



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER (CMO)

No. 24

Series of 2006

**SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR PHYSICAL THERAPY AND OCCUPATIONAL THERAPY EDUCATION**

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In accordance with pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994", and for the purpose of rationalizing Physical Therapy and Occupational Therapy Education in the country with the end in view of keeping at pace with the demands of global competitiveness, the following policies and standards for Physical Therapy and Occupational Therapy Education are hereby adopted and promulgated by the Commission, thus:

**Article I  
INTRODUCTION**

Section 1. The Policies, Standards and Guidelines for Physical Therapy and Occupational Therapy education shall direct the Physical Therapy and Occupational Therapy programs in providing the country with humane and scientifically competent physical therapists and occupational therapists who are responsive to the changing health care needs of society.

**Article II  
AUTHORIZATION**

Section 2. All private higher education institutions (PHEIs) intending to offer the Bachelor of Science in Physical Therapy/Occupational Therapy program must first secure proper authority from the Commission in accordance with the existing rules and regulations. State universities and colleges (SUCs), and local colleges and universities should likewise strictly adhere to the provisions in these policies and standards.

**Article III  
PROGRAM SPECIFICATIONS**

Section 3. Bachelor of Science in Physical Therapy and Bachelor of Science in Occupational Therapy

Section 4. Program Description.

The Bachelor of Science in Physical Therapy and Bachelor of Science in Occupational Therapy curricula are five-year degree programs consisting of general education and professional courses totaling 208 units for BSPF and 197 units for BSOT. This includes at least 1500 hours for PT and 1200 hours of clinical internship for OT.

a) Objectives

a.1. The physical therapy undergraduate program aims to produce physical therapists who are competent to fulfill professional responsibilities in the following areas: patient/client care in various settings for different populations, education for patients/clients and physical therapy students in professional courses, administration and management of physical therapy institutions and facilities, lifelong learning for the development of the professional, health

promotion, advocacy for the advancement of the profession, community service and development, and research.

a.2. The occupational therapy undergraduate program aims to produce occupational therapists who are competent to fulfill professional roles in the following areas: health care provision for various population in different settings, advocacy for the advancement of the profession, administration and management of occupational therapy institutions and facilities, community service, research, and education for patients/clients and occupational therapy students in professional courses.

b) Career options

Graduates of BSPT and BSOT programs are expected to be able to perform any of the following roles:

- a. Clinician
- b. Educator
- c. Administrator
- d. Researcher
- e. Advocate
- f. Community-based therapist

#### Article IV

#### COMPETENCY STANDARDS

Section 5. Graduates of physical therapy and occupational therapy education programs should be able to demonstrate knowledge, skills, and attitudes necessary to:

- a. Evaluate and assess patients/clients;
- b. Plan and implement PT and OT interventions for patients/clients in various settings;
- c. Apply teaching-learning principles in different learning environments;
- d. Employ basic management, supervisory and administrative skills;
- e. Participate in research-related activities;
- f. Partake in activities related to promoting the profession;
- g. Appreciate the value of professional development; and
- h. Appreciate the value of communicating/COORDINATING with members of the health care team.

See Annex 1- Terminal Competencies of BS Physical Therapy graduates

Annex 2- Terminal Competencies of BS Occupational Therapy graduates

promotion, advocacy for the advancement of the profession, community service and development, and research.

a.2. The occupational therapy undergraduate program aims to produce occupational therapists who are competent to fulfill professional roles in the following areas: health care provision for various population in different settings, advocacy for the advancement of the profession, administration and management of occupational therapy institutions and facilities, community service, research, and education for patients/clients and occupational therapy students in professional courses.

- b) Career options  
Graduates of BSPT and BSOT programs are expected to be able to perform any of the following roles:
- a. Clinician
  - b. Educator
  - c. Administrator
  - d. Researcher
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See Annex 1- Terminal Competencies of BS Physical Therapy graduates

Annex 2- Terminal Competencies of BS Occupational Therapy graduates

**Article V  
CURRICULUM**

**Section 6. Curriculum description**

Higher education institutions offering Bachelor of Science in Physical Therapy and Bachelor of Science in Occupational Therapy may exercise flexibility in their curricular offerings. However, physical therapy and occupational therapy subjects as prescribed in the sample programs of study shall be implemented.

