COLEMAN COLLEGE FOR HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM

Spring 2018
PTHA 2301: ESSENTIALS OF DATA COLLECTION
CRN # 56845, 56852, 56863, 56871

Lecture:	**Mon**	**12:00 PM – 2:00 PM**	**Room 303**
Lab 1:	**Tues/Thurs**	**1:00 PM – 3:00 PM**	**Room 805**
Lab 2:	**Tues/Thurs**	**3:00 PM – 5:00 PM**	**Room 805**

3 credit hours: 2 hours lecture and 4 hours lab/16 weeks (96 contact hours)

INSTRUCTORS

Lead: Karen Somer, PT
CRN#: 56845, 56852, 56863, 56871
Telephone: 713-718-7387
Email: karen.somer@hccs.edu
Office Hrs: Mon 9:00 am – 11:30am
Tues 10:00 am – 11:30am
Thurs 9:00 am – 10:00am
Room 418

Alan L. Park, PT, DPT
CRN#: 56852, 56871
Telephone: 713-718-7390
Email: alan.park@hccs.edu
Office Hrs: Mon 8:00 am –11:00am
Tues-Thurs 8:00 am –12:00pm
Wed-Fri 1:00 pm – 5:00pm
Room 420

COURSE DESCRIPTION

In this course, you will learn data collection techniques used to assist in patient/client management.

END OF COURSE OUTCOMES

Perform data collection techniques, identify changes in data collected, and report results.

CREDIT

3 semester hours

PREREQUISITES

PTHA 1305, 1321, 1413, 1229, 1301

COREQUISITES

PTHA 1431, HPRS 2332

REQUIRED TEXTBOOKS

1. Principles and Techniques of Patient Care, Pierson & Fairchild, Fifth (5th) Edition; ISBN: 978-1-4557-0704-1 Sheryl L. Fairchild, BS, PT
2. Physical Rehabilitation, Sixth (6th) Edition; ISBN: 978-0-8036-2579-2 Susan B. O'Sullivan, PT, EdD, Thomas J. Schmitz, PT, PhD, George D. Fulk, PT, PhD
3. Muscles: Testing and Function, Fifth (5th) Edition; ISBN: 0-7817-4780-5 Florence Peterson Kendall, Elizabeth Kendall McCreary, et al
4. Muscle and Sensory Testing, Third (3rd) Edition; ISBN: 978-1-4377-1611-5 Nancy Berryman Reese, PhD, PT
5. Measurement of Joint Motion: A Guide To Goniometry, Fifth (5th) Edition; ISBN: 978-0-8036-4566-0 Cynthia C. Norkin, EdD, PT and D. Joyce White, DSc, PT
6. Therapeutic Exercise: Foundations & Techniques, Sixth(6th) Edition; ISBN: 978-0-8036-2574-7 Carolyn Kisner, PT, MS and Lynn Allen Colby, PT, MS
7. Pediatric Physical Therapy, Fifth (5th) Edition; ISBN: 978-1-4511-7345-1 Jan S. Tecklin
8. Class materials and Eagle Online

STUDENT LEARNING OUTCOMES AND OBJECTIVES

Utilizing information taught and demonstrated in lecture and lab classes, activities, assigned readings and assignments, the student will be able to demonstrate the following on tests and assignments with at least 75% accuracy by the end of the course:

Global Objectives

1.0 Demonstrates knowledge of statistics to allow the analyses of the health care literature.
2.0 Distinguish between normal and abnormal postural alignment in static standing.
3.0 Recognizes the gross and fine motor milestones and is able to integrate them into functional development activities.
4.0 Distinguish the difference between normal and abnormal muscle length.
5.0 Assess joint range of motion using functional screens and/or a goniometer.
6.0 Assess muscle strength by manual muscle testing.
7.0 Classify integumentary changes and perform wound care using proper technique.
8.0 Recognize normal and altered skin sensation.
9.0 Demonstrate basic knowledge of patient management in ICU.

Enabling Objectives

1.0 Demonstrates knowledge of statistics to allow the analyses of the health care literature.
- 1.1 Distinguish between the following terms: reliability and validity; intratester and intertester reliability; face, content, criterion and construct validity; sensitivity and specificity; minimal clinically important difference and minimal detectable change.
- 1.2 Assess and interpret statistical significance for a given outcome from resources including the Rehabilitation Measures Database.
- 1.3 Compare and contrast outcome tools or treatment options based upon available statistical data.

2.0 Distinguish between normal and abnormal postural alignment in static standing.
- 2.1 Detect deviations from normal posture using a plumb line in both the sagittal and coronal planes.
- 2.2 Recognizes postural abnormalities including: kyphosis, lordosis, scoliosis, military posture, and sway back posture.

3.0 Recognizes the gross and fine motor milestones and is able to integrate them into functional development activities.
- 3.1 Demonstrates knowledge of normal pediatric development including gross motor, fine motor and social skills.
- 3.2 Deduce the age appropriate play for each stage of development.
- 3.3 Demonstrates the ability to engage a child in play.

