

**Course Syllabus**

COURSE: PTHA 2435.001 Rehabilitation (4:3:3)  
SEMESTER: Fall 2023  
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  
E-MAIL: [junderwood@southplainscollege.edu](mailto:junderwood@southplainscollege.edu)  
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:
1. Demonstrate competency in patient assessment prior to initiating treatment interventions for conditions commonly seen in physical therapy. a. Conduct appropriate patient assessments to determine indications/contraindications and precautions for treatment interventions. b. Conduct cognitive assessment for cognition, mentation, and alertness. c. Analyze gait/mobility deficits to direct treatment development. d. Use appropriate communication for patient age and condition. e. Provided appropriate patient education techniques and assess effectiveness through return demonstration. f. Provide appropriate HEP and safety education g. Appropriately documents treatment[s]
2. Competently treating patients with simulated musculoskeletal/orthopedic conditions. a. Describe the anatomy and function of the musculoskeletal system. b. Demonstrate development and implementation of treatment session for patient with orthopedic conditions. c. Explain plan for progression/discharge needs of orthopedic patient.
3. Competently apply interventions for patients with simulated amputations commonly encountered in physical therapy. a. Demonstrate appropriate education for care of residual limb/foot care, and assess effectiveness of education with return demonstration. b. Demonstrate development and implementation of treatment sessions for patients with amputations.
4. Review the development and function of the nervous system throughout the lifespan. a. Describe the anatomy and function of the nervous system. b. Demonstrate sensory assessment using dermatomes and peripheral nerve patterns. c. Demonstrate motor assessment using reflexes. d. Recognize the relationship between nervous system impairment and muscle tone. e. Explain neuroplasticity across the life span. f. Recognize gross motor/fine motor milestones

<p>5. Apply appropriate techniques related to the theories of neurological development.</p> <ol style="list-style-type: none"> <li>Describe basic principles of motor learning and motor control.</li> <li>Differentiate between common neurological techniques used for neuromuscular reeducation.</li> <li>Demonstrate competency using neurological techniques.</li> <li>Demonstrate assessment of cognition, arousal, and mentation of patients with neurologic conditions.</li> </ol>
<p>6. Competently apply interventions for simulate pediatric patients.</p> <ol style="list-style-type: none"> <li>Demonstrate competency in appropriate treatment techniques for patients with a developmental disorder, genetic disorders, birth defects, orthopedic conditions commonly seen in physical therapy.</li> </ol>
<p>7. Competently apply interventions for patients with simulated neurologic conditions commonly encountered in physical therapy.</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate treatment programs for patients with a cerebral vascular accident (CVA).</li> <li>Demonstrate appropriate treatment programs for patients with a traumatic brain injury.</li> <li>Demonstrate appropriate treatment programs for patients with a spinal cord injury.</li> <li>Demonstrate appropriate treatment programs for patients with an upper motor neuron (UMN) or lower motor neuron (LMN) lesion.</li> </ol>
<p>8. Competently apply interventions for patients with simulated debility conditions commonly seen in physical therapy.</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate treatment and progression for patients recovering from prolonged bed rest or debilitating conditions such as pneumonia, ARDS, obesity, renal failure, COVID-19.</li> <li>Demonstrate appropriate treatment and progression for patients with cardiac and pulmonary conditions.</li> </ol>
<p>9. Assess abnormal gait patterns.</p> <ol style="list-style-type: none"> <li>Competently develop and apply treatment interventions to decrease functional limitations.</li> <li>Access alignment of the trunk and extremities in normal and abnormal gait.</li> <li>Explain equilibrium and righting reactions.</li> <li>Administer balance assessment tools.</li> </ol>
<p>10. Identify the appropriate type of wheelchair related to a given diagnosis.</p> <ol style="list-style-type: none"> <li>Demonstrate competency in wheelchair transfers.</li> <li>Demonstrate competency in teaching WC mobility and management.</li> </ol>
<p>11. Describe the appropriate types of supportive device.</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate application of supportive devices while maintaining skin integrity.</li> <li>Identify the functional use of orthotics.</li> </ol>
<p>12. Explain outcome assessment related to rehab process.</p> <ol style="list-style-type: none"> <li>Evaluate outcomes of chosen interventions for progression or modification.</li> <li>Identify equipment and resources necessary for discharge.</li> <li>Finalize a functional home exercise program including ADLs.</li> <li>Provide input to the supervising physical therapist about outcomes.</li> <li>Explain magnitude and effect of changes in cognition, arousal, and mentation of patients for discharge destination.</li> </ol>
<p>13. Apply 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.)</p> <ol style="list-style-type: none"> <li>Commitment to Learning – Demonstrate the ability to self-assess, self-correct, and self-direct. Seek new knowledge and understanding.</li> <li>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.</li> <li>Communication Skills – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes.</li> <li>Effective Use of Time – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.</li> <li>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.</li> </ol>

