

The Standard Course Outline (SCO)

The SCO identify the general scope of a course and the minimum standards. A class syllabus will be much more detailed and contain specific information about required materials, activities, grading, class policies, schedule, etc. The SCO will be easily located on the college website for these users:

Element	Description
Discipline code	PHTA
number	2283/2202
Title	Physical Therapy Procedures I Lecture and Lab
Description	<p>This course is designed to provide the PTA student with a comprehensive knowledge including physiological and therapeutic effects, indications, contraindications, and precautions of thermal, light, electrical, and mechanical agents commonly used in the physical therapy setting</p> <p>This laboratory class focuses on safe, legal, ethical and appropriate use of therapeutic modalities and screening assessment procedures, including physiological and therapeutic effects and indications and contraindications. It fosters the development of communication skills, interpersonal relationships and professionalism required for the health care field. It also requires a high level of critical thinking skills related to implementing and modifying physical therapy interventions.</p>
Prerequisite	PHTA 2214, 2212, 2101, 2121, & 2222
Credit hours	3/2
Semesters offered	Fall
Contact hours	45/90
Load hours	3/6
ACTS Equivalent	
Grade mode	A-F-PTA Program Grading Scale
Learning outcomes	<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Use standard pain scales to assess and describe the type and location of pain. 2. Assess and describe girth, edema, sensation, circulation and integumentary integrity. 3. Use physiologic rationales to support modality choice and parameter selection for modalities covered in this class. 4. Given patient scenarios, identify indications, precautions, contraindications and adverse effects for the modalities covered in the course. 5. Identify the phases of healing, the basic physiological processes in each phase, and the factors influencing normal & abnormal healing. 6. Understand and utilize the biophysical properties of the modalities covered in this course to allow safe and therapeutic treatment while staying in the plan of care 7. Communicate verbally, through demonstration, and/or written

	<p>instruction, to the patient, caregiver, and other health care providers directions for using equipment covered in this class.</p> <ol style="list-style-type: none"> 8. Safely administer, assess, sequence, modify, and progress modality treatments while staying within the plan of care and justify the treatment selections 9. Accurately document treatment sessions, including procedure, parameter, patient response, and effectiveness of treatment. 10. Acknowledge when to and recognize the necessity to report all changes in treatment sessions to the appropriate healthcare providers. (supervising PT, nurse, physician, etc.) 11. Conduct self in a safe, professional, legal, and ethical manner during simulated patient care. 12. Describe &/or demonstrate the ability to sequence a treatment session including exercise, gait and modalities taking into consideration goals, plan of care, availability of treatment time, cognition of the patient, patient expectations, modality availability, and previous patient experience with various modalities. 13. Apply &/or demonstrate appropriate safety precautions for use of electrical equipment and problem solve equipment operation. 14. Given a mock patient and a PT Initial Evaluation, with PT goals and POC, demonstrate competence in choosing and implementing appropriate modalities to meet goals set by the PT within the parameters of the plan of care and based objective findings. <p>•</p>
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Student learning outcomes may fall into three categories

- Course Specific. These outcomes are related most directly to the course description. If the course is a prerequisite, it should have outcomes that prepare students for success in the subsequent course.
- Program related. If the course is a required part of a degree program, the learning outcomes in the course must align with the educational goals of the program. Consult with the program coordinators to ensure the outcomes reflect the needs of the degree. If the course is part of a liberal arts core distribution area of a transfer degree (natural science, social sciences, fine art, etc.) there should be outcomes that align with the intent of the distribution area.
- General Education related. The College has identified a set of learning outcomes for students earning Associate degrees. (see below) While specific courses focus on one of these outcomes, they are typically taught across the curriculum. A general education related outcome may be phrased in a manner that makes it relevant to the course content, but it falls under the broader general education outcome.

<p>General Education outcomes supported</p>	<ul style="list-style-type: none"> • Students develop higher order thinking skills. • Students can write clear, coherent, well-organized documents, substantially free of errors. • Students develop effective oral communication skills. • Students can employ a variety of sources to locate, evaluate, and use Information
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Standard
practices
optional

GRADING SCALE

A = 93 - 100

B = 85 - 92

C = 77 - 84

D = 69 - 76 F = <

69

METHODS OF EVALUATION:

PHTA 2283 Procedures I Lecture:

Assignments: 15 %

Quizzes & Exams: 60 %

Final Examination: 25 %

PHTA 2202 Procedures I Lab:

Lab Activities/Assignments 25 %

Lab Practical Exams: 75 %