

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** Physiotherapy Clinical Skills II

**CODE NO. :** OPA203 **SEMESTER:** 3

**PROGRAM:** Occupational Therapist Assistant and Physiotherapist Assistant Program

**AUTHOR:** Joanna MacDougall

**DATE:** Sept 12 **PREVIOUS OUTLINE DATED:** Sept 11

**APPROVED:** "Marilyn King" Aug/12

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**CHAIR OF HEALTH PROGRAMS**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** OPA107, OPA109, OPA110, OPA112, OPA 130, OPA 131

**HOURS/WEEK:** 3 hrs / week

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## **I. COURSE DESCRIPTION:**

This course will enable the student to develop critical thinking skills required to implement, monitor and progress a treatment plan as prescribed by and under the supervision of a Registered Physiotherapist. Exploring a variety of clinical conditions/cases, the student will demonstrate competence in Physiotherapy skills and further develop essential competencies required in the role of a PTA. Labs will familiarize students with the evidence based approach to safely and efficiently support the physiotherapist. Labs will focus on the application of physiotherapy interventions such as therapeutic exercise, handling skills and facilitation of ambulation and mobility, physiotherapy management of respiratory conditions and aquatic therapy.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will:

### **1. Demonstrate an understanding of the clinical presentation of common disabling conditions managed in a physiotherapy setting.**

#### Potential Elements of the Performance:

- Describe common disabling conditions managed in a physiotherapy setting
- Discuss common signs and symptoms, mobility issues and other impairments associated with each condition
- Identify different aspects of Physical Function (range of motion, balance, cardiopulmonary fitness, coordination, flexibility, mobility, muscle performance, neuromuscular control, postural control and stability)
- Identify common physical impairments of physical function

### **2. Demonstrate an understanding of the role of the Registered Physiotherapist and the Physiotherapist Assistant in the physiotherapy management of common disabling conditions.**

#### Potential Elements of the Performance:

- Demonstrate an understanding of the roles and relationship between the Registered Physiotherapist and the Physiotherapist Assistant in the rehabilitation process (referral, assessment, treatment planning, implementation and monitoring of the treatment plan, ongoing patient monitoring and re-assessment, discharge and documentation)
- Demonstrate an understanding of the scope and role of the OTA/PTA as it relates to the implementation and progression of physiotherapy interventions

**3. Demonstrate the ability to apply knowledge and skill in the implementation and progression of therapeutic exercise, as prescribed by and under the supervision of the Registered Physiotherapist**

Potential Elements of the Performance:

- Describe appropriate therapeutic exercise interventions and the progression of these in order to address common physical impairments of physical function
- Describe and demonstrate the ability to implement, monitor and progress interventions to address range of motion, aerobic conditioning, muscle performance (strength, power, endurance), flexibility, balance, relaxation, breathing and task-specific functional training
- Recognize the benefits and purposes of the different types of therapeutic exercise interventions and the environments where these activities may take place
- Recognize the risks associated with over-loading or under-loading exercises
- Demonstrate skill in the development of patient handouts, both handwritten and with the use of computer software and the internet
- Demonstrate the ability to modify a therapeutic exercise program according to the needs of the individual, group or the setting, and within the parameters initially determined by the Registered Physiotherapist

**5. Demonstrate skill in observing and communicating with the Physiotherapist and the client**

Potential Elements of the Performance:

- Describe significant departures from the expected patterns in patient response (eg. signs of distress) and identify the actions to be taken
- Describe signs of change in progression (better or worse) of an exercise program
- Identify safety concerns, precautions and contraindications, adverse reactions related to physiotherapy interventions assigned by a Registered Physiotherapist
- Discuss methods of verbal and written reporting used to monitor progress and record clinical observations
- Describe methods of communication that help reinforce the Physiotherapist's instructions (alternate ways of teaching the same exercise, motivating patients)

**6. Demonstrate an understanding of the application of a range of assistive devices, the safe use of, and maintenance of assistive devices, used to maximize physical function in Physiotherapy clients.**

Potential Elements of the Performance:

- Describe the rationale for selection and use of assistive devices and equipment applicable in Physiotherapy
- Demonstrate skill in the selection, set-up, and provision of client instructions regarding the safe use of assistive ambulation devices
- Demonstrate skill in the operation, care and maintenance of equipment such as mobility aids, exercise equipment, assessment tools etc.
- Demonstrate skill in the selection and performance of safe transfers, accommodating different impairments and levels of assistance required
- Recognize safety concerns for therapeutic and mobility related activities (shoes, surfaces, risk of falling, client's with IV's, ostomy bags, catheters etc.)

