

**Northwest Arkansas Community College**  
Health Professions Division  
Physical Therapy Assistant Program

**Discipline Code**

PHTA

**Course Number**

2252

**Course Title**

LifeSpan

**Catalog 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.

**Prerequisites**

A list of required general education courses for each program is available on the PTA website and must be passed with a grade of C or better for students to be considered eligible for acceptance into the PTA program

**Credit Hours**

2 credit hours

**Contact hours**

30 lecture contact hours

**Load hours**

2 load hours

**Semesters Offered**

Fall and Spring

**ACTS Equivalent**

None

**Grade Mode**

A-F

**Learning Outcomes**

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 physical therapy 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. Administer standardized and non-standardized questionnaires. 6. Compare and contrast functional expectations that are the same for all stages of development and functional expectations specific to one or more stages of development.

### **General Education Outcomes Supported**

- Students develop higher order thinking skills.
- Students demonstrate information literacy.
- Students gain greater awareness of cultural perspectives.
- Students can write clear, coherent, well-organized documents, substantially free of errors.
- Students develop effective oral communication skills.

Last Revision Date: Spring 2022