



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**LAST REVIEW:** 2006-2007  
(i.e. 2003-2004)

**NEXT REVIEW:** 2011-2012  
(i.e. 2008-2009)

**STATUS:** A  
(A, I, D)

**COURSE TITLE:** Disabilities and Therapeutic Procedures I

**COMMON COURSE NUMBER:** PHT 1211

**CREDIT HOURS:** 2

**CONTACT HOUR BREAKDOWN**  
(per 16 week term)

**CLOCK HOURS:**  
(Voc. Course ONLY)

Lecture: 32      Lab:  
Clinic:              Other:

**PREREQUISITE(S):** PHT 1103 and PHT 1200

**COREQUISITE(S):** PHT 1211L and PHT 2224

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** (750 characters, maximum):

Course introduces the student to the theories and practical application of physical therapy modalities. The physiological effects of and the indications/contraindications of patient care interventions such as heat, cold, radiant therapy, electrotherapy, traction, intermittent compression and massage are presented. Principles of effective documentation and discharge planning are discussed. Problem-solving skills are detailed.

## UNIT TITLES

- 1.0 *Patient/Client Management Model*
- 2.0 *Data Collection Prior to Intervention*
- 3.0 *Components of Massage Techniques*
- 4.0 *Plan of Care*
- 5.0 *The Problem Solving Process*
- 6.0 *Discharge Planning*
- 7.0 *Documentation*
- 8.0 *Electrical Stimulation*
- 9.0 *Interventions with Specific Modalities*



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

## ASSESSMENT:

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

1. Announced and unannounced quizzes and Unit examinations;
2. Mid term and/or Final Exam (cumulative/comprehensive);
3. Assessment of reading and online assignments via submission of homework projects;
4. Participation in Discussion Forums on the WebCT site

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

## GENERAL EDUCATION Competencies and Skills \*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Speak and listen effectively	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	
5. Demonstrate and apply literacy in its various forms: <i>(highlight in green ALL that apply)</i> ( 1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

*\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**Common Course Number: PHT 1211**

## **UNITS**

### **Unit 1 Patient/Client Management Model**

#### ***General Outcome:***

1.0 The student will be able to describe the patient/client management model and its components.

#### ***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 1.1 Describe the component parts of the patient/client management model (examination, evaluation, diagnosis, prognosis, intervention and outcome).
- 1.2 Interpret the role of each of the components within the model.
- 1.3 Understand how each of the components relates to one another as well as to the overall management of the patient/client.



**Common Course Number: PHT 1211**

**Unit 2      Data Collection Prior to Intervention**

***General Outcome:***

- 2.0      The student will be able to identify key elements of successful data collection prior to performing a patient care intervention using modalities.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 2.1      Identify the purposes of collecting data relative to a patient's current status by assessing a patient prior to/during/and after a given patient care intervention.
- 2.2      Describe methods of assessing patient tolerance to hot/cold applications.
- 2.3      Describe the methods of assessing skin integrity.
- 2.4      Indicate the appropriate method of documenting data collected related to skin integrity.
- 2.5      Understand the importance of assessing skin sensation and the methods to adequately assess the same.
- 2.6      Describe the methods of assessing a patient's limb circumference.
- 2.7      Indicate the appropriate method of documenting data collected related to limb circumference.
- 2.8      Understand the necessity for girth measurements for patient's that present with edematous conditions.
- 2.9      Detail the approaches that can be utilized to adequately interview a patient prior to/during and following an intervention.
- 2.10     Understand importance of determining the effectiveness of an intervention.
- 2.11     Understand the purpose of specific tests and measures used to collect data.
- 2.12     Understand that individual and cultural issues may affect the responses of the patient during data collection.
- 2.13     Correlate the findings of a physical assessment with documentation needs.
- 2.14     Understand the objectivity of using an established pain scale (such as standardized questionnaires, graphs, behavioral or visual analog scales) in the collection of data regarding a patient's level of discomfort.
- 2.15     Define palpation.
- 2.16     Indicate the appropriate method of documenting data collected related to palpation.
- 2.17     Discuss the benefits of proper palpation as it related to determining intervention outcomes.
- 2.18     Understand the implications of accurate data collection as documented in a progress note.
- 2.19     Correlate how reviewing a patient's medical record assists in identifying relevant information for data collection.
- 2.20     Understand the roles of a PT versus a PTA in data collection.
- 2.21     Understand various psychological factors that may influence data collection ability including the patient's state of arousal, mentation and/or cognition.
- 2.22     Discuss the personal hygienic considerations of the clinician prior to intervention.
- 2.23     Identify the non-verbal communication skills which establish supportive settings for intervention.



