

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Physical Therapist Assistant</u>
COURSE RUBRIC AND NUMBER	<u>PTHA 2435</u>
COURSE TITLE	<u>Rehabilitation Techniques</u>
COURSE CREDIT HOURS	<u>4 3 :</u> Credits Lec Lab

I. Catalog Description

Teaches comprehensive rehabilitation of selected diseases and disorders. Familiarizes students with the use of aquatic therapy, back stabilization techniques, cardio-pulmonary rehabilitation techniques, orthotics and prosthetics care and utilization, wound care techniques, women’s health issues. A grade of “C” or better is required in this course to take the next course. **Prerequisites: PTHA 1413 and PTHA 2301and PTHA 2266 and PTHA 2409. (3:4). Lab fee. Professional Practice Insurance required.**

II. Course Objectives

- A. Unit I. Negotiating Patient Compliance
 - 1. Identify the various factors and consequences associated with patient noncompliance in rehabilitation to include the family, the therapist and the institution.
 - 2. Identify and demonstrate strategies, including listening and teaching skills, and cultural sensitivity which can promote increased patient compliance in the physical therapy setting.
 - 3. Demonstrate appropriate negotiating skills when dealing with noncompliance.

- B. Unit II. Management of Burns and Other Wounds
 - 1. Identify the normal anatomical and physiological components of the integumentary system including layers of skin, blood supply and types of sensory receptors .
 - 2. Describe the pathology, symptoms ,systemic and local factors, clinical features, and consequences of wounds, ulcers and burns, and systemic factors that effect wound healing including: nutrition, vascularity, systemic medications, disease, age, infection, DACUM 10.2, 10.3, 10.5, 10.6
 - 3. Identify the characteristics of wounds including bleeding, contraction, depth, drainage, location, odor, pigment, shape, size, tunneling, and undermining. DACUM 10.1, 10.3, 10.4
 - 4. Document various clinical measurements of the characteristics of a wound including: location of the wound, size and depth, drainage, temperature, and girth, using correct instruments. DACUM 10.1-10.4
 - 5. List the various forms of non-selective and selective wound debridement, including mechanical debridement, sharps/surgical debridement, and enzymatic and autolytic debridement.
 - 6. Demonstrate non-selective mechanical debridement techniques. DACUM 10.7

7. Identify the various topical medications and pharmacological agents and dressings available for wound healing. DACUM 10.7
8. List the precautions for the removal of dressings.
9. Demonstrate the application and removal of common topical agents and dressings. DACUM 1.6, 1.7, 10.7
10. Identify the etiology and management of pressure ulcers and describe the characteristics of each stage. DACUM 10.1, 10.2, 10.5, 10.9
11. Compare and contrast the etiology, clinical features, and rehabilitation of venous stasis ulcers, arterial ulcers, and diabetic ulcers. DACUM 10.1
12. Define the rule of nine and describe how it is used to determine the extent of body surface that is burned in the child, young adult, and adult. DACUM 10.1, 10.4
13. Describe the various stages of burns and the physical therapy management for each stage. DACUM 10.5, 10.9
14. Describe special complication or considerations in the treatment of burn patients including; prevention of contractures, medical and surgical and social intervention. (SCANS competency solving problems serving customers met) DACUM 10.3

C. Unit III. Rehabilitation of the Lower Limb Amputation and Orthotic/Prosthetic Training

1. Describe the various factors that lead to amputation.
2. Utilize correct terminology for the identification of the levels of amputations.
3. Identify the indicators for correct and incorrect fit for protective and supportive orthotic and prosthetic equipment including compression garments, compression bandages, braces, casts, shoe inserts, splints, cushions, protective taping, corsets, elastic wraps.
4. Implement the Plan of Care for the patient with a lower limb amputation.
5. Identify various gait deviations as a result of lower limb amputation.
6. Identify correct positioning for the patient status post lower limb amputation. DACUM 10.8
7. Demonstrate correct technique for performing compression bandaging of the lower limb amputee .
8. Teach patient and care giver proper care and fit of the compression garments/bandages, patient with a lower limb amputation in the lab setting.
9. Describe the purpose of the use of the temporary prosthesis.
10. Identify various types of lower limb prosthetic devices available for various types of amputations.
11. Identify various components of the partial foot prosthesis, below knee prosthesis, above knee prosthesis, and disarticulation prosthesis.
12. Describe the use of various sockets, sheaths, and suspension devices.
13. Instruct a patient and caregiver in proper fit and maintenance of the prosthesis.
14. Train a patient in proper donning and doffing of the prosthesis.
15. Identify and perform various pre-gait activities to facilitate gait with the use of a lower limb prosthesis.
16. Identify the various types of orthoses and identify the correct abbreviation for each.
17. Describe the main components and use of trunk, hip, knee, and foot orthoses.
18. Identify the physical therapy management of a patient with a trunk or lower limb orthosis.
19. Identify orthotic devices used for the management of various upper extremity disorders.
20. Demonstrate gait training with supportive/orthotic and prosthetic devices.
21. Identify gait abnormalities on a patient using supportive/orthotic and prosthetic devices

