

## STANDARD COURSE OUTLINE

**PHTA 2252**      **Life Span**

**PREREQUISITE**      Admission into the Physical Therapist Assistant Program (PTA)

**COURSE DESCRIPTION:** This course explores the stages of development across the lifespan. Development for each stage is examined with attention to individual differences and variations in development related to physical, psychosocial, and cognitive changes. Physical changes, emotional development, and social/community expectations will be explored throughout the lifespan with emphasis on how these changes affect treatment considerations, teaching strategies and discharge planning.

**CREDIT HOURS:**              2 credit hours / non-transferable

**TARGET AUDIENCE**      Students admitted to the PTA Program

### INSTRUCTIONAL MATERIALS

Required:

1. Donna Cech, Suzanne Martin. Functional Movement Development Across the Life Span. W.B. Saunders Company; 2002
2. Ratliffe,KT. Clinical Pediatric Physical Therapy. St. Louis: Mosby; 1998
3. Susan B. O'Sullivan, Thomas J. Schmitz. Physical Rehabilitation; Assessment & treatment. W.B. Saunders Company 2002, 4<sup>th</sup> edition

### COURSE OBJECTIVES

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

1. Be familiar with a variety of functional assessment tools used to assess IADL's, BADL's, and architectural barrier and with type assessment tool, rating systems, and areas assessed.
2. Demonstrate knowledge of the physical changes (to include skeletal, muscular, cardiopulmonary, nervous, sensory, and vital signs), cognitive changes, functional changes and psychosocial changes across the lifespan for each developmental stage and their impact on treatment.

3. Given a case study of a school age child, adolescent, young adult middle adult and/or late adult.
  - a. Assess the treatment implications/considerations based on the physical, cognitive and psychosocial changes. Provide rationale.
  - b. Assess the functional expectations appropriate for their developmental stage and how this impacts Physical Therapy treatment considerations. Provide rationale.
  - c. Assess and recommend appropriate learning/teaching strategies. Provide rationale.
  - d. Develop appropriate guidelines for patient education and discharge considerations.
  - e. Assess risk factors and make recommendations for prevention programs, and treatment strategies based on physical, cognitive and psychosocial changes.
  - f. Provide examples of treatment strategies to prevent or address risk factors. Defend your rationale.
  - g. Assess the impact of physical, cognitive and psychosocial issues on discharge planning from a PT perspective.
  - h. Examine individual and cultural differences in social/functional expectations affect treatment and discharge planning.
  - i. Develop an appropriate HEP program utilizing knowledge on physical, cognitive, and psychosocial, changes.
  - j. Assess appropriate action to take given vital sign measurements.
4. Demonstrate age appropriate communication skills and professional behavior with a variety of age groups across the life span
5. Develop and provide a community presentation on a topic appropriate for middle to late adults.
6. Administer standardized and non-standardized questionnaire.
7. Compare and contrast functional expectations that are the same for all stages and functional expectations specific to one or more stages.