

Course Syllabus

ONLINE

COURSE: PTHA 1321 Pathophysiology for the Physical Therapist Assistant
SEMESTER: Spring 2026
CLASS TIMES: In person Tuesday and Thursday 9am-12pm

INSTRUCTOR INFOMATION

Name	Phone Number	Email	Office	Office Hours
Kensey Barrett	806-632-8932	kbarrett@southplainscollege.edu	AH 103D	As Posted

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

***It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus. ***

COURSE DESCRIPTION

The student will study the pathophysiology of diseases and conditions commonly encountered in physical therapy. Throughout the semester, we will address aspects of disease epidemiology, diagnosis, and treatment. The course will begin by establishing a framework for the basic disease processes before moving on to discussions of specific organ systems.

PREREQUISITE COURSES: MATH 1314, ENGL 1301, HUMA, SCIT 1407, PTHA 1301, PTHA 1405, PTHA 1413

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, following a given plan of care and under the supervision of the PT, the student will be able to:

1. For congenital, genetic, and childhood diseases,
 - a. Describe the normal function and anatomical components
 - b. Describe the common pathologies
 - i. identify signs and symptoms
 - ii. identify etiology
 - iii. identify diagnostic procedures involved
 - iv. identify prognosis and medical treatment
 - v. identify prevention techniques
 - c. propose appropriate adjustments to a physical therapy treatment session based on common pathologies
2. For immune system,
 - a. describe the normal function and anatomical components
 - b. describe the common pathologies
 - i. identify signs and symptoms
 - ii. identify etiology
 - iii. identify diagnostic procedures involved
 - iv. identify prognosis and medical treatment
 - v. identify prevention techniques
 - c. propose appropriate adjustments to a physical therapy treatment session based on common pathologies
3. For endocrine system,
 - a. describe the normal function and anatomical components
 - b. describe the common pathologies
 - i. identify signs and symptoms
 - ii. identify etiology
 - iii. identify diagnostic procedures involved
 - iv. identify prognosis and medical treatment
 - v. identify prevention techniques
 - c. propose appropriate adjustments to a physical therapy treatment session based on common pathologies
4. For integumentary system,
 - a. describe the normal function and anatomical components
 - b. describe the common pathologies
 - i. identify signs and symptoms
 - ii. identify etiology
 - iii. identify diagnostic procedures involved
 - iv. identify prognosis and medical treatment
 - v. identify prevention techniques
 - c. propose appropriate adjustments to a physical therapy treatment session based on common pathologies

5. For musculoskeletal system,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

6. For digestive system,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

7. For cardiopulmonary system,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

8. For circulatory system,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

9. For urinary system,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

10. For nervous system,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

11. For mental illnesses,

- describe the normal function and anatomical components
- describe the common pathologies
 - identify signs and symptoms
 - identify etiology
 - identify diagnostic procedures involved
 - identify prognosis and medical treatment
 - identify prevention techniques
- propose appropriate adjustments to a physical therapy treatment session based on common pathologies

12. For conditions resulting from trauma,
a. describe the normal function and anatomical components
b. describe the common pathologies
i. identify signs and symptoms
ii. identify etiology
iii. identify diagnostic procedures involved
iv. identify prognosis and medical treatment
v. identify prevention techniques
c. propose appropriate adjustments to a physical therapy treatment session based on common pathologies
13. Integrate the above-listed body systems to detect consequences of co-morbidities involving multiple body systems
14. Distinguish differences in predisposition and responses to pathology related to age, gender, race, and ethnicity
15. Describe the risks and consequences related to poor health behaviors.
16. Demonstrate generic abilities related to course content. (<i>Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.</i>)
a. <i>Commitment to Learning</i> – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding.
b. <i>Interpersonal Skills</i> – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues.
c. <i>Communication Skills</i> – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes.
d. <i>Use of Constructive Feedback</i> – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction.
e. <i>Responsibility</i> – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.

OUTCOME ASSESSMENT METHODS

Computer-based exams, written assignments, quizzes, discussions and other projects as assigned.

FORMATIVE ASSESSMENTS INCLUDE

- ❖ Professionalism
- ❖ Medical Terminology Assignments
- ❖ Investigative Corner Presentations
- ❖ Pre-Quizzes
- ❖ Post-Quizzes

SUMMATIVE ASSESSMENTS

- ❖ 5 Exams

GRADING FORMULA

Professionalism	5%
20 Pre Quizzes	10%
10 Post Quizzes	
5 Medical Terminology Assignments	
5 Investigative Corner Presentations	10%
5 Exams	75%

Grading Policy

Students who fall below 75% passing requirements will not be allowed to continue in the PTA Program.