D. Unit IV. Aerobic Conditioning

1. Review the anatomical structure of the heart, lungs and major blood vessels.
2. Identify the normal medical terminology and characteristics of a sinus rhythm on a ECG readout.

3. Know how to read and respond to the monitors in the ICU and CCU.
4. Discuss the anatomical insertions and function of the muscles of respiration.
5. Differentiate between normal and abnormal lung volumes and capacities in patients with obstructive and restrictive diseases.
6. Define terminology associated with aerobic conditioning programs.
7. Identify common medications used in the medical management of patients with chronic pulmonary disease and cardiac pathology.
8. Define endurance, conditioning, adaptation, cardiac output, Vo₂ Max, A-V O₂ difference, training stimulus threshold, MET, telemetry and efficiency.
9. Discuss the normal cardiovascular and respiratory physiological responses to aerobic exercise.
10. Discuss the concepts of intensity, duration, frequency, mode, warm-up, cool down, continuous training, interval training and circuit training as it related to fitness / aerobic conditioning in the normal adult and deconditioned adult and patient with chronic illness.
11. Identify and record the normal laboratory values (heart rate, respiratory rate, oxygen saturation levels blood pressure, level of exertion, MET's) and normal breath sounds for children, young adults and older adults.
12. Demonstrate competency using objective measures to monitor MET levels and level of exertion (Baseline Dyspnea Index, Borg scale, Visual analogue scale). DACUM 8.7
13. Describe the normal cough mechanism and discuss factors that can impair productive coughing.
14. Discuss the procedure for teaching a patient an effective cough
15. Identify the indications and contraindications for airway clearance techniques, relaxation techniques and breathing strategies.
16. Demonstrate specific airway clearance techniques including breathing strategies, positioning for perfusion, postural drainage, chest percussion, vibrations and shaking.
17. Implement the plan of care for a patient in a aerobic conditioning/ cardiac/respiratory rehabilitation program.
DACUM 8.7

E. Unit V. Lumbar Stabilization and Pain Management Programs for Chronic Back and Neck Syndromes

1. Identify factors which lead to chronic back and neck syndromes.
2. Discuss ways to prevent chronic back and neck syndromes.
3. Demonstrate therapeutic exercise programs and postural awareness training for patients with chronic back and neck syndromes/disorders identified in the plan of care, established by the physical therapist. DACUM 8.2
4. Identify ways to assess the effectiveness of a therapeutic exercise program developed for a patient with chronic back and neck syndromes.

F. Unit VI. Rehabilitation Issues and Women's Health

1. Describe the anatomy of the female reproductive system.
2. Demonstrate basic therapeutic exercises for the pelvic floor that are appropriate for the gynecologic patient, pre- and post-obstetric and after gynecologic procedures (e.g Kegels).
3. Identify the anatomy of the urinary system and pelvic walls.
4. Discuss various therapeutic interventions used for the treatment of incontinence.
5. Identify various community services available to address special issues related to women's health in the El Paso and surrounding area via an Internet search.
6. Discuss physical therapy intervention for the patient with dysmenorrhea.
7. Implement intervention strategies listed in the Plan of Care for patients with osteoporosis, fibromyalgia, and lymph edema s/p mastectomy. DACUM 8.2
8. Collect data on anthropometric measures for edema control
9. Participate in educational activities related to issues in women's health.

- G. Unit VII. Introduction to Myofascial Release Techniques
 - 1. Describe the anatomy of fascia.
 - 2. Describe various basic techniques of myofascial release
 - 3. Describe the indications and contraindications for the use of myofascial release.
 - 4. Perform various basic connective tissue (myofascial) techniques in the lab setting.