4.0 Distinguish the difference between normal and abnormal muscle length.
- 4.1 Identify a single joint, two joint, and multiple joint muscle.
- 4.2 Perform muscle length testing using proper technique.
- 4.3 Demonstrate knowledge of normal muscle length for the tested muscle and identify a positive or negative test result.

5.0 Assess joint range of motion using functional screens and/or a goniometer.
- 5.1 Identify different types and purposes of goniometers, selecting the most appropriate goniometer for the given joint and situation.
- 5.2 Differentiate between normal and abnormal range of motion for all joints, and deduce the factors which may be limiting range of motion of a given joint.
- 5.3 Perform the proper measurement procedures and techniques of goniometric assessment to obtain objective joint measurements for both passive and active range of motion.
- 5.4 Apply goniometric data collected to the patient's plan of care.
- 5.5 Accurately document and communicate the goniometric measurements obtained to clinicians, patients, and/or family members.

STUDENT LEARNING OUTCOMES AND OBJECTIVES (continued)

Utilizing information taught and demonstrated in lecture and lab classes, activities, assigned readings and assignments, the student will be able to demonstrate the following on tests and assignments with at least 75% accuracy by the end of the course:

Enabling Objectives (continued)

6.0 Assess muscle strength by manual muscle testing.

- 6.1 Recite the definition of all manual muscle test grades and understand that it is an ordinal scale.
- 6.2 Demonstrate an understanding of assessing muscle strength using the break test.
  - 6.2.1 Decide patient position for manual muscle testing based upon observed movement and presence or absence of muscle mass.
- 6.3 Perform a manual muscle test using the proper procedures and techniques of assessment to obtain a valid muscle grade.
- 6.4 Apply manual muscle test data collected to the patient's plan of care.
- 6.5 Accurately document and communicate the manual muscle test measurements obtained to clinicians, patients, and/or family members.

7.0 Classify integumentary changes and perform wound care using proper technique.

- 7.1 Differentiate and classify types of wounds including arterial, venous, diabetic, deep tissue, abrasion, laceration, maceration and infection.
- 7.2 Identify the stages of wound healing.
- 7.3 Identify different wound products and their indications and contraindications.
- 7.4 Perform wound care dressing changes, using clean or sterile technique as indicated.
- 7.5 Demonstrate an understanding of isolation techniques.
- 7.6 Distinguish between viable and nonviable tissue.

8.0 Recognize normal and altered skin sensation.

- 8.1 Demonstrate knowledge of peripheral sensory nerves and the sensory dermatomes.
- 8.2 Classify peripheral receptors according to the spinal cord tracts that conduct the signal to the brain.
- 8.3 Apply the general principles of sensory testing when performing a sensory test.

9.0 Demonstrate basic knowledge of patient management in ICU.

- 9.1 Demonstrates knowledge of all ICU equipment and types of lines in various settings designed to enhance the function of the gastrointestinal, renal, urologic, and respiratory systems.
- 9.2 Demonstrates knowledge of all ICU equipment and types of lines in various settings designed to monitor function of the cardiovascular, respiratory, and central nervous system.
- 9.3 Describe the different types of ICU settings.
- 9.4 Perform the mobilization of an ICU patient with multiple lines and tubes.

ATTENDANCE POLICY

Students are expected to be on time and remain present for the entire class. Being on time, staying throughout the entire class, and exemplary attendance go hand in hand with professionalism. Students who do not abide by course attendance requirements show a lack of strong personal commitment. Each student is allowed one (1) absence per course per semester without penalty. For each additional absence per class per day, the final overall course grade will be lowered by five (5) points. Three (3) tardy arrivals (up to 20 minutes late) or early departures (less than 20 minutes) will equal one absence. Students who arrive more than 20 minutes after the start of class or leave more than 20 minutes before the end of class will be considered absent. All absences will be treated equally, regardless of the reason, and if any absence occurs, the student is responsible for the missed class content and assignments. Professional courtesy means the student should call the program department (713-718-7391) and leave a voicemail or email the lead instructor if they will be late or absent for class.

A student who is absent for a lab class may be required to take a lab exam covering the material taught on the day of the absence. This exam would be a second lab exam on the day of the scheduled lab exam.

***** This means, if you have a "79" average at the end of the semester and you have more than one (1) absence, you will fail the class.**

GRADING POLICIES

Grade Ranges 90 – 100 = A 80 – 89 = B 75 – 79 = C 0 – 74 = F

Withdrawal
The last day for administrative/student withdrawal is posted on the HCC website. Any student not withdrawn by the posted date will receive the grade earned.

