Mountwest Community & Technical College
PTA Program

CURRICULUM PLAN
Program Curriculum

The members of the Physical Therapist Assistant Program faculty have developed a comprehensive curriculum plan that enables students to gain the skills, values, and behaviors necessary to successfully fulfill the roles of a Physical Therapist Assistant. Both academic and clinical faculty, the PTA Advisory Committee, graduates and their employers are involved in the evolution of the program's curriculum plan.

Communities of Interest

The following are examples of how the different communities of interest participate in the development and ongoing evaluation of the program:

- **Adjunct & Support Faculty** – are active in all aspects of development and evaluation of the programs curriculum plan through faculty meetings
- **Clinical Faculty** – through clinical evaluations of the program, communication with academic faculty during site visits and with the completion of student performance evaluations
- **Advisory Committee** – are active in most aspects through communication with the academic faculty and advisory committee meetings
- **Employers** – through employer surveys of hired program graduates. As many of our clinical instructors are program graduates we are able to get feedback during on-site visits
- **Program Students** – through communication with faculty and the course / instructor evaluations as well as our graduate surveys
- **Division Dean** – provides administrative and decision-making support

By utilizing this range of resources for feedback, faculty members can recommend modifications to the curriculum to enhance the attainment of the program goals and objectives.

Physical Therapist Assistant Program Mission

The Physical Therapist Assistant Program will implement an Associate in Applied Science in Physical Therapist Assistant Degree whose graduates will successfully pass the National PTA Licensure Examination. The Physical Therapist Assistant Program prepares its students to deliver physical therapy interventions in entry-level staff positions, in structured health care settings under the supervision of a physical therapist.

Physical Therapist Assistant Program Philosophy

The commitment of the PTA program is to develop a well-rounded physical therapist assistant with strong problem solving and patient treatment skills. The PTA should have the ability to educate and motivate patients and to recognize differences in patients and adjust to these differences.
The Physical Therapist Assistant Program believes that students learn best in a structured environment which:

- encourages movement from dependent to independent learning
- provides knowledge and experience which serve as a foundation for further learning
- develops readiness to learn by incorporating attitudes and values with academic and clinical experiences
- provides opportunities to apply knowledge in clinical situations throughout the program.

Physical Therapist Assistant Faculty will provide advisement and counseling to students enrolled in the program. In addition, the program's faculty will continuously assess student progress through the administration of well-planned, instructor-generated exams, and analysis of exam results.

The Physical Therapist Assistant Program offers a terminal degree that prepares the graduate for employment in the field of study.

This full time program prepares graduates to apply for licensure as a Physical Therapist Assistant. The Physical Therapist Assistant faculty recognizes the program as a terminal occupational degree.

Furthermore, the faculty believes that the curriculum is not structured to provide a complete foundation for, or the extent of clinical sciences appropriate for a Bachelor of Science in Physical Therapy.

The Physical Therapist Assistant Program believes it is the obligation of the institution and educational program to not only provide students with a high level of technical expertise, but also to transmit attitudes and values necessary to competently practice in the evolving health care system of the United States.

The Physical Therapist Assistant Program prepares graduates who possess the skills, attitudes, and values necessary to maintain, restore and promote functional movement activities throughout the life cycle.
**Physical Therapist Assistant Program Goals**

The program enables the mission of the College by preparing students for employment as Physical Therapist Assistants in the community by the following:

- To enhance the availability of physical therapy services throughout West Virginia with particular emphasis in meeting the need for such personnel in rural areas of the state
- To promote the involvement of educational institutions and health care providers throughout the state in addressing physical therapy education and training needs in an efficient manner
- Assist students in seeking employment before and after graduation
- Provide academic and clinical settings which stimulate student learning
- Meet or exceed all criteria and standards defined by the West Virginia State Education Department and accrediting agencies
- Update curriculum as indicated by students, faculty, administrators, community and PT/PTA Professionals
- Ensure that equal educational opportunities are available for all students regardless of race, color, creed, national origin, sexual orientation, age, disability or marital status
- Maintain state of the art equipment and laboratory facilities