**Section 7. Curriculum Outline for Bachelor of Science in Physical Therapy**

a) Outline and total units of General Education (GE) courses:

<b>Language and Humanities</b>	<b>21 units</b>
• English 1 (Study and Thinking Skills in English)	3
• English 3 (Speech Communication)	3
• Filipino 1 (Sining ng Pakikipagtalastasan)	3
• Filipino 2 (Pagbasa at Pagsulat sa Iba't Ibang Disiplina)	3
• Humanities (Philosophy, Logic & Literature)	
o Philosophy and Logic	3
o Literatura 1/Literature 1 (Ang Panitikan ng Filipinas/The Literatures of the Philippines)	3
o Literatura 2/Literature 2 (Ang Panitikan ng Mundo/The Literatures of the World)	3
<b>Mathematics, Natural Science &amp; Information Technology</b>	<b>26 units</b>
• Mathematics 1 (Algebra)	3
• Mathematics 2 (Trigonometry)	3
• Basic Statistics	3
• Natural Sciences	14
o General Chemistry	5
o Organic Chemistry	3
o General Physics	3
o Applied Physics	3
• Computer	3
<b>Social Sciences</b>	<b>9 units</b>
• General Psychology	3
• General Sociology/Anthropology	3
• Health Economics with Taxation & Land Reform	3
<b>Biological Sciences</b>	<b>8 units</b>
• General Biology	3
• Zoology	5
<b>Mandated Subjects</b>	<b>6 units</b>
• Rizal	3
• Philippine History and Constitution	3
<b>PE</b>	<b>8 units</b>
<b>NSTP 2 semesters</b>	<b>6 units</b>
<b>TOTAL GE UNITS</b>	<b>84 units</b>

b) Outline and total units of Core courses;

Health Care	5 units
Ethics in Physical Therapy	2 units
Basic Sciences	22 units
• Anatomy & Physiology	3
• Gross and Organ System Anatomy	4
• Kinesiology	4
• Physiology	5
• Neuroanatomy	3
• Human Development	3
Medical Foundation	14 units
• General Medical Conditions	3
• General Surgical Conditions	3
• Neurology	3
• Psychiatric Foundations for PT	3
• Pathology	2
Organization and Administration	3 units
Research 1 (Intro to Research & Research Proposal Writing)	3 units
<b>TOTAL CORE UNITS</b>	<b>49 units</b>

c) Outline and total units of Professional courses;

Physical Therapy Foundations	32 units
• PT 1 (Intro to PT and Patient Care)	4
• PT 2 (Light, Thermal Agents and Hydrotherapy)	4
• PT 3 (PT Examination and Evaluation)	5
• PT 4 (Electrotherapy)	3
• Therapeutic Exercises 1 (Basic Therapeutic Exercise)	4
• Therapeutic Exercises 2 (Thera Ex for Medical Conditions)	4
• Therapeutic Exercises 3 (Thera Ex for Surgical, Neurologic, and Developmental Pediatric Conditions)	4
• Orthotics and Prosthetics	4
Clinical Application	11 units
• Clinical Education (CBR)	3
• Clinical Education 1 (Intro to Clinics)	2
• Clinical Education 2 (Continuation of Intro to Clinics)	2
• Seminar 1 (Clinical Correlations for Medical Conditions)	2
• Seminar 2 (Clinical Correlations for Surgical, Neurologic, and Developmental Pediatric Conditions)	2
Internship	30 units
• Internship 1	15
• Internship 2	15
Research 2 (Research Implementation and Presentation)	2 units field work
<b>TOTAL PROFESSIONAL UNITS</b>	<b>75 units incl 2 units field work</b>

d) Sum total of units of the curriculum.

