  Small Group- SCI	Annual Conference	ICE video - Acute	Reading Physical Rehab Ch 20 O'Sullivan - Ch 6 & 9	Assignment 9 Reading Quiz 9
				Exam 3 – 11/16 1-2 pm Material	
WEEK 10 11/1- 11/7	SCI [Victor?] Sitting trunk control Balance Lab Quiz 12:30-2:00	Other Neuro	ICE HH/OP	Reading Physical Rehab Ch 17, 18, 19 Small Group O'Sullivan Ch10	Assignment 10 Reading Quiz 10
WEEK 11 11/8- 11/14	Other Neuro  Small Group- Other	9-12 Practice Lab  12:30-2:00 Standing Bal Lab Quiz	ICE Video- SNF	Reading Physical Rehab Ch 23, 24, 25,26 O'Sullivan Case study 12	Assignment 11 Reading Quiz 11
WEEK 12 11/15- 11/21	Burns-[Dave]  Small Group- Burns	Debride- 9-12  12:30-2:00 Gait facilitation Lab Quiz	PhysioU Splinting	Reading Physical Rehab ch [ 28, 29, 30 Review] CH 31	Assignment 12 Reading Quiz 12
				Exam 4 – 12/14 9 AM Material	
WEEK 13 11/22- 11/28	ADL Lab Worksheet	THUR  Thanksgiving	PhysioU Cardio pulmonary Rehab	Reading Rehab Text 32, 33	Assignment 13 Reading Quiz 13
WEEK 14 11/29- 12/5	ADL Lab Worksheet	Review Discussion		Reading Rehab Text 34	Assignment 14
WEEK 15 12/6- 12/12	Final Lab exam 12-7	Make up lab exams			Journal due
WEEK 16 12/13- 12/19	Finals Week	Final Exam			

Skill Check off must be completed by 2 classmates and the instructor check will be completed with your Lab quizzes submissions. You will check off an Orthopedic Treatment, Amputee Treatment, Pedi treatment, CVA, TBI, SCI, Other Neuro Condition. For this check you will **demonstrate** a full treatment for each of these diagnoses. Small Groups will be held Tuesdays 2:00-2:30 you will participate in a discussion with your classmates based on the material you have prepared for the week. You will be expected to record the highlights of the discussions into the Rehab Small Groups discussion channel on TEAMS. This is similar to the “expert” activity you did in the summer, only you will become “expert” over every topic. **Your preparation and participation is required to pass this class.**