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| **COURSE OUTLINE** | | |
| **Course Number** | **Course Title** | **Credits** |
| **PTA 201** | **Therapeutic Exercise** | **2** |
| **Hours: lecture/Lab/Other 1/2/0** | **Pre-requisite PTA 105, PTA 107**  **Co-requisite PTA 210, PTA 211** | **Implementation Fall** |
| **Catalog description:**  Review and discussion of treatment interventions that correlate with patient therapy goals. Topics include interpreting a physical therapy initial evaluation, range of motion exercises, stretching, strengthening, joint mobilization, aerobic exercise, exercise parameters and exercise progression. Emphasizes activities to promote clinical decision making using patient scenarios.  *Restricted to approved PTA majors.* | | |
| **Required texts/other materials:**  Brody, L.T. & Hall, C.M. (2011). Therapeutic Exercise: Moving Toward Function, 3rd ed. Lippincott Williams & Wilkins: Philadelphia, PA. 978-0781799577  **Recommended Texts:**  Jarmey, C., (2008), The Concise Book of Muscles, North Atlantic Books: Berkeley, CA. *978-1-55643-719-9* | | |
| **Revision date:** Fall  2016 | **Course coordinator:** Holly Kaiser, 609-570-3478, [Kaiserh@mccc.edu](mailto:Kaiserh@mccc.edu) | |
| **Information resources:**  This course makes use of the required texts for the course and in addition, youtube videos identified by the course instructor, and the college library’s database to access current research in the field of physical therapy. | | |

**Course Competencies/Goals:**

Following the successful completion of this course with a grade of C+ or higher, the learner will be able to:

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07

1. Recognize that there is a relationship between impairments, functional limitations, patient goals and the therapeutic interventions chosen to address them.
2. Provide appropriate therapeutic interventions for a given patient scenario, including possible progressions and taking into account precautions and contraindications.
3. Demonstrate therapeutic interventions including clear instructions, verbal cues and tactile cues that results in proper performance of the exercise or intervention.

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Units of study in detail:**

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|  |  | **Goals:** | **Learning Objectives** |
| **Unit 1** | Introduction, Course Handbook, Terminology,  Practice and PT Evaluation | 1, A, B, D, F | C1, C2, C3, C4, C5, C7, A1, A2, A3, A4 |
| **Unit 2** | Terminology,  Practice and PT Evaluation | 1, 2, A, B, D, F | C1, C2, C3, C4, C5, C7, A1, A2, A3, A4 |
| **Unit 3** | Exercise Safety  Exercise Intensity Warm Ups/Cool Downs | 1, 2, A, B, D, F | C12, C14, C15, A1, A2, A3, A4 |
| **Unit 4** | Strengthening  Field Trip | 1, 2, A, B, D, F | C2, C9, C11, C16, P1, P5, P6, A1, A2, A3, A4 |
| **Unit 5** | ROM | 1, 2, A, B, D, F | C2, C9, C11, C13, P2, P3, P4, P6, A1, A2, A3, A4 |
| **Unit 6** | ROM | 1, 2, A, B, D, F | C2, C9, C11, C13, P2, P3, P4, P6, A1, A2, A3, A4 |
| **Unit 7** | Scenario Workshop  Spine | 1, A, B, D, F | C2, C6, C8, C11, C16, P6, A1, A2, A3, A4 |
| **Unit 8** | Scenario Workshop  LE | 1, A, B, D, F | C2, C6, C8, C11, C16, P6, A1, A2, A3, A4 |
| **Unit 9** | Scenario Workshop  UE | 1, A, B, D, F | C2, C6, C8, C11, C16, P6, A1, A2, A3, A4 |
| **Unit 10** | Course Summation, Exam 3, SOCCSI Forms | 1, A, B, D, F | C1-16, A1-4, P1-6 |

***Learning Objectives have been identified in each of the following domains of learning: The student will be able to…***

**Cognitive** *The student /learner will be able to successfully:*

1. Define therapeutic exercise

2. Identify factors related to exercise safety

3. Describe the current disability model

4. Define and differentiate between a medical diagnosis, physical therapy diagnosis, impairments and functional limitations

5. Describe the process for managing patient/client care as per the Guide to PT Practice

6. Read and interpret an initial physical therapy evaluation and understand the clinical relevance of data found within it

7. Distinguish between all components of an initial physical therapy evaluation

8. Prepare a physical therapy intervention plan based on goals outlined in an initial physical therapy evaluation

9. Identify appropriate therapeutic exercise to address a variety of impairments

10. Recall indications, contraindications and precautions for range of motion exercises, stretching, strengthening, joint mobilization and aerobic exercise

11. Identify planes of movement, type of muscle contraction, prime movers and the effects of gravity for various therapeutic exercises

12. Indicate an understanding of appropriate warm up and cool down periods

13. Indicate an understanding of joint mobilization technique

14. Identify which factors would indicate that the intensity of therapeutic exercise needs to be adjusted

15. Indicate how to adjust (increase or decrease) the intensity of stretching and strengthening by changing factors including duration, force, resistance, position, etc.

16. Provided with a muscle or muscle group, identify isometric, eccentric and concentric strengthening exercises

**Psychomotor** *The student /learner will be able to successfully:*

1. Demonstrate proper set up and use of exercise equipment, including Cybex, in the gym

2. Demonstrate passive range of motion during a presentation

3. Demonstrate self stretch and provide instructions for self stretches during a presentation

4. Demonstrate stretching of a muscle during a presentation

5. Demonstrate strengthening and provide instructions for strengthening during a presentation

6. Provide appropriate and adequate verbal, visual and tactile cues to ensure proper execution of exercise instructions during a presentation

***Affective*** *The student /learner will be able to successfully:*

1. Display communication styles utilized in the clinical setting
2. Demonstrate a commitment to learning by attending class consistently and showing up on time
3. Demonstrate a commitment to learning by preparing for each class
4. Demonstrate responsibility and professionalism by completing assignments in a timely manner

**Evaluation of student learning**

**Grading**

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| **% of grade** | **Activity** | **Number within course** |
| 60 | Written Exams | 3 |
| NA | Quizzes\*\* | 0 |
| NA | Article Reviews | 0 |
| 20 | Papers | 1 |
| 15 | Presentation(s) | 1 |
| 5 | Generic Abilities Assessment | Continuous |
| NA | Practical Exam | 0 |
| NA | Competency Tests\*\* | 0 |

**Academic Integrity Statement:** There is a zero tolerance policy for plagiarism. Any work that violates the MCCC Academic Integrity policy will receive a grade of “0” and the learner will be reported to the College’s Academic Integrity Committee consistent with College policies. See <http://mlink.mccc.edu/omb/OMB210.pdf>

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