

Apply learning – PTA Course # 101L

Definition: Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts. When students also reflect on their experiences, they deepen their learning. By applying learning, students act on their knowledge. Students who apply learning:

Dimension Assessed [*]	PTA Program Outcomes	Course OUTCOMES	ASSIGNMENTS/ASSESSMENTS
<ul style="list-style-type: none"> Connect theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives 	<ul style="list-style-type: none"> A. Exhibits conduct that reflects a commitment to meet the expectations of the members of the profession of physical therapy and members of society receiving health care services. B. Exhibits conduct that reflects safe practice standards that are legal, ethical and safe. C. Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. D. Recognizes and initiates clarifications with the supervising physical therapist when indicated. E. Adjusts treatment interventions within the plan of care to optimize patient safety, progress, and comfort; reports outcomes to the supervising physical 	<p>Apply problem-solving algorithms accurately during clinical case studies (A-E)</p> <p>Recognize and communicate the need for additional information or reassessment from the supervising physical therapist for each of the physical therapy interventions and simulated patient care activities in the course (D)</p> <p>Defend clinical decision making during skill check and laboratory practice and examination (C,F)</p>	<p>Peer-to-peer activities case simulation, written assignments and examination</p> <p>Role play, case simulations, written assignment and examination</p> <p>In class activities, peer-to-peer feedback, formal examination and skill check</p>

	<p>therapist.</p> <p>F. Participates in quality assurance activities</p>		
<ul style="list-style-type: none"> • Apply skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues 	<p>Recognizes and initiates clarifications with the supervising physical therapist when indicated</p>	<p>Defend clinical decision making during skill check and laboratory practice and examination (C,F)</p> <p>Recognize and communicate the need for additional information or reassessment from the supervising physical therapist for each of the physical therapy interventions and simulated patient care activities in the course (D)</p> <p>Verbalizes observation and assessment of patient performance to examiners, including indicating if input from PT is indicated (A, C, D)</p> <p>Modify the treatment and/or intervention according to the pain response (E)</p>	<p>In class activities, peer-to-peer feedback, formal examination and skill check</p> <p>Role play, case simulations, written assignment and examination</p> <p>Practical examination</p> <p>Skill check, laboratory exam</p>

<ul style="list-style-type: none"> • Use mathematics and quantitative reasoning to solve problems 	<p>F. Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist, including functional training, infection control, manual therapy, physical and mechanical agents, therapeutic exercise, and wound management.</p> <p>G. Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care, including tests and measures for aerobic capacity, pain, cognition, assistive and prosthetic devices, joint motion, muscle performance, neuromotor development, posture, self-care and home/community management, ventilation, respiration, and circulation.</p>	<p>Measure vital signs (HR, RR, O2 sat, BP) (F)</p> <p>Measures and records pain during a case simulation (G)</p> <p>Safely perform appropriate transfers during simulated patient problems requiring a range of assistance from minimum to maximum in varied situations (B, E, F, G)</p>	<p>Skill check, laboratory exam</p> <p>Skill check, laboratory exam</p> <p>Skill check, laboratory exam</p>
<ul style="list-style-type: none"> • Integrate and reflect on experiences and learning from multiple 	<p>H. Recognizes individual and cultural differences and responds appropriately in all</p>	<p>Integrates patient goals/concerns/questions throughout case simulations; applies a</p>	<p>In class activities, skill checks, practical examination</p>

<p>and diverse contexts</p>	<p>aspects of physical therapy services.</p> <p>I. Instructs and educates patients, family members, and caregivers as directed by the supervising physical therapist.</p> <p>Exhibits conduct that reflects a commitment to meet the expectations of the members of the profession of physical therapy and members of society receiving health care services.</p> <p>Exhibits conduct that reflects safe practice standards that are legal, ethical and safe.</p> <p>Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.</p>	<p>patient-centered approach (A, B, E, H, I)</p> <p>Identifies and responds to various individual and cultural differences, i.e. deafness, non-English speaking, etc. in simulated patient scenario with respect. (E,H)</p> <p>Document accurate and thorough treatment information for course specific patient case simulations using SOAP and proper medical format (B,C,G).</p>	<p>Written assignments and examination; case simulation</p> <p>Written assignments and examination; laboratory activities and practical examination</p>
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