- H. Unit VIII. Aquatic Therapy
 - 1. Define Aquatherapy including: purpose , goals, indications, contraindications of aquatherapy.
 - 2. Discuss the properties of Buoyancy, Hydrostatic pressure, Viscosity, Surface tension, Hydromechanics, Thermodynamics, Center of buoyancy.
 - 3. Discuss and demonstrate the uses of common aquatic therapy equipment including: collars, rings, belts, vests, swim bars, hand paddles, hydrotone balls, kickboards. DACUM 8.6
 - 4. List safety and emergency procedures used when working with patients in a pool.
 - 5. Demonstrate stretching, strengthening and aerobic conditioning interventions using an aquatic environment. DACUM 8.6

- I. Unit IX. Orthopedic Rehabilitation and the Pediatric Patient
 - 1. Describe the development of the normal hip.
 - 2. Describe the characteristics and rehabilitation of a child with developmental hip dysplasia, excessive spinal curvatures. DACUM 8.2, 8.4
 - 3. Describe the characteristics and rehabilitation of a child with Legg-Calve-Perthes disease. DACUM 8.4
 - 4. Describe the characteristics and rehabilitation of the child with juvenile RA, Spina Bifida, and other congenital limb deficiencies. DACUM 8.2, 8.4
 - 5. Describe the role of the PTA in the rehabilitation of the orthopaedic pediatric patient. DACUM 8.4
 - 6. Identify treatment techniques and treatments used for various pediatric orthopaedic conditions. DACUM 8.2, 8.4, 8.9
 - 7. Describe characteristics that are unique to the treatment of a child athlete. DACUM

- J. Unit X. Discharge Planning in Rehabilitation
 - 1. Identify techniques used to facilitate patient and family involvement to enhance discharge planning.
 - 2. Provide various community agency sources of support for the patient and family post discharge.
 - 3. Discuss with the patient and family issues related to changes in patient's role within the family, sexuality, finances, and employment.
 - 4. Write a comprehensive discharge note. DACUM 4.8

III. THECB Learning Outcomes (WECM)

- 1. Describe physical therapy management of patients with selected diseases and disorders.
- 2. Demonstrate rehabilitation techniques for diseases and disorders.
- 3. Demonstrate communication skills.

IV. Evaluation

- A. Grading Policy

1. The students final grade is determined based on a percentage assigned to specific sub-categories of work. The commonly used categories of work include: 1) Examinations (written and/or practical), 2) quizzes, 3) written homework (lab activities, online work sheets), and 4) projects/community service/ instructor required observations.
2. The specific percentages assigned to the sub-categories of work are typically 80-90% for examinations, 10% for quizzes and 10% for homework and/projects. However, students are directed to *Part I of the Syllabus: Instructor's Course Requirements* for the specific grading criteria for each sub-category and the final grade.
3. Graded work within in each sub-category is averaged and multiplied by the percentage applied to that subcategory. Thus a student who received a 90, 85 and 45 for a subcategory would have an average of 73.3. If that category was worth 20 percent of the final grade, then the student would receive a total of 14.6 points toward the final grade.
4. The final grade, is calculated based on 100% (100 points) and will be rounded to the nearest whole number. Example: 86.7= 87

Grading Scale:

The grading scale used the PTA program for all of its courses is as follows:

94-100	= A
87-93	= B
80-86	= C
73-79	= D
72 and below	= F

6. Final grades:
Students who fail to complete assigned work within each of the sub-categories will receive a final grade based on the summative calculations of each sub-category.
7. Grading of late work: All course work is due on the date identified by the instructor. Late work may be accepted and or graded based on the discretion of the instructor. A student who submits assigned work late, may receive a zero for that work. This will affect the sub-category grade percentage, and may affect the final grade as well. Students are encouraged to submit assigned work on time. See Part I of the Syllabus: Instructors requirements for more details about the grading of late work.
8. The "I" grade is assigned when the student has arranged with the instructor to postpone completion of the requirements of the course. To be eligible for an "I" the student must be passing the course. Under the institutional grading policy, the awarding of any "I" grade requires a contractual agreement between the student and faculty member to establish the requirements for the student to satisfactorily complete the course. Students will be limited to one semester at a time for a "Request for Incomplete Grade."

If approved by the appropriate Dean/Director, the Request for Incomplete Grade may be extended for an additional four (4) months. The student must submit the request in writing to the instructor stating extenuating circumstances with supporting documents. If approved by the Dean/Director, the request will be submitted to the Office of Admissions and Registration prior to the date four (4) months after the end of class, or the conversion of the grade will have already occurred per the original request form. If the request is not approved by the Dean/Director, he/she will notify the instructor and student. (College procedure 7.04.02.18)

9. Students who receive a grade of Incomplete in a course which is a prerequisite course for another PTHA course may not be able to register for the next PTHA course until the "I" grade is replaced by a letter grade.

