The City University of New York
Department of Allied Health, Mental Health and Human Services

PTA 700 Modalities and Procedures II

Course Syllabus: Spring 2025
Prerequisites: PTA1, PTA2, PTA10, PTA20, PTA3, PTA4, PTA5, PTA 6
BIO11, BIO12
Co-requisites: PTA 8 PTA 10, PTA 25

Credit Hours: 4
Contact Hours: 6

Lecture : Monday and Wednesday 1:50 PM- 2:50 PM
Lab: Monday and Wednesday 3:00 PM- 5:10 PM

Instructor: Elizabeth Tangney, PT, DPT, MS
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Welcome

Congratulations on your successful completion of your first clinical affiliation experience. We are Prof. Tangney and Prof. Amir, and we will be your instructors for PTA 700. I encourage you to take the time to read this syllabus for our class so that you can learn more about what to expect.

About the Professor

Hello, my name is Prof. Elizabeth Tangney. I am happy to have instructed Kingsborough Students in Modalities and Procedures II since 2015. As a Physical Therapist I have worked in several settings and currently am the Director pf Physical Therapy at Mount Sinai Brooklyn. Other activities with the APTA Brooklyn/Staten Island, educating students in the clinic and classroom and working with diverse populations have provided me with experience that I hope to use to help you shape your exciting new career path. I look forward to a successful and productive semester.

Hello, my name is Prof. Mark Amir. I have been an adjunct faculty at KCC since 2017. I am also an Assistant Professor at Dominican University New York DPT program and the Residency Director at JAG Physical Therapy. Prior to teaching, I was an outpatient physical therapy practice owner with several clinics in NY and NJ. I look forward to teaching this class with our Lab Tech Lora Wells and Prof. Tangney again and we will do our best to create an environment of learning for your future success.

Course Description

This course includes the physical basis of physical therapy modalities of electricity along with physiological principles, indications, and contra-indications and precautions. The course also introduces the student to pulmonary toilet, mechanical traction, phototherapy and therapeutic massage.

How this Course Works

- This is a 12-week in person lecture/ lab course that meets two days a week for 1hour of lecture and 3 hours of lab each day.
- Prof. Amir will be teaching on Monday and Prof. Tangney will be teaching on Wednesday.
- Material including PowerPoints, assignments, discussions and course announcements will be posted on Blackboard.
- This course is organized into weekly topics for each instructor that are provided on the weekly course calendar at the end of this syllabus.
- There will be a number of quizzes and assignments throughout the semester in addition to a midterm, lab practical and final exam.

Program Mission Statement

The mission of the Physical Therapist Assistant program at Kingsborough Community College of the City University of New York is to: develop well qualified entry level physical therapist assistants who reflect the ethnic and cultural diversity of the community which the college serves and who function under the supervision of the physical therapist in a variety of physical therapy settings, capable of providing physical therapy treatments as outlined by the physical therapist to the satisfaction of the physical therapist. Further, the program will provide graduates who meet standards for licensure or registration as a physical therapist assistant in a variety of states. Additionally, the program's mission includes meeting the accreditation standards of the Commission on Accreditation in Physical Therapy Education for Physical Therapist Assistant Programs.

Professionalism

The concept of professionalism in health care is motivated by the primary goal of providing quality service to the health care consumer. It is also a concept that involves a commitment to the development and maintenance of a level of knowledge, which enables the provider to utilize standards of care in the daily delivery of health care to the consumer. The program's dedicated faculty members provide students with the knowledge and background necessary to develop a sense of professionalism, which will extend into their career.

Core Values

The core values for physical therapist assistants must be exhibited throughout this course. The values of accountability, altruism, integrity, duty, collaboration social responsibility, excellence, compassion and caring coalesce to develop students into the most effective physical therapist assistant possible.

Overview of Program Learning Objectives for the Course

This course begins to address the following PTA program learning outcomes:

1. Demonstrate PTA entry-level skills that are applicable to a variety of patient care settings and meet the needs of the community the college generally serves.
2. Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.
3. Recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist.
4. Exhibit conduct that reflects practice standards that are legal, ethical and safe.
5. Demonstrate familiarity with NPTAE requirements, format, and test taking strategies to maximize future success potential.