BELOW 77% at midterm of the semester will result in the development of a learning contract and the student being responsible for meeting established goals

PARTICIPATION

This course is a student-centered class which consists largely of discussion, writing, and peer review of each others' work. I believe you will gain a solid understanding of the learning objectives by participating in these activities. Your unique perspective and ideas are valuable and might bring to the conversation something nobody else has considered. Many opportunities have been provided for individual students to participate. Everyone is expected to challenge themselves to participate fully and constructively. If this represents a concern for you for any reason, please reach out and we'll find a way to get you involved. I will do my best to create a welcoming space for your good ideas and questions to be heard.

ASSIGNMENT POLICY

All activities (e.g. exams, assignments, quizzes) are to be submitted on Blackboard Ultra by the assigned dates and times (in Central Standard Time (CST)) as listed on the class schedule. Please allow enough time for preparation and submission of each activity prior to the scheduled due date to avoid issues with technology. Activities must be completed by the assigned due date. Students should contact faculty prior to the due date and time if they anticipate material will be late. Late submissions may be made up only with advanced notification of illness or emergency situation. Please note contacting faculty will not guarantee the receipt of an extension for the activity.

EXAMS POLICY

The lecture exams will be administered online using Honorlock proctoring to prepare students for the NPTE-PTA exam.

Additionally, many exam questions will be constructed in the same manner as NPTE-PTA, allowing students to prepare for the licensure testing format. There will be three exams, each occurring after three weeks of material. There will be a comprehensive final exam occurring at the end of the last week of the semester.

The exam policy includes the following:

- ❖ All summative assessments will be proctored by Honorlock. PLEASE FOLLOW THE GUIDELINES BELOW :

Before opening your exam, do the following :

- Clear your workspace of all written materials and secondary devices (phone, tablet, etc.)
- Unplug any screens/devices in the room that are not removable (like a TV)
- Close all applications, programs, windows, etc. on your computer, so that the only thing running is a single Google Chrome browser tab

During every authentication process's the room scan, make sure to show your computer's camera the following :

- your phone's location (out of reach) and position (screen facing down)
- your wrists and forearms (to verify that you are not wearing a smartwatch)
- your cleared workspace, including where your computer will be
- the floor around your workspace, including your chair
- the full 360-degree view of your room, including all doors (closed) and windows (closed and covered)
- use a mirror to show your computer's camera that there is nothing attached to the front, back, or underside of your computer and all external devices attached to your computer (monitor, mouse, etc.)

While completing the exam, do the following :

- remain on-camera the whole time
- interact only with the computer that you are taking the exam on
- refrain from using an additional or other internet browser or browser tab
- refrain from attempting to open any other application or program
- refrain from attempting to copy, paste, print screen, screen capture, etc.

- ❖ Any action interpreted as cheating by instructor may result in a zero recorded for the test grade and possible removal from SPC PTA Program.

SPC CAMPUS STATEMENTS

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>

STUDENT CONDUCT

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

- ❖ **Cheating** - Dishonesty of any kind on examinations or on written assignments, unauthorized possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, alteration of grade records, unauthorized presence in faculty offices to obtain exam questions/answers, alter grades or otherwise change the outcome of any assessment, or assisting another students to do any of these activities are examples of cheating.
- ❖ **Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.
- ❖ **AI Usage** - Dependence on AI tools can decrease human discretion and oversight. Students should not copy from any source, including AI, without prior approval and proper citation of source. Students should not submit AI-generated work as their original work.

Complete honesty is required throughout all aspects of coursework, including all quizzes, exams, and assignments/work used to assess knowledge and/or skill. Any assessment receiving a score of 0 or F due to cheating may result in the student being dropped from the course.

Attendance Policy

Students are expected to attend all in-person classes in order to be successful in this course. The student may be administratively withdrawn from the course when absences become excessive as defined below.

- ❖ When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first-class meeting.
- ❖ Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.
- ❖ It is the student's responsibility to verify administrative drops for excessive absences through Texan Connect using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance

- ❖ Absence-
 - ❖ If student misses more than 30 minutes of scheduled class time the student will be counted absent.
 - A second absence will result in counseling to establish a plan for avoiding further absence
 - More than 3 absences will be considered excessive
 - ❖ Tardiness
 - Arrival any time after class starts or returns from break is considered being tardy. Notification prior to class start time may excuse an individual tardy, and will be considered on an individual basis.
 - 2 tardies are considered to be equivalent to one absence
 - ❖ Any absence from class should be reported to the instructor in advance whenever possible, or as soon as possible after the absence. This allows instructors to provide necessary support and address any missed coursework.