- f. Problem-Solving – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- g. Professionalism – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.
- 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.

## COURSE OBJECTIVES -

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

1. Demonstrate competency in patient assessment prior to initiating treatment interventions for conditions commonly seen in physical therapy.
2. Competently treating patients with simulated musculoskeletal/orthopedic conditions.
3. Competently apply interventions for patients with simulated amputations commonly encountered in physical therapy.
4. Review the development and function of the nervous system throughout the lifespan.
5. Apply appropriate techniques related to the theories of neurological development.
6. Competently apply interventions for simulate pediatric patients.
7. Competently apply interventions for patients with simulated neurologic conditions commonly encountered in physical therapy.
8. Competently apply interventions for patients with simulated debility conditions commonly seen in physical therapy.
9. Assess abnormal gait patterns.
10. Identify the appropriate type of wheelchair related to a given diagnosis.
11. Describe the appropriate types of supportive device.
12. Explain outcome assessment related to rehab process.
13. Apply 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.)

## 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**

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 healthcare 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 criterion can 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 requiring a lab re-test must contact the instructor and schedule a time with instructor to take the test.
- Students are required to make an average of 75% on lecture exams or the student must re-take the course.
- Any Exam receiving <80% requires a meeting with faculty and remediation.
- All lecture and lab 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 1301, 1405, 1413, 2409, 2435, 1321, 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 (Federation of State Boards of Physical Therapy). 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 directions. 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.

## 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.**

## **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 and before the census date, 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 a vital 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

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>

## 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.**

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

DATE	Tuesday Small Group Discussions 1:30-2:00	Thursday	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 -- 9/19 1-2 pm Material</b>	
WEEK1 8/28-9/3	Online -Intro to Course Ortho Review	/	<b>Reading-</b> Physical Rehab Ch 3, 4 & 5  Video- PhysioU Orthopedic LE	Assignment 1 SB Base Camp 1 DB 9/5 Weekly Quiz 1

