



HEALTH, PHYSICAL EDUCATION AND RECREATION DIVISION
1400 TANYARD ROAD, SEWELL, NJ 08080
856-468-5000

**PHYSICAL THERAPIST ASSISTANT PROGRAM
HPE 106 SYLLABUS**

Spring 2017
SEMESTER

10 weeks
LENGTH OF SEMESTER (Weeks)

HPE 106-01
COURSE CODE – Section(s)

Health & Wellness Promotion in Physical Therapy
COURSE TITLE

1 lecture hour/ 0 lab hours/ 1 credit
LECTURE, LAB, CLINICAL HOURS / CREDITS

NAHC 1009
CLASSROOM

LaVonne Couch, PT, DPT, EdD, CSCS
INSTRUCTOR'S NAME; TITLE

NAHC 1007A / (856) 415-2190
OFFICE LOCATION/ PHONE NUMBER

lcouch@rcgc.edu
RCGC EMAIL ADDRESS

Posted in NAHC office
OFFICE HOURS

Kisner, C., and Colby, L.A., *Therapeutic Exercise: Foundations and Techniques* (6th Edition), 2012, FA Davis, ISBN: 978-0-8036-2574-7

Thompson, C.R. *Prevention Practice and Health Promotion: A Health Care Professional's Guide to Health, Fitness, and Wellness*, 2nd edition, Slack Inc., 2015. ISBN: 978-1-61711-084-9

REQUIRED TEXTS (Author. Title. Edition, Publisher)

<https://www.healthypeople.gov/>
<http://www.state.nj.us/health/chs/hnj2020/index.shtml>

Internet Access
ADDITIONAL REQUIRED MATERIALS

Please see current textbook prices at [RCGC BOOK STORE](#).

COURSE CATALOG DESCRIPTION

This course will identify methods for physical therapy professionals to be effective change agents in the promotion of public health, prevention, and wellness initiatives. Effective communication strategies between health practitioners and patients will also be explored. Students will be expected to participate in a nutritional self-assessment, identify opportunities for participation in service learning activities, and develop a group wellness project.

Prerequisite(s): grade C or better in ENG 101 English Composition I

Co-requisite(s): None

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES
 (Based on the NJCC General Education Foundation - August 15, 2007; Revised May 2014)

This comprehensive list reflects the core competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses

RCGC Core Competencies	
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information.

PTA PROGRAM OBJECTIVES TO MEET RCGC CORE COMPETENCIES

Graduates from the RCGC PTA Program will meet all of the RCGC Core Competencies as depicted in the chart shown below. The Core Competencies are satisfied by the following behavior objectives and the corresponding student assessment from the technical courses PTA 101 *Introduction to Physical Therapy Assisting*, PTA 102 *Kinesiology and Measurement of the Musculoskeletal System*, PTA 105 *Pathophysiology for the PTA*, PTA 107 *Essential Skills for the PTA I: Patient Care*, PTA 207 *Essential Skills for the PTA II: Biophysical Agents*, PTA 208 *Management of Neurological Disorders Across the Lifespan*, PTA 210 *Orthopedics for the PTA*, PTA 216 *Cardiovascular & Pulmonary PT*, PTA 240 *Seminar in PTA Professionalism*, and HPE 106 *Health & Wellness Promotion in Physical Therapy*

Core Competencies	The PTA program graduate will be able to:	Evaluation / Assessment
Written and Oral Communication	PTA 208 19. Demonstrate appropriate education techniques for patients and their caregivers while addressing safety and functional issues	Advanced Wheelchair Skills competency test
Quantitative Knowledge and Skills	PTA 102 25. Demonstrate the ability to accurately assess joint range of motion using a goniometer and inclinometer for the peripheral joints and spine	Competency test Practical Examination
Scientific Knowledge and Reasoning	PTA 207 4. Identify the laws of physics related to the use of physical agents PTA 207 5. Identify the physical principles of water related to aquatic therapy	Written exams
Technological Competency	PTA 101 30. Perform a systematic review of professional literature by accessing written and digital information, and relate it to a major PT specialty	Written paper Presentation
Society and Human Behavior	PTA 101 26. Demonstrate an awareness of social responsibility and the non-clinical roles of the PTA	Group discussion Written exams
Humanistic Perspective	PTA 208 7. Compare the eight levels of recovery following Traumatic Brain Injury (TBI) as identified in the Ranchos Los Amigos Cognitive Rating Scale, including how these levels effect physical therapy treatment	Reading and discussion of <i>Where's the Mango Princess?</i> By Cathy Crimmins
Historical Perspective	PTA 101 5. Recognize the components of the American Physical Therapy Association (APTA)	Written exam questions Large group discussion
Global and Cultural Awareness	PTA 208 28. Acknowledge the individual and cultural differences of patients by communicating and responding appropriately during treatment sessions	Group Discussions Practical Examination
Ethical Reasoning and Action	PTA 240 13. Reflect upon past clinical experiences and how they relate to ethics, jurisprudence, maleficence and malpractice	Reflective Paper
Information Literacy	PTA 101 30. Perform a systematic review of professional literature by accessing written and digital information, and relate it to a major PT specialty PTA 240 4. Design and present a case report utilizing appropriate evidence based resources	Written paper Poster Presentation Case report