**Physical Therapist Assistant Program Objectives**

The graduates of the program are prepared to function in three roles: provider of care, health care team member, and member of the Physical Therapy profession. In these roles, the graduate will accomplish the educational program objectives as follows:

- Work under the supervision of a physical therapist in an ethical, legal, safe, and effective manner.
- Implement a comprehensive treatment plan developed by a physical therapist.
- Demonstrate regular and effective communication with the supervising therapist about the patient's progress, the need for adjustments to be made by the physical therapist in treatment procedures in accordance with changes in the patient’s status.
- Assist the physical therapist in monitoring and modifying the plan of care by performing appropriate assessment and measurement techniques.
- Interact with patients and families in a manner that provides the desired psychosocial support including recognition of cultural and socioeconomic differences.
- Participate in teaching of other health care professionals, patients, families, and community groups.
• Demonstrate an ability to document, in a timely fashion, all relevant aspects of patient care.
• Participate in coordination of care, discharge planning, and follow-up care of patients.
• Communicate effectively in written, oral, and non-verbal modes with the supervising physical therapist, patients, families, colleagues, other health care providers and the general public.
• Assume responsibility for carrying out the role and responsibility of the Physical Therapist Assistant in the health care delivery system.
• To develop an understanding of levels of authority and responsibility, planning, time management and the supervisory process.
• To develop and understanding of performance evaluations, policies and procedures; fiscal considerations for physical therapy providers and consumers; and, continuous quality improvement.
• Participate in the practice of reading and interpreting professional literature.
• Participate in continuing development of knowledge and skills in their field.

General Education Philosophy

The General Education Program has two distinct but interrelated functions: First, to insure that students have a breadth of knowledge drawn from the liberal arts and sciences, and extends beyond the specialization in a major field. Secondly, the General Education Program is designed to insure that students master the basic competencies which are the foundation of lifelong learning. The courses help students develop a strong basic science foundation, communication skills, and critical thinking skills. They also prepare students to work with diverse populations, to develop an understanding of the lifespan, and to reflect on one’s own personal experiences.

Program Design

As a 1+1 format, students are admitted to the Physical Therapist Assistant Program, in year two, after completing the general education, prerequisite coursework. During this second year, the student begins the formal Physical Therapist Assistant education, which consists of the technical and clinical education courses. Learning experiences include classroom presentations, discussions, demonstrations, and supervised practice planned to develop the clinical skill competencies necessary for graduation. The curriculum plan provides an emphasis upon assuring that assessment and measurement precede application of skills.

The first summer semester allows the student to begin the Introduction to Physical Therapy course which provides an overview of the physical therapy profession to include the history of the American Physical Therapy Association and the PTA. Students are presented with discussions to include ethical and legal aspects of the profession, documentation basics, and verbal and non-verbal communication skills.
The second semester allows students to build upon their basic science foundation with the program specific *Functional Anatomy & Procedures* and *Neuroanatomy* courses. Practice theory and skills are learned in *PT Modalities* and *Patient Care Skills* and an opportunity to develop the delivery of these skills with supervision is provided in the *Clinical Practice I (1 week observation)* and *II (3 week experience)* courses.

The third semester continues with the basic sciences with the *Pathological Conditions* course. Students focus on basic therapeutic exercise regimens in the *Orthopedic Rehabilitation* course. Students are introduced to the therapeutic intervention skills necessary to perform advanced techniques required by complex rehabilitation patients in *Adult Rehabilitation* and *Pediatric & Spinal Cord Rehabilitation*. *PTA Seminar* allows the opportunity to explore career development opportunities and the seven-week *Clinical Practice III* provides the students the opportunity to apply the didactic and clinical skills under decreasing supervision.

The fourth and final semester provides the seven-week *Clinical Practice IV* to allow the students to continue working under decreasing supervision and develop necessary practice management skills.

**Learning / Modeling**

Teaching methods, which require the student to use sequential knowledge and experiences to develop alternatives to action, have been included in the curriculum. This promotes the development of critical and analytical thinking skills, which are essential to the Physical Therapist Assistant. Faculty use active learning instructional methods in all courses. Clinical faculty are encouraged to use stimulating, reflective practice in the clinical education courses.