Student Learning Outcomes

As evidenced by successful performance and completion of written and practical examinations, assignments, research article reviews, lab presentations, and the role-playing analysis of clinical scenarios, the student will:

1.0. Implement electrotherapy interventions (including high/low voltage, interferential and TENS).

1.1. State the historical use of electrical stimulation in rehabilitation.
1.2 Define the therapeutic goals of electrical therapy.
1.3 Define the concepts of electrophysics including voltage, resistance, impedance and capacitance.
1.3. Identify the difference between direct current and alternating current.
1.4. Identify the differences between low voltage and high voltage current.
1.5. Define electrical current in terms of pulse and wave forms, amplitude, duration, frequency and duty cycle.
1.6. Identify the physiological events associated with electrical stimulation.
1.7. Define the distinguishing characteristic and indications and contraindications of electrical stimulation.
1.8. Describe the uses and benefits of electrical stimulation in the treatment of pathology (loss of ROM, weakness, pain, open wounds).
1.10. Distinguish the physiological effects of various parameters of electrical stimulation (voltage, type, dosage, duty cycle, etc.).
1.11. Discuss the therapeutic relationship of electrotherapy with other therapeutic procedures.
1.12. Demonstrate safe administration of electrical stimulation including low and high volt current, TENS and interferential current, in the management of pain, weakness, open wounds, and other common conditions treated with physical therapy

2.0 Implement EMG biofeedback intervention.

2.1 Define the distinguishing characteristics and indications and contraindications of EMG biofeedback.
2.2 Describe the uses of EMG biofeedback in physical therapy intervention.
2.3 Discuss the therapeutic relationship of EMG biofeedback with other therapeutic procedures.

2.4 Demonstrate the safe use of EMG biofeedback while considering indications and contraindications.

3. Implement iontophoresis interventions.

3.1. Define the distinguishing characteristics, indications, and contraindications of iontophoresis.
3.2. Explain the concepts of ion transfer related to iontophoresis.
3.3. Discuss the therapeutic relationship of iontophoresis with other therapeutic procedures.
3.4. Demonstrate safe administration of iontophoresis, while considering patient comfort, dosage, agent, indications and contraindications and physiological effects.

4.0 Implement edema control activities utilizing air compression, external wrapping, and elevation.

4.1. Define the distinguishing characteristics, indications, and contraindications of air compression, external wrapping, and elevation activities.
4.2 Define mechanisms of edema control.
4.3 Demonstrate safe and appropriate administration of mechanical compression, external wrapping and elevation activities.

5.0 Interpret thoracoabdominal movement and breathing patterns

5.1. Observe breathing patterns.
5.2. Identify contraction of accessory muscles.
5.3. Describe coughing techniques and demonstrate breathing exercises.
5.4. Teach coughing and breathing activities.

6.0 Implement pulmonary toilet intervention.

6.1. Describe the anatomical organization of the respiratory system.
6.2. Discuss the importance of the recognition of respiratory distress and pulmonary hygiene in the prevention and treatment of disease.
6.3 Describe postural drainage, vibration and percussion techniques, and the characteristics of cough and sputum.
6.4. Describe pathological conditions treated with postural drainage and pulmonary hygiene techniques.
6.5. Demonstrate safe and appropriate performance of auscultation, postural drainage, vibration, percussion, and pulmonary hygiene techniques.
6.6. Teach pulmonary hygiene activities.
6.7. Demonstrate appropriate documentation of pulmonary toileting.
6.8. Analyze the effectiveness of pulmonary hygiene techniques.
6.9. Discuss the therapeutic relationship of pulmonary toileting with other therapeutic procedures (therapeutic exercise, range of motion, functional activities, etc.)

7.0 Implement therapeutic massage intervention.

7.1. Discuss the uses, precautions, and applications of therapeutic massage.
7.2. Describe specific massage techniques including, effleurage, petrissage, tapotement and myofascial release.
7.3. Discuss the therapeutic relationship of massage with other therapeutic procedures (therapeutic exercise, range of motion, functional activities, etc.)
7.4. Demonstrate safe and appropriate performance of therapeutic massage techniques.
7.5. Demonstrate appropriate documentation of therapeutic massage.