B. Progression within the program

Students must receive a grade of "C" in all program courses and must remain in good academic standing with the college or its department to progress in the program. Students not meeting this criteria may be in-eligible for readmission.. Students are referred to program procedure titled *Guidelines for Progression and Readmission in the Physical Therapist Assistant*,

C. Pre-assessment/Post-assessment/ Remediation

1. Students who at midterm are identified as failing a course will be formally counseled with a remediation plan.
2. Some courses may require pre-assessment prior to enrollment in the course. Courses typically requiring pre-assessment include all Clinical/Practicum courses except for the first clinical course. See *Part I of the Syllabus : Instructor's Course Requirements* for specific information.
3. Some courses may require post-assessment at the conclusion of each course, and may be in the form of a comprehensive practical exam. See *Part I of the Syllabus : Instructor's Course Requirements* for specific information.

D. Attendance

1. Students are expected to be prepared and present for each class/lab session.
2. Homework is due at the beginning of the class.
3. Students who are absent from class are responsible for all material.
4. Attendance will be taken for each lecture and lab class.
5. You are considered "late" after class is officially scheduled to begin.
6. Students are expected to contact the instructor prior to being absent by calling on our office phones and leaving a message or informing us in person prior to the expected absence.

E. Tardiness

1. The door will close at the beginning of class.
2. Students who are late will not be admitted to class until the first break.
3. Students who have informed the faculty, that they will be tardy, may be admitted into the classroom, at the instructors earliest convenience.

F. Writing Assignments/Homework/Projects

Students will be required to complete all assignments in order to successfully complete this course.

1. Homework is expected to be completed prior to class and presented to the instructor at the beginning of class.
2. All work is to be handed in on time and in a folder labeled with your name.
3. Late work may be accepted at the discretion of the instructor.
4. Late work may not necessarily receive full credit.

G. Exams

1. If a student must miss an exam, he/she must notify the instructor prior to the exam.
2. Failure to notify the instructor in advance that a student will be absent for the exam, **for any reason**, will result in a grade of "0" for that exam.
3. Make-up exams may be given at the discretion of the instructor. The make-up exam must be taken within the time frame stipulated by the instructor. Failure to take any make-up exam will result in a grade of "0."
4. Students who fail a unit exam will be redirected back to the particular unit or units for additional reading and homework assignments.
5. Students may not bring anything into the testing area other than a #2 pencil. Books, coats, book-bags, back-packs are to be placed neatly away from the testing area.
6. Students should take care of any personal needs prior to the beginning of the examination.
7. No cell phones or other forms of communication devices are allowed in the testing area during an examination.
8. Course Instructors are required to turn in all written exams to the PTAP Program Coordinator.

H. Practical Exams

1. Students will demonstrate competency on technical and communication skills in the lab practical.
2. Program policies applying to exams, applies to the lab practical exam.
3. Some practical exams may be scheduled out of ordinary class time and at a hospital or clinical setting. Students will be required make necessary arrangements to be at all scheduled exams. The student will be required to attend the practical exam at the set location, date and time established by the instructor. Students are expected to abide by all program policies when in situations in which they represent EPCC and the PTA program.
4. The student is judged to be competent when able to perform components of data collection and components of interventions safely, correctly, effectively, and with knowledge of indications, contraindications, precautions and expected results of the interventions.
5. Each practical exam must be passed with a minimum score of 83% in order to have successfully completed that practical.
6. Practical exams may be offered at the discretion of the instructor. Student who fail a critical safety element will not be allowed a retake.
7. There will be no make-up exams for missed practical.
8. Any missed practical will receive a zero.
9. Course Instructors are required to turn in all completed practical exams to the PTAP Program Coordinator.

I. Student readiness/Skill Check off Sheets

1. Prior to the practical exam, students may be given student readiness/skill check off sheets. These sheets are designed to assist the student in demonstrating readiness for the practical exam. These sheets can be used in a peer-to-peer situation or by the instructor.
2. All check-off sheets must be signed by the lab instructor by the set date established.
3. Program policies applying to exams, applies to the process of skills check off as well..
4. The student is judged to be competent when able to perform components of data collection and components of interventions safely, correctly, effectively, and with knowledge of indications, contraindications, precautions, and expected results of the interventions

5. Lab Instructors are required to turn in all student readiness/check off sheets to the PTAP Program Coordinator.

J. Quizzes

1. No make-up quizzes will be given.
2. Students missing a quiz will receive a "zero", unless prior arrangements have been made with the instructor.