Score Computation
For individual exams, grades will be rounded according to standard principles as follows:

- A grade of 74.4 will be recorded at 74
- A grade of 74.5 will be recorded at 75

Academic Honesty
Students can be dismissed from the program for cheating on any graded exams or assignments. Students dismissed for cheating will not be allowed readmission to the PTA Program. Cheating includes the following, but not limited to:

- Videotaping or taking pictures of any exam or during class or lab times without express consent of the instructor
- In possession of a cell phone during an exam or during class or lab times without express consent of the instructor
- Using skill sheets or outcomes sheets in the lab test "draw & think" area
- Cueing a student during a lab test while performing as a patient
- Sharing information about how you or someone else performed on a lab test **BEFORE ALL** lab exams are fully completed is considered cheating. This includes **ANY** form of communication to another student including, but not limited to, texting, phoning, email, etc.
- Copying answers from another student
- Using any technology to look up answers during an exam
- Any homework or class assignment specified to be completed individually is subject to the Academic Honesty Policy

TESTING, GRADING & COURSE REQUIREMENTS

The grand average grade for this course is based on the following components:

PTHA 2301	% of 100	Comments
Theory	45 %	MUST BE A 75% to PASS THIS COURSE
Final Examination	24 %	MUST BE A 70% or may be asked to remediate
Lab Exams	26%	MUST BE A 75% to PASS THIS COURSE
Projects	3%	MUST BE A 75% or REMEDIATE to 75% to PASS
Homework & Quizzes	2%	MUST BE A 75% or REMEDIATE to 75% to PASS

TESTING, GRADING & COURSE REQUIREMENTS (continued)

Projects

Projects will have specific guidelines for grading. See individual projects. All projects must be submitted on time. Projects submitted late will receive a grade no higher than zero. Projects are to be done **individually** unless otherwise specified by the lead instructor. Students considered cheating by having another student do their work for them or by copying or plagiarizing will receive a zero. Students cheating are subject to the Academic Honesty Policy and are subject to dismissal from this course.

Any project not completed satisfactorily, with a passing grade of 75%, will need to be remediated. A grade of zero will remain the grade of record. This zero will be a remediated zero once the work is satisfactorily complete by the designated day and time.

Homework

Homework will be assigned throughout the semester. Homework may be graded based on completion and/or quality of the work. Feedback may or may not be given based upon the assignment. Assignments are to be done individually unless otherwise specified. Cheating on homework is subject to the Academic Honesty Policy and the student may be dismissed from this course. Homework assignments, as assigned by the instructor, must be submitted online through canvas as designated by the dates on canvas. Any homework assignment **not completed satisfactorily** or turned in **late will receive a grade of zero (0)**. The homework will need to be remediated. Once the homework is remediated satisfactorily and by the day and time designated by the lead instructor, the zero will remain as a remediated zero for the grade of record.

Class Participation

It is necessary for satisfactory course completion that each student demonstrates professionalism, courtesy, enthusiasm, initiative, and compassion for fellow students and instructors. These skills are the basis for success in the physical therapy field.

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PROJECTS, CLASSWORK AND HOMEWORK WILL ONLY BE AVERAGED AFTER PASSING EXAM GRADES ARE ESTABLISHED AS NOTED ABOVE!

The final grand average is then calculated based on all categories as listed above. If you receive a failing theory or lab grade or if you have questions or concerns about a grade, you must contact the instructor by email. Any grade adjustments must be made within 48 hours after receiving the grade.

Theory Exams

Theory exams are based on assigned readings, lectures, class discussions, films, videos, field trips, and practical application from any corresponding theory or laboratory classes as applicable. Theory exams may be Scantron, computer based, or paper-pencil exams consisting of true/false, multiple choice, matching, fill-in-the-blank, or short answer questions. If a Scantron is used for an exam, all answers must be on the Scantron and only the Scantron will be graded. If an exam is computer based, only answers recorded using the computer based exam system will be used to calculate a grade for the exam. Each theory exam may include questions on material previously covered in the course or in previous courses covering related material.

At the discretion of the instructor, time will be allotted for group exam review. Any student who requires individual concerns regarding the exam questions should email the instructor and make an appointment to confer in private.

Theory Final Exam

The theory final exam is comprehensive and may include information from previous classes applicable to this course.

TESTING, GRADING & COURSE REQUIREMENTS (continued)

Lab Exams

Students will have up to three opportunities to pass each lab exam. Lab exams may be short skill-specific performance testing or scenario based practical exams and may be recorded (DVD or other format). Each student is responsible for bringing their own SmartCard/SanDisk and case which will become property of the program. Only skills recorded on the individual student's SmartCard/SanDisk will be graded. A resulting grade of ≥75% as determined by the grade sheet criteria is required to pass the lab exam and indicates competence with the test skill/scenario. This is the ORIGINAL lab exam.

If the resulting grade is <75% as determined by the grade sheet criteria, the student has failed the ORIGINAL lab exam and has not proved competent with the test skill/scenario. The student must then remediate and complete a FIRST RETEST. The student will receive an email from the instructor outlining specific remediation requirements. All retests will be scheduled by the instructor during normal program hours. The student is expected to be available at the given test time.