7.6. Teach the benefits of therapeutic massage.

8. Given mock patient scenarios, implement comprehensive physical therapy plan of care as directed by a physical therapist.
8.1. Perform therapeutic techniques demonstrating an understanding of the role of the physical therapist assistant in rehabilitation.
8.2. Perform therapeutic techniques appropriately employing universal precautions and sound body mechanics.
8.3. Perform therapeutic techniques demonstrating an understanding of organizational structure, levels of authority, and fiscal considerations of the health care delivery system.
8.4. Teach the uses, applications and responses of modalities and procedures to patient, family and other healthcare workers with emphasis on safety and rationale as directed by the physical therapist.
8.5 Demonstrate the adjunctive nature of modalities and procedures by integrating their use in complete treatment applications.
8.6 Implement therapeutic interventions within the plan of care utilizing knowledge of assessment and measurement, functional activities, modality, and therapeutic exercises skills.
8.7 Implement therapeutic interventions within the plan of care demonstrating consideration of time management, therapeutic sequence and procedure selection issues.
8.9. Demonstrate appropriate documentation of modality and procedure use considering patient response, treatment parameters, long/short term goals and effectiveness.
8.10. Perform physical therapy interventions considering influencing factors (psychosocial, economic, patient satisfaction, legal/ethical, etc.).
8.11 Assist in discharge planning and alternative levels of care decision making with supervising physical therapist.
8.12. Communicate patient response to supervising physical therapist.
8.13. Identify clinical responses and situations that require the attention of the supervising physical therapist or immediate interventions such as first aid or cardiopulmonary resuscitation and take appropriate action.
8.14. Analyze the effectiveness of modalities and procedures in specific clinical situations.
8.15. Assess patient response to treatment and appropriately alter therapeutic intervention within the plan of care.
8.16. Delineate beneficial and untoward effects of electrotherapy, ultraviolet pulmonary toileting and therapeutic massage.
8.17. Analyze the relationship of all physical modalities with other therapeutic procedures (therapeutic exercise, range of motion, functional. activities)
8.18. Verify effectiveness of teaching behavior by analyzing patient performance.
8.19. Recognize aspects of the plan of care that may be outside the PTA's scope of practice and act accordingly.
9. Demonstrate appropriate professional behavior
9.1. Attend and be on time for class, lab, and scheduled appointments.
9.2. Be prepared for lab activities, attend to tasks assigned.
9.3. Accept constructive criticism and respond and/or follows through appropriately.
9.4. Express self in a clear and easily understood manner.
9.5. Maintain appropriate personal hygiene.
9.6. Treat others with positive regard, dignity and respect.
9.7. Analyze and examine professional literature considering specific scientific methods, interpretation of results, and clinical significance in order to foster

further personal investigation and clinical effectiveness.
9.8. Explain the importance of lifelong learning.
9.9. Describe how professional development can occur.

Required Textbooks

Required Texts: Michlovitz, S. L., Bellew J.W., Nolan, T.P. (2022). Modalities for Therapeutic Intervention 7th edition. Philadelphia, PA: F.A. Davis.
Kisner C, Colby L (2023). Therapeutic exercise foundations and techniques 7th edition. Philadelphia, PA: F.A. Davis Company

Assessment of Outcomes

As indicated in the student handbook, to receive a passing grade in this course the student.
must successfully complete all comprehensive examinations, assignments and practical examination with a grade of "C" or better. Additionally, the instructor assesses student competencies in skills critical to this course using the standardized skills checklists, located in the laboratory, requiring a passing score of at least 90%. Critical skills in this course include:
1.0 Application of the following modalities: low voltage galvanic and faradic stimulation, high voltage galvanic stimulation, interferential stimulation, iontophoresis, TENS, EMG biofeedback, ultraviolet, and mechanical compression.
2.0 Instruction of effects and uses of the following modalities: low voltage galvanic and faradic stimulation, high voltage galvanic stimulation, interferential stimulation, iontophoresis, TENS, EMG biofeedback, ultraviolet, and mechanical compression.
3.0 Performance of postural drainage.
4.0 Performance of vibration and percussion techniques.
5.0 Instruction of breathing exercises.
6.0 Performance of basic therapeutic massage techniques.
7.0 Reporting to supervising physical therapist.

Grades will be calculated according to college and departmental policy as follows:
This is the grading schematic for PTA program:

A+ 95-100	A 90-94	A- 88-89	B+ 85-87	B 80-84	B- 78-79	C+ 75-77	C 70-74
F <70 and below		W Withdrew without penalty		WU Unofficial Withdrawal			

How are grades determined:

Grades will be posted on Blackboard; students can track their progress throughout the class.