K. Presentations

1. Presentations will be done at the front of the class to an audience.
2. Students are expected to utilize appropriate media³. All presentations will require a hard copy to the instructor and the remainder of the class.
4. Students must be professionally dressed for all formal presentations.
5. All visible tattoos must be covered.

L. Preparation for Class/lab

1. Students are expected to be prepared for class.
2. Being prepared means having completed the reading assignment covering the day's materials so that you are prepared to discuss the material or answer questions.
3. Assigned homework activities are expected to be completed.
4. Students qualify for an "unexcused absence" when they are not prepared for discussion, are considered delinquent, or incomplete in their homework.

M. Community Participation

Participation in physical therapy events is an important part of your professional training. Attendance at GEPD district meetings, fund-raising activities, and community awareness

activities is encouraged. To assist you in translating the hours you spend performing approved community service/ activities into a grade you can use the following:

- (1) Attendance at Greater El Paso District (GEPD) meetings=1 PT/meeting.
- (2) Volunteering on a GEPD committee = 4 Pts
- (3) Any other pre-approved volunteer work (e.g., Presentations out of class, HCOP tours, health fairs) *Instructor approval and designation of points required.*
- (4) Attendance at State or National conferences = 5 points
- (5) GEPD Fun Run = 4 points

Document of attendance is required.

SPTA Club activities do not apply.

All visible tattoos must be covered when the student is representing the program both on and off campus.

Community service requirements are specified in the *Instructor's Course Requirements*.

N. Dress Code for Lab

1. Students should arrive to lab dressed in the designated shirts and shorts. In addition, women are required to wear either a halter top or sports bra. Long hair should be tied

back. Nails should be trimmed very short. Avoid jewelry, only a wedding band and non-dangling earrings may be worn.

2. Students not appropriately dressed for lab will be provided with a hospital gown.

O. Journals

1. Reflective journals may be required each semester and are specified in the specific syllabus.
2. Reflective writing should a) include your observations and reflections about how you are learning what you are learning and b) a discussion of your successes and difficulties with your learning strategies.
3. Students will be expected to keep a journal on a weekly basis throughout the course.
4. The size of paper to be used is 8"x11" and should be kept in an 80-page spiral binder.
5. Journal entries should be a minimum of once a week and should be dated.
6. One line is allowed between entries. You should use the entire line, leaving **either** the left or right margin free but not both margins.
7. Please do not use "gel" paper for your journals.
8. These journals may be in the form of weekly email, or discussion boards on Blackboard.

The content of the journal itself will not be evaluated; however, it should focus on the criteria outline above.

All entries are confidential. Journals are yours to keep at the end of the semester. The grade on the journal will be specified in the *Instructor's Course Requirements*.

Q. Cell Phones, Beepers, or Other Communication Devices

All communication devices should be placed in silent mode until class is dismissed.

R. Children in the Classroom

The college has a policy on children in the classroom.

S. Informed Consent

Students who are enrolled in this class may be asked to play the part of the patient, care-giver of the patient, or other role as defined by the situation during laboratory classes, practical exams, or other classroom experiences.

T. Privacy and Confidentiality

Students are expected to ensure that the privacy of their classmates, faculty, and classroom guests is maintained at all times. Students who have access to medical or personal information that by law is to remain confidential shall be required to maintain that confidentiality unless the person who owns the information releases that confidentiality.

U. Honors Credit

If you are participating in the Honors Program and wish to do a project for Honors credit, please see the instructor. Honor's projects are negotiated between the instructor and the student; they are completed in addition to regular course work assignments; you must complete the project according to the Honors Contract; and you must receive an "A" or "B" in the course.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

PTAP PROGRAM: HONESTY POLICY

All students shall obey the law, show respect for properly constituted authority and observe correct standards of conduct. (Student Code of Conduct) Specifically, students are referred to the EPCC handbook entitled Student Code of Conduct, Section II: Student Responsibility, Subsection 5 on Academic Dishonesty **or newer versions of this document**. This handbook is available through Student Government and the Counseling Department. Additionally, students are referred to the section on **“Policies and Procedures” in the College Catalogue**. The College Catalogue is available from the Cashiers office.