Dress Code Policy

The student is expected to follow the dress code as stated in the PTA Program Student Handbook whenever student will be viewed (during all online discussions and video-recorded activities). The student will not wear torn jeans, low cut blouses, short shorts, T-shirts with offensive writing and/or logos.

CLINICAL SKILLS

- ❖ You may not apply clinical skills you are learning to the general public because you are a student PTA and are learning physical therapy techniques.
- ❖ You will be practicing these skills on each other when you are in lab under the instructor's supervision.
- ❖ If you are presently working in a clinic as a tech, you cannot practice these skills on patients.
- ❖ Once you have passed the class, you still cannot practice the acquired skills in a clinic except during official clinical experiences.
- ❖ You will only be permitted to apply these skills to the general public under a clinical instructor's supervision once you begin your clinical experiences.

Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the PTA curriculum, or licensure

COMMUNICATION

Electronic communication between the instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Text messaging may also be used for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check their SPC email on a regular basis, ideally daily, and respond to emails and text messages promptly, within 24 hours. Students will have access to assignments, web links, handouts, and other vital course material delivered via BlackBoard and other electronic means.

- ❖ In the event that any student encounters difficulties accessing the Blackboard or their email, they should promptly contact the SPC Help Desk for guidance. The instructor is committed to working with students to ensure they have access to the necessary class content located on the course website and other electronic platforms.
- ❖ This policy aims to facilitate effective and efficient communication between the instructor and students, promoting a seamless learning experience.
- ❖ If experiencing technical issues, the student can contact the Help Desk by calling 806-716-2600

EMAIL

Students are required to use their official South Plains College (SPC) email addresses for all college-related communications. Official SPC email addresses are provided to each student upon enrollment and are the primary means of communication between students, faculty, and the college.

❖ **Email Etiquette:**

- Students are expected to maintain a professional and respectful tone in all email communications with faculty, staff, and fellow students. Offensive, disrespectful, or inappropriate language in emails is strictly prohibited.

❖ **Email Security:**

- Students should take steps to protect their email accounts. This includes using strong, unique passwords and not sharing email login credentials. If students suspect their email accounts have been compromised, they should report it immediately to the college's IT department.

❖ **Check Email Regularly:**

- Students are encouraged to check their official SPC email accounts regularly. Important announcements, updates, and notices from instructors, administrative departments, and the college as a whole are communicated through these accounts.

❖ **SPC Alerts:**

- Students are automatically enrolled in SPC Alerts, which is an emergency notification system. Students are encouraged to ensure their contact information is up to date in SPC Alerts to receive important safety and emergency notifications.

❖ **Email Support:**

- If students encounter technical issues with their SPC email accounts or need assistance with email-related concerns, they should contact the college's IT support services for assistance. A social media policy for health sciences students should help students understand the responsible and professional use of social media platforms, especially given the sensitive nature of healthcare and patient information. Here is a sample social media policy for health sciences students:

SOCIAL MEDIA

The PTA program has a Facebook page at <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks> In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College PTA Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

❖ Clinical site and patient information should not be shared on any social media platform. Sharing this information can lead to dismissal from the PTA program.

CELL PHONE/SMART WATCHES

❖ Use of devices for text messaging or social/recreational internet browsing shall only occur outside of class time.
❖ The consistently distracted and disruptive student will be dismissed from online discussion. If dismissed, the student will receive an **absence** for the day.

RESOURCES

COURSE TEXTBOOK

Pathophysiology for Physical Therapist Assistants by Renee Borromeo

<https://psu.pb.unizin.org/pt270rlb18/front-matter/introduction/>

- ❖ This course uses BibliU for inclusive access to the textbook for this course.
- ❖ The required digital content for this course is available to you in Blackboard on the first day of class.
- ❖ Access to your course material is provided by a “Digital Textbook Access” link the “Course Resources” folder in Blackboard. This eBook access affords features like : the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download 100% of the book for offline access.
- ❖ Participating in BibliU is not mandatory, and **you can choose to opt out**. However, by opting out you will lose access to the course textbook/digital content and competitive pricing, and you will need to purchase the required course material on your own. If you opt-out before the opt-out deadline, the BibliU fee will be automatically refunded to your SPC account. The opt-out deadline for the Summer semester is the second class day.
 - Please consult with your professor before deciding to opt-out. If you still feel that you should purchase the course textbook/materials on your own, send an opt-out email and include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email.
- ❖ If you need assistance with BibliU, contact Trish Wells
 - Email: patricia.wells@bibliu.com
 - Phone: 806-716-2097

COURSE SUPPLIES

The student is required to have a computer with a camera and a microphone, and have access to a stable internet connection. The student may be able to rent or borrow suitable device(s) from the SPC Library or SPC Technology Center.