On the FIRST RETEST, the student must retest the **same** failed skill/scenario from the ORIGINAL lab exam. If the student earns <75% on the FIRST RETEST of the **same** failed skill/scenario, they will receive a grade of "0" for the ORIGINAL lab exam indicating failure to show competence with the skill/scenario and will fail the lab portion of the course. They must email the Program Director within 48 hours of receiving their final grade to discuss the possibility and/or requirements for remaining in the program.

If the student earns ≥75% on the retest of the **same** failed skill/scenario from the ORIGINAL lab exam, they must then test the same material using a **new** similar skill/scenario. This will be a second lab exam on the same day. If they earn ≥75% on the **same** AND **new** similar skill/scenario on the FIRST RETEST, they receive a grade of 75% for the ORIGINAL lab exam indicating a passing score and competence with the material. If the student earns <75% on the **new** skill/scenario, the "0" will remain in the gradebook for the ORIGINAL lab exam until they remediate and retest one more time. This will be the SECOND RETEST.

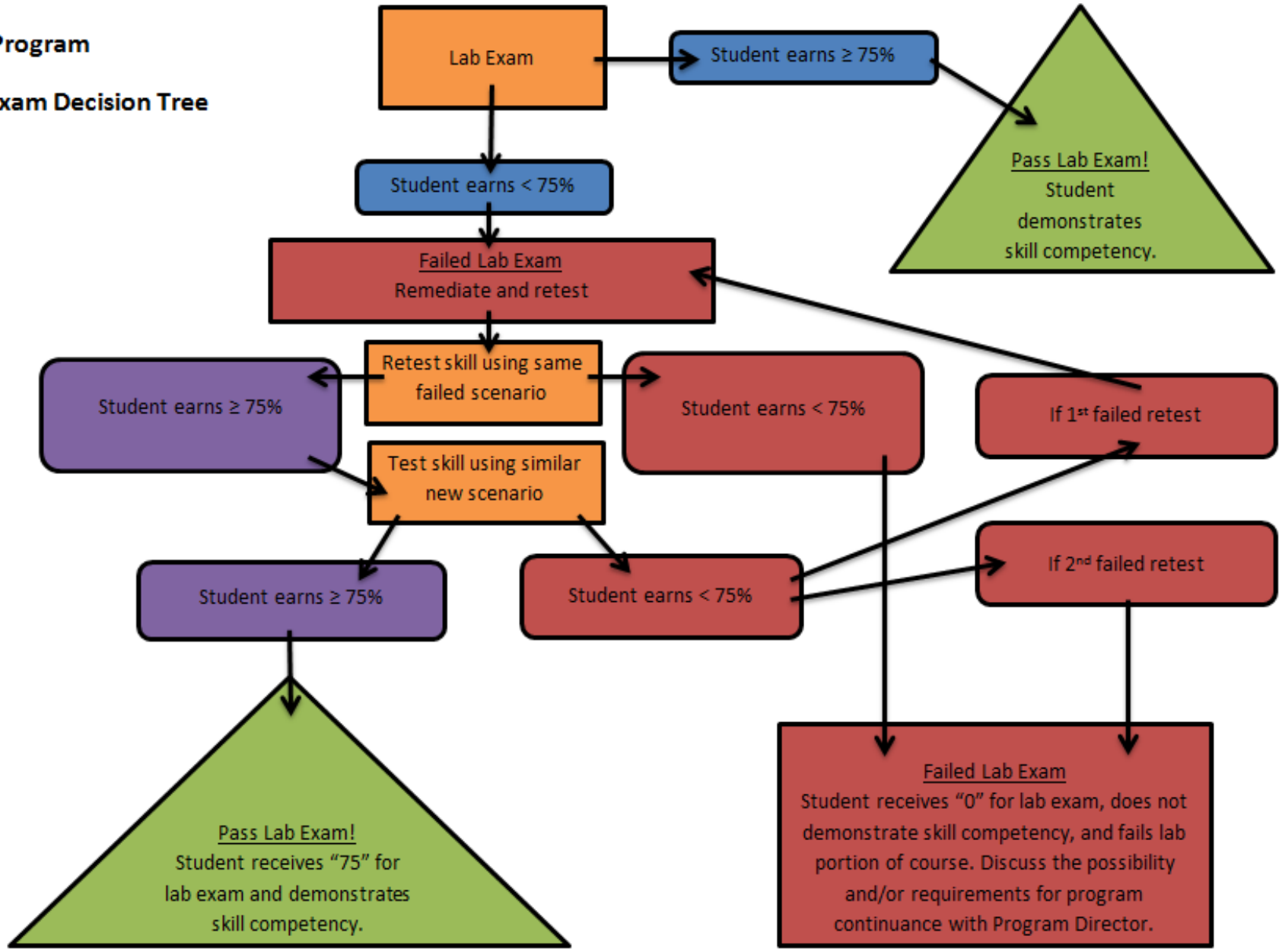
On the SECOND RETEST, the student must retest the **same** failed skill/scenario from the FIRST RETEST. If the student earns <75% on the SECOND RETEST of the **same** failed skill/scenario from the FIRST RETEST, they will receive a grade of "0" for the ORIGINAL lab exam indicating failure to show competence with the skill/scenario and will fail the lab portion of the course. They must email the Program Director within 48 hours of receiving their final grade to discuss the possibility and/or requirements for remaining in the program.