HPE 106 Course Student Learning Outcomes

Upon the successful completion of this course with a grade of C or higher, the student will be able to:

1. Educate others regarding the role of physical therapy in health and wellness initiatives
2. Demonstrate an understanding of the role physical therapists and physical therapist assistants have regarding prevention, wellness and health education
3. Develop appropriate behaviors and resources to utilize when educating others on health, wellness, and prevention issues

COLLEGE INFORMATION AND POLICIES

It is the responsibility of the student to review the RCGC Information and Policies, as well as the Online Syllabus at: <https://www.rcgc.edu/Syllabi/Pages/default.aspx>

COURSE OBJECTIVES: The student will be able to successfully:

Cognitive/Knowledge

1. Identify opportunities for physical therapy professionals participate in prevention initiatives and to effect change in the health and wellness of a patient (7D13, 7D27)
2. Define health, wellness and quality of life as it pertains to physical therapy
3. Investigate the role of physical therapy in the *Healthy People 2020* initiative
4. Describe how a PTA can provide health education under the supervision of a PT (7C, 7D12, 7D23g)

Psychomotor Skills

5. Demonstrate health promoting behaviors in the areas of stress management and nutrition
6. Demonstrate entry-level skill using a computer to research PT-related topics (7D10, 7D11)
7. Demonstrate basic communication and education strategies regarding health, wellness and prevention issues (7D7, 7D12)

Affective Behaviors

8. Recognize patient indicators of willingness to change health behaviors and communicate to the physical therapist. (7C)
9. Present educational materials using appropriate written, oral and/or visual techniques (7D7, 7D12, 7D23g)

EVALUATION AND ASSESSMENT**Grading Scale and Distribution**

A	92-100	C	76-80
B+	89-91	D+	74-75
B	84-88	D	70-73
C+	81-83	F	Below 70

Grade distribution

ASSESSMENT	PERCENTAGE	POINT VALUE
Exams (1)	20%	200
Quizzes (2)	10%	100
Wellness program - group project	20%	200
Nutritional self-assessment	20%	200
NJ Health research assignment	20%	200
Class participation	10%	100
TOTAL	100%	1000

Discussion and Posting Rubric

100 points:	Plays an active, ongoing role in discussions; comments advance the level and depth of the discussion. Written communication is grammatically correct and professional. Medical terminology is incorporated.
75 points:	Participates constructively in discussion; makes relevant comments based on the assigned material. Written communication has no more than five (5) minor errors. Medical terminology is incorporated.
50 points:	Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material. Written communication has 5-10 errors.
25 points:	Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest. Written communication has multiple errors.
0 points:	Demonstrates a noticeable lack of interest; negatively impacts discussion. Assignments are incomplete.

Missed exams may be made available for MAKE-UP on an individual basis for extenuating circumstances only and at the discretion of the course director and/or program director.

MODES OF INSTRUCTION AND ASSESSMENT: lecture, partner activity, written examinations, self-assessments, individual or small group projects.

CLASS POLICIES

HPE 106 ATTENDANCE POLICY: Students are expected to complete assignments within the scheduled time-frame. Students are responsible for developing an individualized schedule for participating in class learning activities.

ASSIGNMENTS: All assignments and exams must be submitted as directed.

LATE/MISSED ASSIGNMENTS: A key to taking any college course is time management. Plan accordingly!
Exceptions: Exceptions are **rare** and will be given only when the professor is informed **in advance**. Do not wait until you have missed an assignment or exam to inform the instructor that there was/is a problem. Only one assignment may be made up. An alternative assignment may be provided at the discretion of the faculty.

COMMUNICATION: Students are expected to communicate professionally at all times. Blackboard "messages" (when appropriate), RCGC e-mail and telephone should be used. If you do not receive a timely response to any message, please contact the Nursing and Allied Health office for assistance at 856-415-2179.

GENERAL COURSE POLICIES

RCGC ATTENDANCE POLICY: Students attain maximum academic benefit through regular class attendance. Nothing else has yet been discovered to replace in value the daily, cumulative, educational growth that results from regular participation in class. This is especially true where ideas, concepts, points of view, social developments, poise, confidence, knowledge and success derive from the interaction of students and faculty.

Therefore, students are expected to attend all class sessions for which they are scheduled. The effect of absences on student grades will be determined by each instructor, consistent with his or her stated policy provided in course outlines.