Assigned Research Papers	10%	Each student submits two written papers summarizing and critiquing pertinent research article. Topics are assigned by the instructor. Each assignment is worth five percentage points for ten percent of total grade. Missed assignment are accepted without penalty up to one week after the due date. After that the assignment are accepted for no more than

		2.5 percentage points.
Graded Laboratory Activities	P/F	A variety of laboratory activities are performed throughout the course. Certain laboratory activities are performed by each student and graded. Students are expected to begin to demonstrate the ability to document findings by week 3 of the course.
Group Presentation	10%	Students are divided into study groups of 3-5 students. Each group is assigned a relevant clinical scenario. The group will be responsible for making a comprehensive presentation. Presentations are made from the sixth week through the twelfth week of the course.
Lab Practical	25%	Students take a laboratory practical examination based on laboratory activities in their final week of the course.
Quizzes	20%	Student must take weekly quizzes specifically related to assigned readings. Quizzes are mainly composed of multiple-choice questions. Quizzes are graded and returned within one week.
Mid-term Examination	15%	Students take a cumulative examination covering the first five to six weeks of the course. The examination includes multiple-choice type questions.
Final Examination	20%	The final exam is cumulative for the entire semester's work consisting of multiple-choice questions.

Success Kit

Keys to success in this class include:

- Complete reading assignments prior to class and take notes on readings.
- Attend class and be an active participant in class discussions.
- Take notes in class and do not rely solely on ppts.
- Do not wait till the night before to begin studying for an exam and continue to review all material as exams are cumulative.
- Complete all assignments on time.
- At the first signs of difficulty understanding the material, come speak to me.
- Utilize the Program's tutor.

Policies and Procedures

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Additional information can be found in the College catalog http://www.kingsborough.edu/sub-registration/Pages/catalog.aspx. Plagiarism is a violation of academic integrity. Plagiarism is the intentional theft(s) of someone else's intellectual property without attribution (proper credit). Determination and penalty – ranging from grade reduction to course failure – will be decided by the instructor.

Students will require a laptop/tablet and internet access to log in to the CUNY Brightspace system.
A student who requires assistance with hardware/computer needs, connectivity issues, email problems or gaining access to their Brightspace account, please

reach out to: HelpDesk@Students.kbcc.cuny.edu

Students are expected to take all tests when scheduled. Students who are absent on the day of an exam will be expected to take the exam on their return to class. Students who fail to take the scheduled exams or makeups will receive a grade of zero for that test.

STUDENT SUPPPORT SERVICES

Students who need an accommodation for a disability, during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175. Access- Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every effort to provide appropriate accommodations and assistance to students with disabilities. The professor will be glad to work with the student to provide necessary guidance and accommodations as needed.

Single Stop, Room V-231, ext. 5411

Single Stop connects Kingsborough students to the benefits and resources for which they may qualify. A free 15-minute benefits screening can potentially point the way to help with rent, groceries, and/or health insurance. In addition, students can receive the following free services; legal aid; financial counseling; and tax preparation.

Counseling Services
Room D-102

All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community.

EQUITY, CIVILITY, RESPECT for DIVERSITY and INCLUSION

Respect for the opinions of others is very important in an academic environment. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Students, faculty, and staff have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated. The PTA program strives to create a learning environment for its students that supports a diversity of thoughts, perspectives and experiences, and honors student identities (including race, gender, class, LGBTQAI+, religion, ability, etc.) To help accomplish this, if a student has a name and/or set of pronouns that differ from those that are traditionally used, please communicate this to the professor. The PTA program faculty are dedicated to our students and as such if any student experiences any issues regarding diversity, equity and inclusion, the student is encouraged to reach out to the professor and/or department. All student concerns are treated with the utmost confidentiality.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the professor know in writing by e-mail one week in advance of your

respective observance. Students may be excused from the class, but students are not excused from course requirements. The timely submission of assignments or the make-up of exams should be discussed with the professor.