**Common Course Number: PHT 1211**

**Unit 2      Data Collection Prior to Intervention continued**

***Specific Instructional Objectives continued:***

Upon successful completion of this unit, the student will be able to:

- 2.24 Discuss the concept of patient-therapist rapport and its value to the overall plan of care for the patient.
- 2.25 Detail the procedure of reviewing the patient's medical records and prescription for intervention.
- 2.26 Discuss the type of information that can be found in a patient's chart that should be checked prior to the application of a modality.
- 2.27 Discuss necessary preparations of the intervention area prior to intervention.
- 2.28 Detail essentials of electrical safety regarding the clinician, the patient and the working environment including equipment/operational standards.
- 2.29 Review general considerations for administering each modality.
- 2.30 Discuss the proper method for terminating an intervention session.
- 2.31 Relate how various activities, positions and postures may alter sensations such as pain and therefore may affect data collection.
- 2.32 Detail considerations for patient safety when receiving interventions in which liquids (water, paraffin, etc.) are involved.
- 2.33 Identify proper housekeeping and general maintenance of intervention areas and department overall.



**Common Course Number: PHT 1211**

**Unit 3      Components of Massage Techniques**

***General Outcome:***

3.0      The student will be able to provide an overview of the application of and indications for massage.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 3.1      State the overall purpose of massage.
- 3.2      List the indications and contraindications of massage.
- 3.3      Discuss the rationale for the use of therapeutic massage to manage patient problems such as muscle spasm, pain, edema, adhesions, etc.
- 3.4      Discuss the physiological effects of massage.
- 3.5      Describe massage movements: petrissage, friction and effleurage.
- 3.6      Differentiate the various use of pressure in massage.
- 3.7      Discuss the component of rate/rhythm as it relates to massage application.
- 3.8      Indicate the duration and frequency of a massage.
- 3.9      Define palpation and indicate its value in massage.
- 3.10     List the pathologies which may benefit from massage.



**Common Course Number: PHT 1211**

**Unit 4 Plan of Care**

***General Outcome:***

- 4.0 The student will be able to relate aspects of an established plan of care as developed by the physical therapist as it relates to performing patient care interventions.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 4.1 Define component parts of the physical therapy patient management model: examination, evaluation, diagnosis, prognosis, plan of care, intervention and outcome.
- 4.2 Discuss role of the PTA in implementing a plan of care.
- 4.3 Identify the components of the PT evaluation that determines the plan of care for the patient.
- 4.4 Identify areas of an established plan of care that allow for progression by the PTA.
- 4.5 Identify areas of an established plan of care to which the PTA can contribute.
- 4.6 Distinguish between long and short term goals.
- 4.7 Identify steps progressing from short to long term goals.
- 4.8 List specific data collection skills utilized by the PTA within the established plan of care.
- 4.9 List indicators that require input from the physical therapist when progressing from short to long term goals.
- 4.10 List indicators that require input from the physical therapist when there is a lack of progress from short to long term goals.



**Common Course Number: PHT 1211**

**Unit 5      The Problem Solving Process**

***General Outcome:***

- 5.0      The student will be able to list and discuss the steps involved in the problem solving process as it relates to critical thinking/judgment

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 5.1      Relate clinical problem solving to a variety of patient care interventions.
- 5.2      Identify steps in the problem solving process.
- 5.3      Recognize the concept of judgment making in various clinical situations.
- 5.4      Identify principles of problem solving and judgment making.
- 5.5      Discuss the relevance of data collection in the problem solving process.



**Common Course Number: PHT 1211**

**Unit 6 Discharge Planning**

***General Outcome:***

- 6.0 The student will be able to discuss the process of discharge planning and the contributions that a PT Assistant makes to that process.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 6.1 Relate the components of the discharge planning process.
- 6.2 Explain the relationship between long term goals and discharge planning.
- 6.3 Describe with examples follow up activities related to discharge that may be delegated by the PT to the PTA.
- 6.4 Describe the roles and responsibilities of the PT and the PTA relative to the development of the discharge plan and discharge summary.
- 6.5 Describe the role and responsibility of the supervising PT relative to discharge and/or discontinuation of a patient intervention.
- 6.6 Understand the relevance of educating the patient and care givers on the necessity of continuing with interventions in order to achieve goals as detailed in the plan of care.



**Common Course Number: PHT 1211**

**Unit 7      Documentation**

***General Outcome:***

- 7.0      The student will be able list and discuss the components of effective documentation including billing considerations.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 7.1      Recognize the components of a Physical Therapist initial examination.  
7.2      Identify long term goals and short term goals.  
7.3      Recognize and interpret the plan of care.  
7.4      Recognize the components of a Physical Therapist re-examination.  
7.5      Recognize the components of the Discharge Planning/Summation of Care.  
7.6      Review the components of a SOAP progress note.  
7.7      Discuss how a SOAP progress note is an effective means of written communication between health care providers.  
7.8      Identify the impact of billing and reimbursement on health care delivery.  
7.9      Discuss the role of documentation as it relates to billing and reimbursement for services.