	Lec	Lab	Units
Total GE Units	64	6	70
PE	8		8
NSTP	6		6
Total Core Units	43	6	49
Total Professional Units	25	50	75 incl 2 field work
<b>TOTAL UNITS</b>	<b>146</b>	<b>62</b>	<b>208</b>

Curriculum Outline for Bachelor of Science in Occupational Therapy

a) Outline and total units of General Education (GE) courses;

<b>Language and Humanities</b>	<b>21 units</b>
• English 1 (Study and Thinking Skills in English)	3
• English 3 (Speech Communication)	3
• Filipino 1 (Sining ng Pakikipagtalastasan)	3
• Filipino 2 (Pagbasa at Pagsulat sa Iba't Ibang Disiplina)	3
• Humanities (Philosophy, Logic & Literature)	
o Philosophy and Logic	3
o Literatura 1/Literature 1 (Ang Panitikan ng Filipinas/The Literatures of the Philippines)	3
o Literatura 2/Literature 2 (Ang Panitikan ng Mundo/The Literatures of the World)	3
<b>Mathematics, Natural Science &amp; Information Technology</b>	<b>20 units</b>
• Mathematics 1 (Algebra)	3
• Basic Statistics	3
• Natural Sciences	
o General Chemistry	5
o Organic Chemistry	3
o General Physics	3
• Computer	3
<b>Social Sciences</b>	<b>9 units</b>
• General Psychology	3
• General Sociology/Anthropology	3
• Health Economics with Taxation & Land Reform	3
<b>Biological Sciences</b>	<b>8 units</b>
• General Biology	3
• Zoology	5
<b>Mandated Subjects</b>	<b>6 units</b>
• Rizal	3
• Philippine History and Constitution	3
<b>PE</b>	<b>8 units</b>
<b>NSTP 2 semesters</b>	<b>6 units</b>
<b>TOTAL GE UNITS</b>	<b>78 units</b>

b) Outline and total units of Core courses;

<b>Health Care</b>	<b>5 units</b>
<b>Ethics in Occupational Therapy</b>	<b>2 units</b>
<b>Basic Sciences</b>	<b>19 units</b>
• Anatomy & Physiology	3

• Gross and Organ System Anatomy	4
• Kinesiology	4
• Physiology	5
• Neuroanatomy	3
<b>Medical Foundations</b>	<b>11 units</b>
• General Medical Conditions	3
• General Surgical Conditions	3
• Neurology	3
• Pathology	2
<b>Organization and Administration</b>	<b>3 units</b>
<b>OT 7 (CBR)</b>	<b>3 units</b>
<b>Research</b>	<b>5 units</b>
• Research 1 (Intro to Research & Research Proposal Writ)	3
• Research 2 (Research Implementation and Presentation)	2 units field work
<b>TOTAL CORE UNITS</b>	<b>48 units incl 2 units field work</b>

c) Outline and total units of Professional courses;

<b>Occupational Therapy Foundations</b>	<b>41 units</b>
• OT 1 (Intro to OT and Rehab)	3
• OT 2 (Theoretical Foundations in OT)	3
• OT 3 (Eval for Physical Dysfunction)	3
• OT 4 (Eval for Psychosocial Dysfunction)	3
• OT 5 (Management of Physical Dysfunction)	4
• OT 6 (Management of Psychosocial Dysfunction)	4
• OT 8 (Introduction to Clinics)	3
• Human Behavior in OT	4
• Therapeutic Skills in Human Devt. 1	4
• Therapeutic Skills in Human Devt. 2	3
• Orthotics & Prosthetics	4
• Psychiatric Foundations in OT	3
<b>Clinical Training</b>	<b>30 units</b>
• Clinical Training 1	15
• Clinical Training 2	15
<b>TOTAL PROFESSIONAL UNITS</b>	<b>71 units</b>

d) Sum total of units of the curriculum

	Lec	Lab	Units
Total GE Units	59	5	64
PE	8		8
NSTP	6		6
Total Core Units	39	9	48 incl 2 field work
Total Professional Units	30	41	71
<b>TOTAL UNITS</b>	<b>142</b>	<b>55</b>	<b>197</b>

## Section 8. Sample programs of study

## PHYSICAL THERAPY

FIRST YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
English 1 (Study and Thinking Skills in English)	3		3	English 3 (Speech Communication)	3		3
Filipino 1 (Sining ng Pakikipagtalastasan)	3		3	Filipino 2 (Pagbasa at Pagsulat sa Iba't Ibang Disiplina)	3		3
Philippine History and Constitution	3		3	General Psychology	3		3
Mathematics 1 (Algebra)	3		3	Literatura 1/Literature 1 (Ang Panitikan ng Filipinas/The Literatures of the Philippines)	3		3
Gen. Biology	3		3	Mathematics 2 (Trigonometry)	3		3
Gen. Sociology/Anthropology	3		3	General Chemistry	3	2	5
PE	2		2	PE	2		2
NSTP	3		3	NSTP	3		3
<b>TOTAL</b>			<b>23</b>	<b>TOTAL</b>			<b>25</b>