COURSE SCHEDULE

	Before Class	Tuesday	Thursday	After Class
Week 1	<ul style="list-style-type: none"> • Read “The Lottery” • Read Chapter 1 and 2 • Pre Quiz 1 	<ul style="list-style-type: none"> • Welcome • Syllabus • Expectations • Chapter 1 • Pre-Quiz 2 	<ul style="list-style-type: none"> • Chapter 2 • Investigation Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Quiz Week 1
Week 2	<ul style="list-style-type: none"> • Read Chapters 3 and 4 • Pre Quiz 3 	<ul style="list-style-type: none"> • Chapter 3 • Medical Term Assignment discussion • Pre Quiz 4 	<ul style="list-style-type: none"> • Chapter 4 • Investigation Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Quiz week 2
Week 3	<ul style="list-style-type: none"> • Come to class prepared for Investigation Corner Presentations 	<ul style="list-style-type: none"> • *Medical Term Assignment Due • Investigation Corner Presentation • Review 1 	<ul style="list-style-type: none"> • Exam 1 	
Week 4	<ul style="list-style-type: none"> • Read Chapters 5 and 6 • Pre Quiz 5 	<ul style="list-style-type: none"> • Chapter 5 • Medical Term Assignment • Pre Quiz 6 	<ul style="list-style-type: none"> • Chapter 6 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Quiz Week 4
Week 5	<ul style="list-style-type: none"> • Read Chapters 7 and 16 • Pre Quiz 7 	<ul style="list-style-type: none"> • Chapter 7 • Pre Quiz 16 	<ul style="list-style-type: none"> • Chapter 16 • Investigative Corner • Why does it matter to the PTA 	<ul style="list-style-type: none"> • Post Week 5
Week 6	<ul style="list-style-type: none"> • Prepare Investigative corner Presentation 	<ul style="list-style-type: none"> • *Medical Term Assignment Due • Investigation Corner Presentation • Review 2 	<ul style="list-style-type: none"> • Exam 2 	
Week 7	<ul style="list-style-type: none"> • Read Chapters 8 and 9 • Pre Quiz 8 	<ul style="list-style-type: none"> • Chapter 8 • Medical Term Assignment • Pre Quiz 9 	<ul style="list-style-type: none"> • Chapter 9 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Week 7 Quiz
Week 8	<ul style="list-style-type: none"> • Read Chapters 10 and 11 • Pre Quiz 10 	<ul style="list-style-type: none"> • Chapter 10 • Pre Quiz 11 	<ul style="list-style-type: none"> • Chapter 11 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Week 8 Quiz
Week 9	<ul style="list-style-type: none"> • Prepare Investigative Corner Presentation 	<ul style="list-style-type: none"> • Medical Term Assignment due • Investigative Corner Presentation • Review 3 	<ul style="list-style-type: none"> • Exam 3 	
Week 10	Spring Break	Spring Break	Spring Break	Spring Break
Week 10	<ul style="list-style-type: none"> • Read Chapter 12 and 13 • Pre Quiz 12 	<ul style="list-style-type: none"> • Chapter 12 • Medical Term • Pre Quiz 13 	<ul style="list-style-type: none"> • Chapter 13 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Week 11 Quiz

Week 11	<ul style="list-style-type: none"> • Read Chapter 14 and 15 • Pre Quiz 14 	<ul style="list-style-type: none"> • Chapter 14 • Pre Quiz 15 	<ul style="list-style-type: none"> • Chapter 15 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Week 12 Quiz
Week 12	<ul style="list-style-type: none"> • Prepare Investigative Corner Presentations 	<ul style="list-style-type: none"> • Medical Term Assignment due • Presentation • Review 4 	<ul style="list-style-type: none"> • Exam 4 	
Week 13	<ul style="list-style-type: none"> • Read Chapters 17 and 18 • Pre Quiz 17 	<ul style="list-style-type: none"> • Chapter 17 • Medical Term Assignment • Pre Quiz 18 	<ul style="list-style-type: none"> • Chapter 18 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Week 14 Quiz
Week 14	<ul style="list-style-type: none"> • Read Chapters 19 and 20 • Pre Quiz 19 	<ul style="list-style-type: none"> • Chapter 19 • Pre Quiz 20 	<ul style="list-style-type: none"> • Chapter 20 • Investigative Corner • Why does it matter to the PTA? 	<ul style="list-style-type: none"> • Post Week 15 Quiz
Week 15	<ul style="list-style-type: none"> • Prepare Investigative Corner Presentations 	<ul style="list-style-type: none"> • Investigative Corner Presentations 	<ul style="list-style-type: none"> • Medical Term Assignment due 	
Week 16		<ul style="list-style-type: none"> • Review 5 	<ul style="list-style-type: none"> • Final Exam 	