Independent thought and communication skills are emphasized in all courses. Group discussions, cooperative learning projects (ACP), and oral report assignments are integrated in the curriculum. The values of the profession of Physical Therapy are transmitted to the student through class discussions, faculty role modeling, and activities that allow the students to interact with other Physical Therapy professionals such as poster presentations.
MOUNTWEST COMMUNITY & TECHNICAL COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
DEGREE REQUIREMENTS

The Associate in Applied Science in Physical Therapist Assistant (A. A. S. - PTA) will be awarded to students who successfully complete the listed courses with a minimum grade of "C" and comply with all academic regulations of Mountwest Community & Technical College.

1. Program Design

In the 1 + 1 model in which completion of the General Education Courses occurs prior to enrollment into the technical education curriculum, the completion of 18 weeks (720 hours) of Clinical Education Courses is required.

Length of program
Four semesters (Twenty-two months)

2. Required courses:

<table>
<thead>
<tr>
<th>General Education</th>
<th>34 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Education</td>
<td>42 credit hours</td>
</tr>
<tr>
<td>Total</td>
<td>76 credit hours</td>
</tr>
</tbody>
</table>

General Education – 34 credit hours required in following courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Written Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>COM 112</td>
<td>Oral Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BIOL 260</td>
<td>Applied Human Anatomy</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIOL 265</td>
<td>Applied Human Physiology</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Structural Kinesiology</td>
<td>4</td>
<td>BIOL 260</td>
</tr>
<tr>
<td>BIOL 245</td>
<td>Physiology of Exercise</td>
<td>3</td>
<td>BIOL 265</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Applications in Algebra</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SCI 110</td>
<td>Introductory Physics/L</td>
<td>4</td>
<td>MAT 145</td>
</tr>
<tr>
<td>IT 101</td>
<td>Fund. Of Computers</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SS *</td>
<td>Social Science (elective)</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
Technical Education – 42 credit hours required – Enrollment into the following courses is restricted to only those students admitted to the Physical Therapist Assistant Program.

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 100</td>
<td>Introduction to Physical Therapy</td>
<td>3</td>
<td>Admission</td>
</tr>
<tr>
<td>PTA 110</td>
<td>PT Modalities</td>
<td>2</td>
<td>SCI 110</td>
</tr>
<tr>
<td>PTA 110L</td>
<td>PT Modalities Lab</td>
<td>1</td>
<td>Concurrent with PTA 110</td>
</tr>
<tr>
<td>PTA 120</td>
<td>Patient Care Skills</td>
<td>2</td>
<td>PTA 100</td>
</tr>
<tr>
<td>PTA 120L</td>
<td>Patient Care Skills Lab</td>
<td>1</td>
<td>Concurrent with PTA 120</td>
</tr>
<tr>
<td>PTA 130</td>
<td>Functional Anatomy &amp; Proc.</td>
<td>3</td>
<td>BIOL 260</td>
</tr>
<tr>
<td>PTA 130L</td>
<td>Functional Anatomy &amp; Proc. Lab</td>
<td>1</td>
<td>Concurrent with PTA 130</td>
</tr>
<tr>
<td>PTA 140</td>
<td>Clinical Practice I</td>
<td>1</td>
<td>PTA 100 – 130, 160</td>
</tr>
<tr>
<td>PTA 150</td>
<td>Clinical Practice II</td>
<td>2</td>
<td>PTA 140</td>
</tr>
<tr>
<td>PTA 160</td>
<td>Neuroanatomy</td>
<td>3</td>
<td>BIOL 265</td>
</tr>
<tr>
<td>PTA 200</td>
<td>Pathological Conditions</td>
<td>3</td>
<td>PTA 100 - 140</td>
</tr>
<tr>
<td>PTA 220</td>
<td>Orthopedic Rehabilitation</td>
<td>3</td>
<td>PTA 130</td>
</tr>
<tr>
<td>PTA 220L</td>
<td>Orthopedic Rehabilitation Lab</td>
<td>1</td>
<td>Concurrent with PTA 220</td>
</tr>
<tr>
<td>PTA 230</td>
<td>Adult Rehabilitation</td>
<td>3</td>
<td>PTA 160</td>
</tr>
<tr>
<td>PTA 230L</td>
<td>Adult Rehabilitation Lab</td>
<td>1</td>
<td>Concurrent with PTA 230</td>
</tr>
<tr>
<td>PTA 240</td>
<td>Clinical Practice III</td>
<td>4</td>
<td>PTA 100 – 230</td>
</tr>
<tr>
<td>PTA 250</td>
<td>Pediatric &amp; Spinal Cord</td>
<td>2</td>
<td>PTA 160</td>
</tr>
<tr>
<td>PTA 250L</td>
<td>Pediatric &amp; Spinal Cord Lab</td>
<td>1</td>
<td>Concurrent with PTA 250</td>
</tr>
<tr>
<td>PTA 260</td>
<td>Clinical Practice IV</td>
<td>4</td>
<td>PTA 140, 150, 240</td>
</tr>
<tr>
<td>PTA 270</td>
<td>PTA Seminar</td>
<td>1</td>
<td>PTA 100 - 250</td>
</tr>
</tbody>
</table>