WEEK2 9/4-9/10	Online Orthopedic Rehab		<b>Reading-Review</b> Physical Rehab Ch 6, 7, 8  Video- PhysioU Trunk	Assignment 2 SB Base Camp 2 DB 9/12 Weekly Quiz 2
WEEK3 9/11-9/17	Online Orthopedic Rehab		<b>Reading</b> Physical Rehab Ch 9, 10, 11  Video- PhysioU UE	Assignment 3 DB 9/19 SB Base Camp 3 Weekly Quiz 3
WEEK4 9/18-9/24	<b>Amputation</b>  Small group- Amputee	Amputations Field Trip to LBBK Artificial Limb 10-12	<b>Reading</b> Physical Rehab Ch 12	Assignment 4 Weekly Quiz 4 Success Plan Check in with Advisor due
			<b>Exam 2 – 10/26</b> <b>1-2 pm Material</b>	
WEEK5 9/25-10/1	<b>Neuro Anatomy</b>  Brian Smith	<b>Mid Term Lab Exam</b> <b>Amputee</b>	<b>Reading</b> Physical Rehab Ch 13-14 ICE video Pediatric Typical development/Atypical Development	Assignment 5 Weekly Quiz 5
WEEK6 10/2-10/8	<b>Pedi Ortho/Neuro</b> Small Group- Pedi	<b>BPPV</b> <b>Steven[?]</b> <b>9-12</b>  <b>12:30-2:00 Pedi Lab</b> <b>Quiz</b>	<b>Reading</b> Physical Rehab CH 15 Pedi reading in Resources O’Sullivan Ch 13 PhysioU Pediatric Gait VR	Assignment 6 Weekly Quiz 6
WEEK7 10/9- 10/15	CVA  Small Group-CVA	CVA	<b>Reading</b> <b>Physical Rehab Ch 16</b> <b>CVA Reading in Resources</b> O’Sullivan- Ch 4 ICE Video -CVA Treat.	Assignment 7 Weekly Quiz 7
WEEK8 10/16- 10/22	TBI  Small Group-TBI	<b>TBI</b> <b>Lab Quiz Transitional</b> <b>Movements Bed</b> <b>Mob/Transfer/sit</b> <b>balance</b> <b>12:30-2:00</b>	<b>Reading</b> Physical Rehab Ch 16 & 21 TBI Reading in Resources O’Sullivan- Ch 5 &7 <b>PhysioU-Neurologic Rehab</b> ICE video- ICU	Assignment 8 Weekly Quiz 8
WEEK9 10/23- 10/29	<b>SCI</b> <b>SmallGroup-SCI</b>	<b>Annual Conference</b>	<b>Reading</b> <b>Physical Rehab Ch 20</b> O’Sullivan - Ch 6 & 9	Assignment 9 Weekly Quiz 9
			<b>Exam 3 – 11/16</b> <b>1-2 pm Material</b>	
WEEK10 10/30- 11/5	<b>SCI [Victor?]</b>	<b>Other Neuro</b>	<b>Reading</b> <b>Physical Rehab Ch 17, 18, 19</b> <b>Small Group</b> O’Sullivan Ch10 ICE video- HH/OP	Assignment 10 Weekly Quiz 10
WEEK11 11/6- 11/12	<b>Other Neuro</b>  Small Group-Other	<b>9-12 Practice Lab</b>  <b>12:30-2:00</b> <b>Standing Bal</b> <b>Lab Quiz</b>	<b>Reading</b> <b>Physical Rehab Ch 23, 24, 25,26</b> <b>O’Sullivan Case study 12</b> ICE Video-SNF	Assignment 11 Weekly Quiz 11
WEEK12 11/13- 11/19	<b>Burns-[Sandy]</b>  Small Group- Burns	<b>Debride- 9-12</b>  <b>12:30-2:00</b> <b>Gait facilitation Lab</b> <b>Quiz</b>	<b>Reading</b> <b>Physical Rehab ch</b> <b>[ 28, 29, 30 Review]</b> <b>CH 31</b> <b>PhysioU- Splinting</b>	Assignment 12 Weekly Quiz 12
			<b>Exam 4 – 12/12</b> <b>9 AM Material</b>	

WEEK13 11/20- 11/26	<b>Cardiopulmonary [Dave Krause]</b>  <b>Small groups Cardio</b>	<b>THUR</b>  <b>Thanksgiving</b>	<b>Reading Rehab Text 32, 33 PhysioU-Cardiopulmonary Rehab</b>	Assignment 13 Weekly Quiz 13
WEEK14 11/27- 12/3	Rehab Treatment Week	Rehab Treatment Week	<b>Reading Rehab Text 34</b>	Assignment 14 <b>ADL Lab Worksheet</b>
WEEK15 12/4- 12/10	Final Lab exam 12-5	Make up lab exams		<b>Journal due</b>
WEEK16 12/11- 12/17	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 peer check you will **demonstrate** a full treatment for each of these diagnoses.

Small Groups will be held on Tuesdays 1:30-2:00; 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. 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.**