If the student earns ≥75% on the retest of the **same** failed skill/scenario from the FIRST RETEST, they must then test the same material using a **new** similar skill/scenario. This will be a second lab exam on the same day. If they earn ≥75% on the **same** AND **new** similar skill/scenario on the SECOND RETEST, they receive a grade of 75% for the ORIGINAL lab exam grade indicating a passing score and competence with the material.

However, if the student earns <75% on the SECOND RETEST for either the **same** failed skill/scenario OR the **new** similar skill/scenario, they will receive a final grade of "0" for the ORIGINAL lab exam indicating failure to show competence with the skill/scenario and will fail the lab portion of the course. They must email the Program Director within 48 hours of receiving their final grade to discuss the possibility and/or requirements for remaining in the program.

PTA Program

Lab Exam Decision Tree



**** Course requirement – Student must earn ≥ 75% in both theory and lab portions of the course and demonstrate competency (no remaining "zeros") in all required course skills to earn a passing grade in the course.****

TESTING, GRADING & COURSE REQUIREMENTS (continued)

COURSE SPECIFIC LAB INFORMATION
In this course, any student passing a lab exam, the first time the exam is offered, will receive a grade ≥ 80.
The highest grade a student repeating an exam can earn is a 75%.

Exam Absences
Absence during an in-class quiz or failure to complete a quiz online by the deadline will result in a grade of zero (0), with no exceptions. There will be no opportunity to retake a quiz.

Absence of a theory exam results in a ten (10) point deduction from the earned grade.
Absence of a lab exam results in a MAXIMUM score of 75.
All absences will be treated equally, regardless of the reason.

The student must be prepared to take the missed theory or lab exam the day the student returns to school. It is the responsibility of the student to email the lead instructor and schedule the re-exam. If the student fails to email the lead instructor within 24 hours of the originally scheduled exam time, the student will receive a grade of zero (0) for the lab or theory exam. However, it is best practice to email the instructor BEFORE the originally scheduled exam time. If the student is absent during the scheduled retest, a grade of zero (0) will be given. Makeup theory exams may be paper and pencil, scantron or computer based exams covering the original content in any question format including essays. If the student knows in advance that he/she will be absent, arrangements should be made with the lead instructor and a ten (10) point deduction from the earned grade will apply. For each day that the student has returned to class and has not scheduled the missed exam, there will be an additional 5 point deduction.

Exam and Quiz Tardiness
There will be strict adherence to the exam and quiz time. A student who arrives late will sacrifice that portion of the total theory or lab exam time. Theory and lab exams and quizzes will be stopped at the scheduled time. Any student who does not stop at the scheduled time will receive a grade of “0”.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods
The material in this course will be taught by a combination of lecture, discussions, demonstrations, and hands-on practice. Each student **must** experience a procedure as "the patient" as well as apply the procedure to a fellow student as the SPTA. Students will be assigned lab partners who will be rotated throughout the course. At times, students will work in larger groups. Students should be prepared for class by reading assigned materials prior to class.

Instructional Aides
Computerized presentations, textbooks, handouts, demonstration, models, films, computerized programs, dry erase board, and actual physical therapy equipment will be used in this course. During exams, the lab will be set up like an actual physical therapy department. No instructional aids, especially actual PT equipment, may be used without permission of the instructor.

Providing for Individual Differences
Each student will be treated as an individual with unique learning needs. Each student will be checked on his/her skills by an instructor and additional help given during lab time if needed. More advanced students may be assigned as lab partners to those who need additional assistance. Study groups are encouraged. Labs can be open upon request at other than classroom time for further practice sessions during the weekday, depending on availability of the lab and an instructor to supervise. Instructors have scheduled office hours for individual conferences.

PLAN OF INSTRUCTIONAL PRACTICES (continued)

Safety

Safety will be taught throughout the course during instruction on body mechanics, equipment usage, patient assessment, and patient handling. Student performance is monitored during lab sessions by instructors. Practice time must be monitored by an instructor for any modality in which there is a safety issue. Lab skills practice and lab exams will be **stopped immediately** if students are in danger of injury to themselves or others. Each student will be apprised of fire exits, extinguisher, disaster and fire drills. Equipment is calibrated and checked for electrical safety by an outside agency each year before the section of the course on such equipment begins.

Class Participation

It is necessary for satisfactory course completion that each student demonstrates professionalism, courtesy, enthusiasm, initiative, and compassion for fellow students and instructors. These skills are the basis for success in the physical therapy field. This course can be considered a pre-employment course in basic physical therapy procedures. The class will simulate as much as possible the actual working practices of a physical therapy department. During the course, each student will have the opportunity to simulate working as a physical therapist assistant and functioning as part of a physical therapy department under the direction and supervision of a Physical Therapist.