To ensure instructor(s) quality education and equality to all students in the Health Occupations Programs, the following special conditions will apply during testing situations in addition to those outlined in the EPCC Student Code of Conduct:

1. The instructor(s) controls the option of seating arrangement, movement, leaving the room, and stopping an exam for violation of the honesty policy.
2. All books, papers, notebooks, and personal belongings will be placed at the front of the classroom or other designated area before entering a testing situation.
3. Any information found on, or in the immediate vicinity of the individual during a testing situation will be grounds for termination of the testing. A grade of zero will be recorded and averaged into the final grade.
4. Any verbal or nonverbal communication between students during a testing situation will be grounds for termination of the testing. A grade of zero will be recorded and averaged into the final grade.
5. Should a student need to communicate with the instructor, he or she should remain seated and raise his/her hand.
6. **Infractions of the EPCC Student Code of Conduct may be grounds for dismissal from the program.**

Adopted by the PTAP Faculty

3/16/90

Revisions

April 17, 1996 , May 11, 1998

Approved by provost: February 16, 1999

**EL PASO COMMUNITY COLLEGE
HEALTH OCCUPATIONS DIVISION**

CRITERIA FOR COURSE PURSUIT

In accordance with El Paso Community College procedures on “Course Pursuit” (See current El Paso Community College Catalogue and Student Handbook), The Health Occupations Division has set the following standards to establish guidelines for determining when a student has ceased to pursue the course objectives:

1. In order to pursue the course, the faculty expect the students to attend classes and clinical as scheduled. There are 112 minimum number of hours of instruction required to complete the course.
2. The Student will be able to make-up 0 hours of theory or clinical.
3. Tardiness is defined as being late to class.
4. The student must follow the standards established in the Health Occupations Student Handbook and the PTAP Program Addendum. The student is bound by the standards in this Handbook as evidenced by the return of a signed/dated acknowledgment sheet.
5. Where the student continues to pursue the course objectives but is receiving failing grades, he/she will remain eligible to complete the course, EXCEPT in instances where unsafe practice occurs (See Unsafe Practice Procedure in Health Occupations Student Handbook and PTAP Program Addendum).
5. The student must appear for examinations, presentations, or other required class activities and submit required papers, projects, and/or reports as identified in the course syllabus and calendar.
6. Failure of the student to follow the above will indicate that the student is no longer pursuing the objectives of the course and will result in faculty-initiated withdrawal.
7. Appeals: The student has the right to appeal the withdrawal in accordance with El Paso Community College grievance and reinstatement procedures (See current El Paso Community College Catalog and Student Handbook).

Revised: January 1998

Receipt of Syllabus Signature page

**I _____ acknowledge receipt of the syllabus for PTHA 2435.
Acknowledging receipt of this syllabus implies that I am responsible for the information contained
within its pages. I also acknowledge that changes may be made in this syllabus and that I will be
notified in a timely fashion.**

Student Signature and Date

Instructor Signature and Date

PTHA 2435 Rehabilitation Techniques

Students enrolled in this course will demonstrate competence in implementing the following selected components of interventions and/or data collection:

1. gait and locomotion training with orthotic and prosthetic equipment
2. prosthetics and orthotics devices: donning ,doffing and /or caring for; braces, casts, shoe inserts, splints, upper and lower prosthetic devices
3. protective and supportive devices; braces, cushions, helmets, compression garments, corsets; elastic wraps; neck collars; slings, supplemental oxygen, and supportive taping
4. compression therapies; compression bandaging and compression garments
5. . isolation techniques
6. sterile technique
7. non-selective debridement: wet dressing, wet-to-dry, wet-to-moist dressings
8. dressings: hydrogels and wound coverings
9. Topical agents: cleaners, creams, moisturizers, ointments, and sealants
10. breathing strategies: forced expiratory techniques, assisted cough/huff techniques, autogenic drainage, paced breathing, pursed lip breathing
11. manual/mechanical techniques: chest percussion, vibration, and shaking
12. use of incentive spirometer
13. positioning: to alter work of breathing, to maximize ventilation and perfusion, and pulmonary postural drainage
14. aerobic/capacity conditioning including: task specific aquatic therapy programs, increasing workload over time, energy conversation programs
15. Basic pelvic floor exercises
16. stretching exercises for chronic back and neck disorders
17. strengthening exercises for chronic back and neck disorders