**Common Course Number: PHT 1211**

**Unit 8      Electrical Stimulation**

***General Outcome:***

- 8.0      The student will be able to understand the application of electrical stimulation and TENS for therapeutic purposes.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 8.1      Differentiate between the various types of electrical stimulation – low volt, high volt, interferential, microcurrent, Russian, etc.
- 8.2      Describe the significant physiological effects of the different types of electrical stimulators.
- 8.3      List the parameters that are incorporated into a typical ES intervention.
- 8.4      Explain the basic principles of electricity.
- 8.5      Differentiate between alternating, direct and pulsed currents.
- 8.6      Discuss various waveforms and pulse characteristics.
- 8.7      Define modulation.
- 8.8      Explain how electrode preparation and placement determine the effects of the intervention.
- 8.9      Discuss current flow through biological tissues.
- 8.10     Explain important safety considerations when performing ES.
- 8.11     Describe the uses of electrically stimulated muscle contractions.
- 8.12     Identify common problems that are effectively treated with ES.
- 8.13     Define FES and its clinical applications.
- 8.14     Define iontophoresis.
- 8.15     Understand how to document an ES intervention in a progress note.
- 8.16     Differentiate the gate versus endorphin theories of pain control.
- 8.17     Discuss the significance of locating trigger points.
- 8.18     Explain the physiological basis for the effects of TENS.
- 8.19     Discuss the rationale for electrode placement when performing a TENS intervention.
- 8.20     Discuss the differences in rationale for selecting one mode of TENS delivery over another.
- 8.21     Understand how to document a TENS intervention in a progress note.



**Common Course Number: PHT 1211**

**Unit 9 Interventions with Specific Modalities**

***General Outcome:***

- 9.0 The student will be able to relate pertinent information about routine patient care interventions to the supervising PT, peers and the patient.

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 9.1 Describe the various applications of each of the modalities covered in the textbook and in class while discuss the expected physiological benefit of each.
- 9.2 Decide data that would need to be collected prior to the application of the modalities discussed.
- 9.3 Detail in review all contraindications and indications, physiological responses, intervention procedures, etc. for physical agents and mechanical modalities presented in the text and in class.
- 9.4 As noted in 9.3 for athermal modalities (pulsed ultrasound, pulsed electromagnetic fields).
- 9.5 As noted in 9.3 for deep thermal modalities (ultrasound, diathermy, phonophoresis).
- 9.6 As noted in 9.3 for hydrotherapy (whirlpool, contrast baths) Fluidotherapy.
- 9.7 As noted in 9.3 for phototherapy (ultraviolet); infrared irradiation (IR).
- 9.8 As noted in 9.3 for compression therapies (vasopneumatic compression devices).
- 9.9 Recognize importance of routine maintenance of therapeutic modalities and devices.
- 9.10 Describe the specific care, cleaning and overall maintenance of the various modalities.
- 9.11 Understand the clinical decision making process as it relates to selecting one type of modality over another.
- 9.12 Describe the physiological changes resulting from the various modality applications.
- 9.13 Detail the etiology, signs/symptoms of listed pathologies related to use of therapeutic interventions.
- 9.14 Understand patient responses as they relate to the interventions received.
- 9.15 Differentiate between normal and abnormal responses to patient care interventions.
- 9.16 Review routine maintenance of all modalities using operation manuals for each device.
- 9.17 Detail specific safety considerations for modalities.
- 9.18 List the indications and contraindications of traction.
- 9.19 Explain the basic principles of the techniques of manual, gravity, and motorized traction.
- 9.20 Differentiate between static and dynamic traction indicating what the specific effects of each are in an intervention program.
- 9.21 Understand the therapeutic value of traction on bone, muscle, ligaments, joint structures, nerves, and disks.
- 9.22 Discuss the effect of changing poundage on a traction unit in terms of intervention results.



**Common Course Number: PHT 1211**

**Unit 9      Interventions with Specific Modalities continued**

***Specific Instructional Objectives:***

Upon successful completion of this unit, the student will be able to:

- 9.23 Discuss clinical applications for cervical & pelvic traction.
- 9.24 Explain safety considerations regarding use of traction.
- 9.25 Discuss principles for the application of traction.
- 9.26 Understand how to document a traction intervention in a progress note.
- 9.27 Develop patient education strategies related to each intervention relative to what the patient should experience and expect incorporating instructions for post-treatment follow-up if indicated.