AUDITING THE COURSE: This course may not be audited. This course is only open to students who have been accepted into the technical phase of the PTA program.

ACADEMIC HONESTY STATEMENT: Rowan College at Gloucester County is committed to a learning environment that embraces the principles of honesty. Faculty, students, and administrators share responsibility for maintaining this environment of academic honesty and integrity, accepting responsibility for all actions, personal and academic. Each member of our community is expected to read and understand our *Academic Integrity Policy*. The policy gives faculty authority to impose an academic sanction which is reasonable and commensurate with the violation.

PLAGIARISM: RCGC's *Academic Integrity Policy* defines plagiarism as "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." Essentially, this means **copying the words or ideas of another without the proper form of academic documentation.**

There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism. One may sound more acceptable than the other, but they are equally serious academic offenses. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized and paraphrased ideas from another person, even if you list the source in your Works Cited.

NOTE: The penalties for plagiarism will be determined by the instructor and distributed the first day of class. Please be advised that offenses may be reported to the Dean of Health, Physical Education, and Recreation and the Director of Student Affairs.

COURSE EVALUATION

Your feedback to faculty is essential. I encourage you to e-mail concerns or suggestions to me throughout the semester. Things to consider are activities, computer assisted instruction, teaching strategies, etc. that are helpful, as well as constructive criticism that would lead to course improvement. You may be asked to complete an IDEA faculty evaluation. Thank you for your participation.

Assignments

[Detailed rubrics for assignments to be distributed in class]

Assignment 1: Nutrition self-assessment – Using the USDA *SuperTracker* and the *Health Body Calculator*, you will make discoveries about the current status of your nutritional health, and reveal some strategies to modify your nutritional intake.

Assignment 2: Wellness Program group project – You and your partners will design a community program that is aimed at improving the health and wellness of a group of individuals. You will be prepared to talk about your project with your classmates at the conclusion of the course. Include elements of the PTA scope of practice, and how to participate in such a project while under the supervision of a PT.

Assignment 3: NJ Health research assignment — research, via the internet, five (5) programs or *ShapingNJ* Partner organizations which promote health and wellness in New Jersey. Give a one paragraph (3-5 sentences) description of the services provided for each, and one paragraph description on how physical therapists and assistants can be involved in the organizations' initiatives.

OUTLINE OF TOPICS AND LEARNING ACTIVITIES HPE 106 – 10-WEEK

Week	Topical Outline	Assignment
1	Lecture: Communication Group activity: Communication	Activity: Client Interview Read: Thompson, Ch. 1
2	Lecture: Recognizing red flags for abuse	Read: Thompson, Ch. 12
3	Lecture: Fitness and Fitness Training	Read: Thompson Chs. 3, 4, and 5 Assignment: Choose small groups for Wellness program project Quiz #1
4	Lecture: Screening and wellness programs Discussion: Physical Therapy and wellness initiatives	Read: Kisner and Colby Ch. 2 Due: Group project partnerships and topics
5	Lecture: <i>Healthy People 2020</i> , What is it? Discussion: Readiness for change	Read: Thompson Ch. 2 www.healthypeople.gov http://www.state.nj.us/health/chs/hnj2020/index.shtml Assignment: NJ Health research assignment
6	Lecture: <i>Health People 2020</i> (cont'd)	Quiz #2
7	Lecture: Nutritional status, obesity and physical activity	www.healthypeople.gov Read: Thompson Ch. 11 Assignment: Nutrition self-assessment Due: NJ Health research assignment
8	Lecture: Risk Factors	Read: Kisner and Colby Ch. 2, 11 Due: Nutritional Self-assessment
9	Discussion: Wellness Program Project	Due: Wellness program project due
10	Final written exam	

SYLLABUS CONTRACT

Course and Section: HPE 106 -01

Semester: Spring 2017

Class Meeting Days & Times: W 9:15AM – 10:30AM

Semester Dates: Feb 27 – May 10, 2017

Instructor: LaVonne Couch, PT, DPT, EdD, CSCS

I received a copy of the contract for the course: HPE 106 Health and Wellness Promotion in Physical Therapy and I had ample time to read it and to ask questions. Furthermore, I understand that success in this class requires that I:

- (1) Read, understand and complete assignments.
- (2) Respect the ideas and opportunities of others.
- (3) Follow all academic and course policies as stated in this syllabus.

(Signature)

(Date)

Student Contact Information

Please fill in the following information where I might reach you during the semester:

Print Name: _____

Home phone () _____

Work phone () _____

Cell phone () _____

Please circle the best phone number for emergency contact:

(a) Home (b) Work (c) Cell

Email address RCGC account: _____ @RCGC.edu

Alternate account: _____ @ _____

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act

of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.