Lab Maintenance

Keeping the lab clean is everyone's responsibility. Work areas must be clean prior to leaving the lab. All students are responsible for adequate and sanitary working conditions in the lab. Students may be assigned specific duties in the lab on a rotating basis.

Professional Attire

Skills Lab

Each student will be **required** to wear a lab uniform **at all times** during all skills labs consisting of:

- For Females: Halter top, sports bra, or top which **OPENS IN THE BACK**, and shorts which can expose the hip joint and upper thigh, closed toe shoes
- For Males: Shorts which expose the hip joint and the upper thigh, closed toe shoes

Students should be prepared for every lab by being in lab clothes ***PRIOR*** to the start of lab.

ALL STUDENTS with loose long hair must pull it back or pin it up during lab. Fingernails ***MUST*** be trimmed short so the nail cannot be felt when you rub the tips of the fingers along your arm. When viewing the hand from the palm side, the nail should not be seen. All cell phones & electronic devices must be put away and turned off completely. Videotaping or recording of any kind of demonstrations or equipment is not allowed unless permission is given by the Instructor.

Lab Exams

As the SPTA during lab exams, each student must dress as if going to work in a clinic or hospital. Professional attire and grooming will be required on lab exams. Requirements are as follows:

1. Short sleeve polo shirt and khaki pants OR matching scrub top and bottom
2. Flat shoes with closed toes, non-skid soles
3. Short fingernails
4. No dangling earrings or excessive piercings
5. Long hair pulled back
6. Facial hair trimmed and neat

Professional Attire (continued)

Clinic Observations and Field Trips

For clinic observations or field trips, the student must wear their HCC PTA polo, khaki pants, closed toe shoes, and have their HCC Student ID displayed.

SCANS (Secretary's Commission on Achieving Necessary Skills)

A study was conducted for the Department of Labor by the American Society for Training and Development which identified the seven skills U.S. employers want most in entry level employees. These skills are motivation to learn, basic skills, communication, teamwork, critical thinking, career development, and leadership. The following SCANS skills will be emphasized.

-Selects and Applies Technology to a Task
-Maintain/Troubleshoots Equipment

EARLY ALERT

The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem (s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made, counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

COURSE EVALUATION

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of researched-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of Houston Community College Student System online near the end of the term.

SERVICES TO STUDENTS

Coleman College students have many resources available to help them succeed. The Learning Success Center on the first floor of the Coleman College campus offers many services including free tutoring services, Texas Medical Center Library Orientation, weekly workshops for remediation, stress management and test anxiety workshops. The link to the Learning Success Center is: http://coleman.hccs.edu/about-us/learning-success-center/. In addition, student success coaches are also available to assist with any stresses, academic or personal, that may affect academic success. Students should seek out these services as needed.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

CAMPUS CARRY

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/district/departments/police/campus-carry/.

SERVICES TO STUDENTS WITH DISABILITIES

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible

learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/district/students/disability-services/.

HCCS recognizes its responsibility not to discriminate against anyone who has a documented disability that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having impairment. Specific policies enable students with documented disabilities who are otherwise qualified, to request accommodations, which would allow them equal access to the College under Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Act of 1990.

Obtaining reasonable accommodations is an interactive process. It begins with the student's disclosure of his/her disability directly with the ADA Counselor in Ability Services, which is located in room 101 of the Learning Success Center (LSC). The ADA Counselor may also be reached by phone at (713) 718-7376. Once accommodations are in place, instructors should receive a new, updated letter of accommodation within the first three days of each semester.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination.

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517
or *Institutional.Equity@hccs.edu*

Texas HB 1508

If you are applying for admission to a program that prepares an individual for an initial occupational license or certification and/or if you later decide to change to a program that prepares you for an initial occupational license or certification, in accordance with state law, please be advised of the following:

1. An individual who has been charged or convicted of an offense or who is on probation may not be eligible for issuance of an occupational license or certification upon completion of the educational program.

2. It is the responsibility of the individual to immediately report to the program any change in status that would affect that individual's eligibility to apply for a license or certification.

3. Local, state or national licensing and certification authorities may issue additional guidelines related to criminal history. Applicants should contact their respective licensing or certification authority for more details.

Most health care programs require all students, admitted to the program, to submit to a national background check which may include fingerprinting. Applicants are encouraged to review all applicable eligibility requirements related to the respective occupational license or certification. Questions related to eligibility requirements should be directed to the individual program and applicable licensing or certification authority.

The instructor reserves the right to modify the syllabus as needed during the semester. Any modifications will be announced during class time.