Week to Week Course Agenda

12-week semester	Topic and Objectives of the week	Reading Assignments	Lab	Assignments and Due Dates
Week 1	• Mon: Introduction to Therapeutic Massage. The student is introduced to therapeutic massage. History and physiological effects of are studied. A study of indications, precautions and applications is undertaken. • Wed: Introduction to electrotherapy. This initial week introduces the student to electrical stimulation. The history of electrical stimulation as well as therapeutic goals and electrophysics are explored.	Read: Michlovitz Chapter 9 Handouts Black Board Power Point Lecture	• The student is introduced to therapeutic massage. History and physiological effects of are studied. A study of indications, precautions and applications is undertaken. • This initial week introduces the student to electrical stimulation. The history of electrical stimulation as well as therapeutic goals and electrophysics are explored.	
Week 2	• Mon: Continuation Therapeutic Massage, including specific of effleurage, petrissage, tapotement and others. Introduction to Vital Signs; while performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including psychosocial issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of interventions to the supervising physical therapist. Students perform mock discharge planning activities including suggestion for home equipment and discharge	Read: Handouts Michlovitz Chapter 9 Black Board Power Point Lecture	• The study of indications, precautions and applications is undertaken for therapeutic massage and soft tissue mobilization. Application Activity: Students exhibit critical thinking and sound technical skills in the management of an acute medical condition as presented by the instructor and implement the prescribed plan of care. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including psychosocial issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of interventions to the supervising physical therapist. Students perform mock discharge planning activities	

	alternatives. Following this activity, students discuss clinical management and therapeutic techniques.		including suggestion for home equipment and discharge alternatives. Following this activity, students discuss clinical management and therapeutic techniques. • The introduction to electrical therapy continues. Student's study and experience the parameters, responses, and sensations of electrical stimulation. Students are oriented to and identify common characteristics of electrical stimulation equipment (on/off switches, intensity, electrodes, etc.)	
Week 3 3/16-3/22	• Mon: Therapeutic Massage continued. Introduction to Pulmonary Toilet and Cardiac Rehabilitation. Introduction to the anatomy and physiology of the respiratory system is undertaken. Introduction to postural drainage positioning. • Wed: Current classifications including DC vs. AC, and HV are studied in reference to pulses and waveforms, amplitude and duration, and frequency and duty cycle.	Read: Michlovitz chapter 9 Handouts Black Board Power Point Lecture	• Therapeutic massage discussion continues. Specific techniques are studied including effleurage, petrissage, tapotement and others. • Specific indications and contraindications, and procedures for low and high voltage galvanic stimulation (LVGS, HVGS) are presented. Students perform LVGS and HVGS interventions. Students consider therapeutic parameters as they relate to pathological conditions and effectiveness.	**Therapeutic Massage Competency Checkout** Quiz 1: Monday Content - Therapeutic Massage weeks 1 and 2
Week 4	• Mon: Continuation of Pulmonary Toilet and Cardiac Rehabilitation. A review of the anatomy and physiology of the respiratory system is undertaken. The student continues to execute pulmonary toileting procedures. Specifically, auscultation, percussion, vibration, and postural drainage positioning practice techniques. Case reviews and mock scenarios • Wed: Neuromuscular Electrical Stimulation/ Functional Electrical Stimulation. The	Read : Michlovitz Chapter 9, 10, 13, 14 Black Board Power Point Lecture	• Students practice auscultation, positioning, and manual techniques for effective pulmonary physical therapy. Application Activity: Students exhibit critical thinking and sound technical skills in the management of medical condition as presented by the instructor and implement the prescribed plan of care. • Student exhibit critical thinking and sound technical skills in the management of muscle weakness case as presented by the instructor and implement the prescribed plan of care. Students perform pain and	Quiz 2: Wednesday content week 1-3

	physiological effect of electric stimulation is studied. Membrane potentials, peripheral nerves and the motor unit are reviewed (previously learned in Bio 11).		sensation assessment, range of motion activities, thermal modalities and electrical stimulation appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including psycho-social issues and other issues impacting the health care delivery system. Student practice reporting and documenting consequences of treatment to supervising physical therapist. • Students being applying electrotherapy to address muscle weakness and consider case scenarios where electrotherapy can impact impairments related to weakness.	
Week 5	• Mon: Pulmonary Toilet and Cardiac Rehabilitation. Continuation of the anatomy and physiology of the respiratory system is undertaken.**: Edema Management**. The student is introduced to the various mechanisms of edema control (external compression, elevation, etc.). Edema is defined and causes explored. • Wed: Neuromuscular Electrical Stimulation/ Functional Electrical Stimulation continued. The physiological effect of electric stimulation is studied. Membrane potentials, peripheral nerves and the motor unit are reviewed (previously learned in Bio 11).	Read : Michlovitz Chapter 9, 10, 13, 14 Black Board Power Point Lecture	• Students practice auscultation, positioning, and manual techniques for effective pulmonary physical therapy. Given mock patient scenarios students apply ace wrapping, Coban, and mechanical compression devices to upper and lower extremities. • While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including psycho-social issues and other issues impacting the health care delivery system. Student practice reporting and documenting consequences of treatment to supervising physical therapist.	

