



## COURSE OUTLINE

**Course Number**  
**PTA 236**

**Course Title**  
**PTA Seminar II**

**Credits**  
**2**

**Hours:**  
**lecture/Lab/Other**

**Co- or Pre-requisite**  
PTA 225 Clinical Education I  
PTA 226 PTA Seminar I

**Implementation**  
**Spring**

### **Catalog description :**

Continues the case study concept with emphasis on developing a patient care plan. Students explore learning and communication styles and have the opportunity to observe the fabrication of prosthetics and orthotics, research home care medical equipment, and witness physical therapy in an inpatient rehabilitation setting.

### **Required texts/other materials:**

Fruth	Fund of the Physical Therapy Exam	1st	Jones & Bartlett	2014	978-1-4496-5268-5
Plack/Driscoll	Teaching & Learning in Physical Therapy	1st	SLACK	2011	978-1-55642-872-2

**Revision date:**  
Spring 2016

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### **Information resources:**

This course uses the required textbooks in combination with the trips and resources from the Internet and the laptop computers available in MS 352 to enhance the learning that takes place. The following list of websites is a small sampling of some of the websites that are utilized.

Web Resources

<http://www.interviewsuccessformula.com/>

<https://www.vitalinterviewprep.com>

<http://resumecompanion.com/>

<http://www.msouza.net/free.htm>

<http://www.makoa.org/cmpyinfo.htm>

<http://www.ada.gov/>

### **Course Competencies/Goals:**

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

1. Describe the relationship between learning styles and instructional tools, how one is influenced by the other and why one's life experiences have taught us more than just how to be a student as well as the importance of understanding learning as an active event.
2. Differentiate between prosthetics and orthotics and the importance of understanding how access to the patient's environment can be impacted by something as simple but important as a pressure area on either their prosthesis or orthoses.
3. Describe the process of formulating an in-service presentation for one's peers after first assessing learning styles, the needs of the audience, appropriate assessment tools and mode of delivery and how to modify the process based upon feedback.
4. Formulate a first draft of a professional resume' for use as a physical therapist assistant entering the work force after graduation and assessing the potential job market, determining an interview strategy and potential obstacles to overcome for the workforce after graduation.

### **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 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

#### **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 C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**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 E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

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

#### ***Course Learning Objectives:***

Following the successful completion of this course, the student/learner will possess skills in the following domains:

#### **Cognitive/Knowledge**

1. describe the relationships between tests, measurements and the development of a plan of care

2. describe at least two forms of information access for medical information regarding a particular topic
3. differentiate between active and passive learning styles in a classroom activity
4. discuss the steps utilized in the fabrication and patient fitting of orthotic and prosthetic devices
5. compare similarities and differences in cost and design of home care equipment utilized for activities of daily living (ADL) and mobility for patients with a diagnosed disability
6. discuss differences in treatment approaches utilized in an in-patient rehabilitation center for patients with orthopedic, neurological, spinal cord, and traumatic brain injuries
7. identify barriers to accessibility within the community for patients with mobility challenges by participating in a disability day activity where a disability is assumed for the day by the learner
8. examine and discuss the professional literature and discuss the potential implications that it may have on current practice
9. assess learning styles and propose a learning/assessment activity that determines the effectiveness of the activity and results in a plan for improvement if indicated by the results of the outcome of the assessment activity

### **Psychomotor**

1. demonstrate skill in conducting a small group activity maintaining group interest and meeting established objectives for the activity
2. demonstrate effective communication skills with classmates, faculty and patients in conveying patient information, case study information and patient instructions ensuring that the recipient is able to restate the information correctly in return
3. demonstrate skill teaching activities for classmates so that classmates are able to respond correctly to questions about the information presented after the teaching has taken place
4. develop a personal resume' that is suitable for use in pursuit of the first PTA position after graduation
5. prepare an in-service presentation and present it to their classmates complete with an assessment tool to assess the successfulness of the presentation and a self assessment of the presentation and a plan for improvement for future presentations

### **Affective**

1. discuss patients and communicate professionally in written and verbal formats with PTA program classmates and faculty while maintaining individual patient's rights
2. display compassion for their classmates, patients and peers by participating freely with classmates in lab activities, evaluating the work of classmates fairly and providing constructive feedback to classmates

### **Units of study in detail.**

		<b>Goals:</b>	<b>Learning Objectives</b>
<b><u>Unit 1</u></b>	Learning Styles Assessment Learning & Teaching Styles for patients and peers	4, 8, D	C3, C9, A1
<b><u>Unit 2</u></b>	Patient Evaluation Process Active Listening	1, 8, A, C, D	C1, C6, P2
<b><u>Unit 3</u></b>	<b>Inservice Presentation Overview</b>	1, 4, 8, A, B, D, E	C8, C9, P1, P2, P3
<b><u>Unit 4</u></b>	<b>Learning in the Clinical Setting</b>	1, 9, A, D	C4, P5, A2
<b><u>Unit 5</u></b>	Orthotic & Prosthetic Fabrication <b>Cocco Enterprises tentative</b>	1, 9, C	C4, C9
<b><u>Unit 6</u></b>	Mock Interviews & Resume' writing <b>BodyWorlds Experience</b>	1, 4, 9, A, B, C	C2, C4

<b>Unit 7</b>	Accessibility and the Home	1, 4, 8, B, C, D, E	C5
<b>Unit 8</b>	Magee Rehabilitation Hospital, Philadelphia PA	1, 9, A, C, F	C6, A1
<b>Unit 9</b>	<b>Disability Day</b>	1, 9, A, B, C, F	C5, C7, C8, P4

**Evaluation of student learning:**

<b>Grading</b>		
%	Activity	Number
35	Written Exam(s)	1
30	Paper(s)	3
25	Presentation(s)	1
10	Class Participation	Continuous

**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>