PTHA 2301 ESSENTIALS Of DATA COLLECTION CALENDAR 2018

Lecture: Mon. 12:00-2:00PM **Lab:** Tues. & Thur., Combined or Separate (to be schedule a week in advance)

****** LAB CLOTHES ENFORCED; Calendar Subject to Change; Please be flexible ******

WEEK 1	MONDAY - JAN. 15	TUESDAY - JAN. 16	WEDNESDAY – JAN. 17	THURSDAY - JAN. 18	FRIDAY - JAN. 19
Weekly Objectives: 1.1, 1.2 & 1.3	HOLIDAY		**LECTURE: 9:00-12:00** Syllabus Professor Somer Statistics Professor Kabiri **LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Statistics Professor Kabiri **Read** Notes on Canvas Assignment-Due 2/12/18 Normal Child Development	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Statistics Professor Kabiri	
WEEK 2	**MONDAY - JAN. 22**	**TUESDAY - JAN. 23**	**WEDNESDAY – JAN. 24**	**THURSDAY - JAN. 25**	**FRIDAY - JAN. 26**
Weekly Objectives: 2.1 & 2.2	**LECTURE: 12:00-2:00** Posture Professor Park & Alexander **Read** Kendall pg. 52-117 107-117 Kisner & Colby 424-429	**LAB 1: 1:00-5:00** Posture Professor Park, Somer & Alexander	**THEORY EXAM: 12:00-2:00** Statistics Professor Kabiri	**LAB 2: 1:00-5:00** Posture Professor Park, Somer & Alexander	

WEEK 3	MONDAY - JAN. 29	TUESDAY - JAN. 30	WEDNESDAY – JAN. 31	THURSDAY - FEB. 1	FRIDAY - FEB. 2
Weekly Objectives: 4.1, 4.2 & 4.3	**Lecture: 12:00-2:00** Muscle Length Professor Park & Alexander **Read** Kendall Pg. 375-398 Norkin & White By Index	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Muscle Length Professor Park & Alexander	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Muscle Length Professor Park & Alexander	**LAB: 1:00-5:00** Muscle Length Optional open lab Professor Park & Alexander	**THEORY EXAM: 1:00-3:00** Posture
WEEK 4	**MONDAY - FEB. 5**	**TUESDAY - FEB. 6**	**WEDNESDAY – FEB. 7**	**THURSDAY - FEB. 8**	**FRIDAY - FEB. 9**
Weekly Objectives: 4.1, 4.2 & 4.3	**THEORY EXAM: 12:00-2:00** Muscle Length Professor Park & Alexander	**LAB EXAM: 1:00-5:00** Muscle Length Professor Park, Somer & Alexander		**Retests: 1:00-5:00** Muscle Length Professor Park, Somer & Alexander	

WEEK 5	MONDAY - FEB. 12	TUESDAY - FEB. 13	WEDNESDAY – FEB. 14	THURSDAY - FEB. 15	FRIDAY - FEB. 16
Weekly Objectives: 3.1, 3.2 & 3.3	**LECTURE: 12:00-2:00** Normal Pediatric Development Professor Somer **Read** Tecklin Chapter 2 YouTube clips	**LAB: 1:00-5:00** Normal Pediatric Development Professor Somer, Park & Alexander	**LAB: 9:00-12:00** Normal Pediatric Development Professor Somer, Park & Alexander		****Bony Landmarks:** 2:00-4:00** Check Offs Professor Park & Alexander
WEEK 6	**MONDAY - FEB. 19**	**TUESDAY - FEB. 20**	**WEDNESDAY – FEB. 21**	**THURSDAY - FEB. 22**	**FRIDAY - FEB. 23**
Weekly Objectives: 3.1, 3.2 & 3.3	HOLIDAY		**Field Trip: 10:30** Children's Museum Professor Somer & Park	**THEORY EXAM: 1:00-3:00** Ped Normal Development Professor Somer & Park	

WEEK 7	MONDAY - FEB. 26	TUESDAY - FEB. 27	WEDNESDAY – FEB. 28	THURSDAY - MAR. 1	FRIDAY - MAR. 2
Weekly Objectives: 5.1, 5.2, 5.3, 5.4 & 5.5	**LECTURE: 12:00-2:00** Goniometry Professor Park **Read** Norkin & White Chapters 1 & 2	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Goniometry UE Professor Park & Somer **Read & Bring to lab** Norkin & White Chapters 4 - 7		**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Goniometry UE Professor Park & Somer **Read & Bring to lab** Norkin & White Chapters 4 - 7	**Museum Project Due by: 12:00 PM** *****Muscle Actions**** 2:00-4:00 Check Offs Professor Park
WEEK 8	**MONDAY - MAR. 5**	**TUESDAY – MAR. 6**	**WEDNESDAY – MAR. 7**	**THURSDAY – MAR. 8**	**FRIDAY – MAR. 9**
Weekly Objectives: 5.1, 5.2, 5.3, 5.4 & 5.5	**LECTURE: 9:30-11:30** Goniometry Q & A Professor Park	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Goniometry LE Professor Park & Somer **Read & Bring to lab** Norkin & White Chapters 8 - 10	**Pedi Presentations** 9:00-1:00	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** Goniometry LE Professor Park & Somer **Read & Bring to lab** Norkin & White Chapters 8 - 10	