SECOND YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
General Physics	2	1	3	Applied Physics	2	1	3
Zoology	3	2	5	Rizal	3		3
Basic Statistics	3		3	Anatomy & Physiology	3		3
Literatura 2/Literature 2 (Ang Panitikan ng Mundo/The Literatures of the World)	3		3	Health Care	3	2	5
Philosophy and Logic	3		3	Health Economics with Taxation and Land Reform	3		3
Organic Chemistry	3		3	PE	2		2
PE	2		2	Computer	3		3
<b>TOTAL</b>			<b>22</b>	<b>TOTAL</b>			<b>22</b>



THIRD YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
Gross and Organ System Anatomy	3	1	4	Neuroanatomy	3		3
Physiology	4	1	5	Kinesiology	3	1	4
Human Development	3		3	Thera Ex 1 (Basic Therapeutic Exercises)	3	1	4
PT 1 (Intro to PT and Patient Care)	3	1	4	PT 3 (PT Exam and Eval)	3	2	5
PT 2 (Light, Thermal Agents and Hydrotherapy)	3	1	4	Pathology	2		2
Psychiatric Foundations for PT	3		3	Clinical Education (CBR)	2	1	3
<b>TOTAL</b>			<b>23</b>	<b>TOTAL</b>			<b>21</b>

FOURTH YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
Gen Med Conditions	3		3	General Surgical Conditions	3		3
Neurology	3		3	Thera Ex 3 (Thera Ex for Surgical, Neurologic and Developmental Pediatric Conditions)	3	1	4
Thera Ex 2 (Thera Ex for Medical Conditions)	3	1	4	Orthotics and Prosthetics	3	1	4
PT 4 (Electrotherapy)	2	1	3	Seminar 2 (Clinical Correlations for Surgical, Neurologic and Developmental Pediatric Conditions)		2	2
Seminar 1 (Clinical Correlations for Medical Conditions)		2	2	Clinical Ed 2 (Continuation of Intro to Clinics)		2	2
Clinical Ed 1 (Intro to Clinics)		2	2	Ethics in PT	2		2
Organization and Administration in PT	3		3	Research 1 (Intro to Research and Research Proposal Writing)	2	1	3
<b>TOTAL</b>			<b>20</b>	<b>TOTAL</b>			<b>20</b>

FIFTH YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
Internship 1		15	15	Internship 2		15	15
Research 2 (Research Implementation and Presentation)		2* Field work	2* Field work				
<b>TOTAL</b>			<b>17</b>	<b>TOTAL</b>			<b>15</b>

**OCCUPATIONAL THERAPY**

FIRST YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
English 1 (Study and Thinking Skills in English)	3		3	English 3 (Speech Communication)	3		3
Filipino 1 (Sining ng Pakikipagtalastasan)	3		3	Filipino 2 (Pagbasa at Pagsulat sa Iba't Ibang Disiplina)	3		3
Philippine History and Constitution	3		3	General Psychology	3		3
Mathematics 1 (Algebra)	3		3	Literatura 1/Literature 1 (Ang Panitikan ng Filipinas/The Literatures of the Philippines)	3		3
Biology	3		3	General Chemistry	3	2	5
Gen. Sociology/ Anthropology	3		3	PE	2		2
PE	2		2	NSTP	3		3
NSTP	3		3				
<b>TOTAL</b>			<b>23</b>	<b>TOTAL</b>			<b>22</b>

SECOND YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
General Physics	3	2	5	Rizal	3		3
Zoology	3	2	5	Anatomy & Physiology	3		3
Basic Statistics	3		3	Health Care	3	2	5
Literatura 2/Literature 2 (Ang Panitikan ng Mundo/The Literatures of the World)	3		3	Health Economics with Taxation and Land Reform	3		3
Organic Chemistry	3		3	Philosophy and Logic	3		3
PE	2		2	Computer	3		3
				PE	2		2
<b>TOTAL</b>			<b>21</b>	<b>TOTAL</b>			<b>22</b>