TYPICAL PROGRAM OF STUDY

Recommended sequence for completion of the general education, prerequisite courses:

First Semester:
Written Communication 3
Applications in Algebra 3
Fundamentals of Computers 3
Applied Human Physiology 4
Applied Human Anatomy 4
17

Second Semester:
Oral Communication 3
Structural Kinesiology 4
Introductory Physics 4
Physiology of Exercise 3
Social Science Elective 3
17

Total Prerequisite Credits: 34
Program of study for the full-time student enrolled in the second year of the Physical Therapist Assistant Program is presented on the following page:

<table>
<thead>
<tr>
<th></th>
<th>Summer Semester</th>
<th>Fall Semester</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PTA 100</td>
<td>Introduction to PT</td>
<td>PTA 110</td>
<td>PT Modalities</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 110L</td>
<td>PT modalities Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 120</td>
<td>Patient Care Skills</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 120L</td>
<td>Patient Care Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 130</td>
<td>Functional Anatomy / Procedure</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 130L</td>
<td>Functional Anatomy / Proc. Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 140</td>
<td>Clinical Practice I (1 week)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 150</td>
<td>Clinical Practice II (3 weeks)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA 160</td>
<td>Neuroanatomy &amp; Phys.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PTA 200</td>
<td>Pathological Conditions</td>
<td>PTA 260</td>
<td>Clinical Practice IV (7 weeks)</td>
<td>4</td>
</tr>
<tr>
<td>PTA 220</td>
<td>Orthopedic Rehabilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 220L</td>
<td>Orthopedic Rehabilitation Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 230</td>
<td>Adult Rehabilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 230L</td>
<td>Adult Rehabilitation Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 240</td>
<td>Clinical Practice III (7 weeks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 250</td>
<td>Pediatric &amp; Spinal Cord</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 250L</td>
<td>Pediatric &amp; Spinal Cord Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 270</td>
<td>PTA Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
Curriculum Outcomes

Expected outcomes of the Physical Therapist Assistant Program at MCTC are reflected appropriately the programs curriculum. The programs student and clinical handbook and information sheet contain the programs mission, goals and objectives and are readily available to prospective and current students, academic and clinical faculty and employers.

Curriculum Objectives

Course syllabi contain objectives that are stated in terms of what the student will be able to do or demonstrate upon successful completion of each course, unit or experience. Expectations are reflected in order to facilitate desired outcomes that reflect the expectations of an entry-level physical therapist assistant. Objectives are written in measurable terms.

Curriculum Methodologies

Instructional methodologies utilized by the program include: lecture, demonstration, role-playing, multimedia presentations, guest lectures and in services by professional representatives of the Physical Therapy and civic community. These methods have proven effective in allowing the students to gain the desired level of performance in both the classroom and on clinical affiliations. The variety of methods used promotes the participation of the student in the learning process.

Program faculty utilize a variety of evaluative methods to facilitate the determination of student competency and the attainment of course objectives, to include: Instructor prepared quizzes, written and oral presentations, practical demonstration and comprehensive written examinations. Student course evaluations are utilized to reinforce the mechanisms validity.