**7. Demonstrate safe and appropriate handling skills in common disabling conditions.**

Potential Elements of the Performance:

- Discuss handling, positioning and transferring principles related to common neuromusculoskeletal disabling conditions
- Describe and demonstrate appropriate handling skills related to bed mobility and safe transfer techniques

**8. Demonstrate skill in the measurement of joint range of motion.**

Potential Elements of the Performance:

- Describe and practice measurement of joint range of motion, selecting appropriately from a variety of techniques (goniometry, tape measure etc)
- Explain the essential components of reliable, valid goniometry
- Recognize normal ranges of movement for most synovial joints

**9. Demonstrate an understanding of physiotherapy interventions that assist in the management of common cardio-respiratory conditions.**

Potential Elements of the Performance:

- Discuss the impairments of common cardio-respiratory conditions
- Discuss the role of and describe postural drainage, deep breathing and coughing, manual percussion, mechanical vibration, and breathing exercises (diaphragmatic, pursed lip)
- Recognize the signs of respiratory distress, and the appropriate management by the PTA
- Recognize changes in sputum production and the appropriate management by the PTA

**10. Demonstrate an understanding of the application of aquatic therapy in therapeutic exercise.**

Potential Elements of the Performance:

- Describe the properties of water and discuss the application in rehabilitation programs

- Discuss the goals of aquatic therapy in common disabling conditions
- Discuss personal protection and safety issues related to aquatic therapy
- Describe specific rescue and removal techniques
- Discuss the psychosocial impact of aquatic therapy on the individual
- Discuss different models of aquatic therapy
- Describe common equipment used in aquatic therapy including the purpose of the equipment
- Discuss accessibility as it relates to aquatic therapy including requirements, adapted equipment and pool layout

### III. TOPICS:

1. Rehabilitation Process and Implementation of PT Treatment Plan
2. Observing, Monitoring and Reporting
3. Examination Procedures
4. Intervention Procedures
  - Handling, Positioning and Draping
  - Transfers and Bed Mobility
5. Assistive Ambulation
6. Goniometry and ROM
7. Cardio-respiratory techniques
8. Therapeutic Exercise
9. Aquatic Therapy

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Umphred, Darcy. (2006). Neurorehabilitation for the Physical Therapist Assistant. SLACK Incorporated.

Kisner and Colby. (2007) Therapeutic Exercise. Foundations and Techniques (5<sup>th</sup> edition). F.A. Davis Company (from 2<sup>nd</sup> semester)

Lippert, L. Clinical Kinesiology for Physical Therapist Assistants (from 1<sup>st</sup> semester)

Frazier, M and Drzymkowski, J. (2000). Essentials of Human Diseases and Conditions (3<sup>d</sup> ed.), W.B. Saunders Company (from 2<sup>nd</sup> semester)

Norkin, C. and White, D. (2003). Measurement of Joint Motion. A Guide to Goniometry. (3<sup>rd</sup> ed.). F.A. Davis Company. (from 2<sup>nd</sup> semester)

## V. EVALUATION PROCESS/GRADING SYSTEM:

**Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma.**

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher within the first two weeks of class.

### Course Evaluation:

Learning Activities and Lab Manual – handed in at the end of each class as assigned	30%
Term Project	15%
Midterm Exam	25%
Final Exam	30%
Total	100%

2. **\*\*Lab Exam Skill Evaluations** (minimum competence of Level 4 ``B`` required in each skill to pass course) All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments to be handed in, the policies of the program will be followed. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

***The following semester grades will be assigned to students in post-secondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## **VI. SPECIAL NOTES:**

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be guaranteed admission to the room.*

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.