THIRD YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
Gross and Organ System Anatomy	3	1	4	Neuroanatomy	3		3
Physiology	4	1	5	Kinesiology	3	1	4
Therapeutic Skills in Human Dev 1	3	1	4	Therapeutic Skills in Human Dev 2	2	1	3
OT 1 (Intro. to OT & Rehab.)	2	1	3	OT 2 (Theoretical Foundations in OT)	3		3
Human Behavior in OT	3	1	4	Pathology	2		2
				Ethics in OT	2		2
<b>TOTAL</b>			<b>20</b>	<b>TOTAL</b>			<b>17</b>

FOURTH YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
OT 3 (Eval for Physical Dysf)	2	1	3	Gen. Surgical Conditions	3		3
OT 4 (Eval for Psychosocial Dysf)	2	1	3	Research 1 (Intro to Research and Proposal Writing)	2	1	3
Gen. Medical Conditions	3		3	OT 5 (Mgmt. of Phys Dysf)	3	1	4
Neurology	3		3	OT 6 (Mgmt. of Psychosocial Dysf)	3	1	4
Psychiatric Foundations in OT	3		3	OT 7 (CBR)	2	1	3
Organization & Admin. in OT	3		3	OT 8 (Introduction to Clinics)	1	2	3
Orthotics & Prosthetics	3	1	4				
<b>TOTAL</b>			<b>22</b>	<b>TOTAL</b>			<b>20</b>

FIFTH YEAR							
First Semester	Lec	Lab	Units	Second Semester	Lec	Lab	Units
Clinical Training 1		15	15	Clinical Training 2		15	15
Research 2 (Research Implementation and Presentation)		2* Field work	2* Field work				
<b>TOTAL</b>			<b>17</b>	<b>TOTAL</b>			<b>15</b>

#### Section 9. Research course requirements

Research courses encompass formulating a proposal, implementing, writing and presenting an original research that contributes to the body of knowledge of physical therapy and occupational therapy.

#### Section 10. Internship requirements

The internship program involves assigning students to different affiliation centers that cater to various client populations for 1500 hours for BSPT and 1200 hours for BSOT under the guidance of licensed physical therapists and occupational therapists, respectively.

In the clinical training program, where students develop professional skills by a systematic application of scientific knowledge to actual clinical situations in different practice settings, the following conditions should be observed:

- 10.1 There must be integration and application of theoretical knowledge.
- 10.2 There must be a well-planned and organized program.
- 10.3 The institution must provide the students and affiliation centers with a Manual on Clinical Training, which should include information on minimum training requirements and student evaluation procedures for evaluation of other centers.

10.4 To ensure the effectiveness of the clinical training program and the quality of client service, the following standards must be observed;

10.4.1 The intern-to-patient ratio for individual sessions must be a minimum of 1:4 and not to exceed 1:10 per day.

10.4.2 The interns during the course of their training must have exposure to a variety of clinical experiences which should include patients/clients from different populations, including but not limited to:

(For PT Interns)

- neurological
- musculoskeletal
- pulmonary
- cardiovascular
- integumentary
- pediatric
- geriatrics
- well population

(For OT Interns)

- psychosocial
- physical
- community

10.4.3 Interns must have exposure to community based rehabilitation services for a maximum of two (2) months during the course of their training.

10.4.4 The maximum ratio of clinical instructor of the affiliation center to interns must be 1:4.

10.4.5 PT and OT students must always be supervised by licensed PT and OT staff and/or faculty.

10.4.6 Students' performance must be regularly monitored by a clinical internship coordinator.

Other guidelines stipulated by the Department of Health governing affiliation and training of students in Physical Therapy/Occupational Therapy shall apply as appropriate.