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WEEK 9	MONDAY - MAR. 19	TUESDAY - MAR. 20	WEDNESDAY – MAR. 21	THURSDAY – MAR. 22	FRIDAY – MAR. 23
Weekly Objectives: 6.1, 6.2, 6.3, 6.4 & 6.5	**THEORY EXAM: 8:00-10:00** Goniometry Professor Park **LECTURE: 11:00-1:00** Manual Muscle Testing Professor Park **Read** Reese Chapter 1	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** MMT UE Professor Park & Somer **Read & Bring to lab** Reese Chapters 1 & 2		**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** MMT UE Professor Park & Somer **Read & Bring to lab** Reese Chapters 1 & 2	**LAB EXAM: 1:00-5:00** Goniometry Professor Park & Somer
WEEK 10	**MONDAY – MAR. 26**	**TUESDAY – MAR. 27**	**WEDNESDAY – MAR. 28**	**THURSDAY – MAR. 29**	**FRIDAY – MAR. 30**
Weekly Objectives: 6.1, 6.2, 6.3, 6.4 & 6.5	**LECTURE: 10:00-12:00** ICU Professor Somer Read Pierson & Fairchild Chapter 10	**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** MMTLE Professor Park & Somer **Read & Bring to lab** Reese Chapters 3 & 4		**LAB 1: 1:00-3:00** **LAB2: 3:00-5:00** MMT LE Professor Park & Somer **Read & Bring to lab** Reese Chapters 3 & 4	HOLIDAY

WEEK 11	MONDAY – APR. 2	TUESDAY - APR. 3	WEDNESDAY – APR. 4	THURSDAY - APR. 5	FRIDAY - APR. 6
Weekly Objectives: 7.1, 7.2, 7.3, 7.4, 7.5 & 7.6	**THEORY EXAM: 12:00-2:00** Manual Muscle Testing Professor Park & Somer	**LECTURE/LAB: 1:00-5:00** Wound Care Professor Somer & Park **Read** Pierson & Fairchild Chapter 11 **Read** O'Sullivan pgs 579-626	**RETESTS:** Goniometry Opp Phys Agents Professor Park & Somer	**LECTURE/LAB: 1:00-5:00** Wound Care Professor Somer & Park	**SUMMARY: 2:30-5:00** **Wound Care** Professor Somer & Park
WEEK 12	**MONDAY – APR. 9**	**TUESDAY – APR. 10**	**WEDNESDAY – APR. 11**	**THURSDAY – APR. 12**	**FRIDAY – APR. 13**
Weekly Objectives: 7.1, 7.2, 7.3, 7.4, 7.5 & 7.6 8.1, 8.2 & 8.3	**THEORY EXAM: 12:00-2:00** Wound Care Professor Somer & Park	**LAB EXAM: 1:00-5:00** Manual Muscle Testing Professor Park & Somer		**LECTURE/LAB: 1:00-5:00** Sensory Testing Professor Somer & Park **Read** Reese Chapter 8 **Read** O'Sullivan Chapter 3	RETESTS: MMT Professor Park & Somer

WEEK 13	MONDAY – APR. 16	TUESDAY - APR. 17	WEDNESDAY – APR. 18	THURSDAY - APR. 19	FRIDAY - APR. 20
Weekly Objectives: 8.1, 8.2 & 8.3 9.1, 9.2,9.3 & 9.4	**LECTURE: 10:00-12:00** ICU Professor Somer Read Pierson & Fairchild Chapter 10	**LECTURE/LAB: 1:00-5:00** Sensory Testing Professor Somer & Park		**LAB: 1:00-5:00** ICU Professor Somer & Park	
WEEK 14	**MONDAY – APR. 23**	**TUESDAY – APR. 24**	**WEDNESDAY – APR. 25**	**THURSDAY – APR. 26**	**FRIDAY – APR. 27**
Weekly Objectives: 9.1, 9.2,9.3 & 9.4	**Sensory Project must be turned in by 12:00 PM** **THEORY EXAM: 12:00-2:00** Sensory Testing Professor Somer & Park	**LAB: 1:00-5:00** ICU Professor Somer & Park		**LAB: 1:00-5:00** ICU Professor Somer & Park	**PRESENTATIONS: 1:00-5:00** Wound Care Professor Somer & Park

WEEK 15	MONDAY – APR 30	TUESDAY - MAY 1	WEDNESDAY – MAY 2	THURSDAY - MAY 3	FRIDAY – MAY 4
Weekly Objectives: 9.1, 9.2,9.3 & 9.4	**THEORY EXAM: 12:00-2:00** ICU Professor Somer & Park	**LAB EXAM: 1:00-5:00** ICU Professor Somer & Park	**All Project Remeiation must be turned in by 12:00 PM**	**Comprehensive Final 12:00-3:00** Professor Somer & Park	
WEEK 16	**MONDAY – MAY 7**	**TUESDAY – MAY 8**	**WEDNESDAY – MAY 9**	**THURSDAY – MAY 10**	**FRIDAY – MAY 11**