Week 6	• Mon Edema Management Continuation. Introduction to Iontophoresis. Pulmonary Competency Checkout • **Wednesday: Written Midterm** • Competency checkouts for HV and NMES	Black Board Power Point Lecture	• Treatment Application Activity. Student exhibit critical thinking and sound technical skills in the management of a medical case as presented by the instructor and implement the prescribed plan of care. Students perform pain and sensation assessment, range of motion activities, thermal modalities and electrical stimulation appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including psycho-social issues and other issues impacting the health care delivery system. Student practice reporting and documenting consequences of treatment to supervising physical therapist. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. Following this treatment application activity, students discuss patient management and therapeutic techniques.	Monday: Pulmonary Competency Checkout **Wednsday - Midterm (Cumulative from all previous Monday and Wednesday lectures)**
Week 7	• Mon: Iontophoresis Continuation • Wed: Transcutaneous Electrical Nerve Stimulation TENS. The physiological effect of electric stimulation is studied. Membrane potentials, peripheral nerves and the motor unit are reviewed (previously learned in Bio 11).	Read: Michlovitz Chapter 8 Kisner Chapter 25 Black Board Power Point Lecture	• Students perform pain and sensation assessments, thermal modalities, therapeutic exercise, electrical stimulation, and massage appropriate to the scenario. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including psychosocial issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of interventions to the supervising physical therapist. Students perform mock discharge planning activities including suggestion for home equipment and discharge alternatives. Following this activity, students discuss clinical	

	SPRING RECESS		**SPRING RECESS**	4/22-4/30
Week 8	• Mon : Iontophoresis Management , Lab Review • Wed : EMG, Biofeedback, EMG biofeedback applications are introduced and correlated with electrophysiology concepts, pathological conditions, and clinical applications.	Read: Michlovitz, Ch 9, pp 275-279, 284, Ch 11, pp 346-347 Black Board Power Point Lecture	• Students practice proper electrode placement and use different size and type of electrodes. Students continue to experience and describe the sensation and visible physical effects of electrical current. • Laboratory: Students practice use of EMG biofeedback equipment.	Monday – Edema management Competency Checkout • Article Review due Wednesday
Week 9	• Mon : Comprehensive Lab Review of Therapeutic Massage, Pulmonary, Edema Management and Iontophoresis. Presentation skills review • Wed: Special Topics	Read: Michlovitz Chapter 13, p 393-395, chapter 17, p 487-522 Black Board Power Point Lecture	• Treatment Application Activity Students exhibit critical thinking and sound technical skills in the management of a medical case as presented by the instructor and implement the prescribed plan of care. Students perform pain and sensation assessment, circumferential and volumetric measurement, range of motion, goniometry, manual muscle testing, therapeutic exercise, and external compression activities appropriate to the scenario. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including psychosocial issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of interventions to the supervising physical therapist. Students perform mock discharge planning activities including suggestion for home equipment and discharge alternatives. Following this activity, students discuss clinical management and therapeutic techniques.	Monday: Iontophoresis competency checkout Quiz 3: Wednesday content week 4-8

Week 10	• Mon: Complex patient management – Combining interventions and critical reasoning skills • Wed. 5/22 follows a Monday schedule – Group Presentations		Students in groups of 3-4 students. Each group is assigned a relevant clinical scenario. The group will be responsible for making a comprehensive presentation. Presentations are made this week of the course.	Group Presentations
Week 11	• Mon: College Closed 5/27 for Memorial Day • Wed : Reverse Practice			Quiz 4
Week 12	Mon.: Practical Final exam review and Exam Case studies Wed. : Final Practical Exam		• Treatment Application Activity: Students exhibit critical thinking and sound technical skills in the management of a medical condition as presented by the instructor and implement the prescribed plan of care. Students perform pain and sensation assessments, range of motion activities, compression activities and massage appropriate to the scenario. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including psychosocial issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of interventions to the supervising physical therapist. Students perform mock discharge planning activities including suggestion for home equipment and discharge alternatives. Following this activity, students discuss clinical management and therapeutic techniques.	Practical Examination
	Final Exams		Dates and Times TBD	On-Campus

The above dates are subject to change. Professor will notify class of any changes via Blackboard announcements.