ARTICLE VI  
COURSE SPECIFICATIONS

PHYSICAL THERAPY

Course Name	: GROSS AND ORGAN SYSTEM ANATOMY
Course Description	: Basic human gross and organ system anatomy
Course Objectives	: <p>General Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe basic human structures, functions and anatomical relations.</li> <li>2. Appreciate structure and function of the human body.</li> </ol> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify basic anatomical structures and landmarks</li> <li>2. Discuss anatomical relationships of human structures</li> <li>3. Compare human structures based on their functions</li> <li>4. Describe functional implications of lesions to common anatomical structures</li> <li>5. Show respect for subject specimen during dissection</li> </ol>
Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: Zoology I, Anatomy and Physiology
Course Outline	: <ol style="list-style-type: none"> <li>1. Surface anatomy, bones, muscles and ligaments of the following: <ol style="list-style-type: none"> <li>a. Head and neck</li> <li>b. Upper extremity</li> <li>c. Lower extremity</li> <li>d. Trunk (back, thorax and abdomen)</li> <li>e. Pelvis</li> </ol> </li> <li>2. Internal organs <ol style="list-style-type: none"> <li>a. Surface anatomy</li> <li>b. Function</li> </ol> </li> </ol>
Laboratory & Equipment	: Cadavers OR plastic models OR software and computers Skeleton Posters
Texts & References (Latest edition)	: Snell, R.S. <u>Clinical anatomy</u> . Philadelphia: Lippincott, Williams & Wilkins. Pansky B. <u>Review of gross anatomy</u> . NY: McGraw-Hill. Lehmkuhl & Smith <u>Brunstrom's clinical kinesiology</u> . Philadelphia: F.A. Davis. Norkin C.C. <u>Joint structure and functions, A comprehensive analysis</u> . Philadelphia: Davis. Moore K. <u>Clinically oriented anatomy</u> . Philadelphia: Lippincott, Williams & Wilkins Tortora GJ. <u>Principles of anatomy and physiology</u> . New York : John Wiley & Sons Marieb EN. <u>Anatomy &amp; physiology coloring workbook : a complete study guide</u> . San Francisco : Benjamin Cummings McMinn RMH. <u>McMinn's colour atlas of human anatomy</u> . London : Mosby Clemente CD. <u>Anatomy : a regional atlas of the human body</u> . Baltimore : Williams & Wilkins

Course Name	: <b>PHYSIOLOGY</b>
Course Description	: Understanding basic processes and functions of the human body
Course Objectives	: <p>General Objective:</p> <ol style="list-style-type: none"> <li>1. Discuss concepts related to cell physiology, blood, immunity and neurophysiology</li> <li>2. Discuss concepts related to cardiovascular, pulmonary, gastrointestinal, reproductive, renal and endocrine physiology.</li> </ol> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the physiologic anatomy from cellular to organ level</li> <li>2. Discuss the concepts of neurophysiology.</li> <li>3. Describe the functional anatomy of the different organ systems.</li> <li>4. Discuss the physiological events that occur within the different organ systems.</li> <li>5. Describe the changes that occur with aging within the different organ systems</li> </ol>
Course Credits	: 5 units (4 units lecture, 1 unit laboratory)
Contact Hours	: 7 hours per week (4 hours lecture, 3 hours laboratory)
Prerequisites	: Chemistry 1, Anatomy and Physiology
Course Outline	: <ol style="list-style-type: none"> <li>1. Cell physiology</li> <li>2. Immunity and blood</li> <li>3. Neurophysiology <ol style="list-style-type: none"> <li>a. Neurotransmitters</li> <li>b. Sensory systems</li> <li>c. Chemical senses</li> <li>d. Muscle physiology</li> <li>e. Nerve signaling</li> <li>f. Physiology of pain</li> </ol> </li> <li>4. Organ system physiology <ol style="list-style-type: none"> <li>a. Cardiovascular</li> <li>b. Pulmonary</li> <li>c. Gastrointestinal</li> <li>d. Reproductive</li> <li>e. Renal</li> <li>f. Endocrine</li> </ol> </li> <li>5. Effects of Aging on Organ System Physiology</li> </ol>
Laboratory & Equipment	: <p>Kymograph  Neurofilament  2-point discriminator  Electrical stimulator  ECG  Spirometer  Sphygmomanometer  Stethoscope  Treadmill</p>
Texts & References (Latest edition)	: <p>Ganong, W.F. <u>Review of medical physiology</u>. New York: Mc-Graw Hill.  Berne, R., Levy, M., Koepfen, B., and Stanton, B. (Eds). <u>Physiology</u>. St. Louis: Mosby, Inc.  Guyton, A.C. <u>Textbook of medical physiology</u>. Philadelphia: W.B. Saunders.  Tortora GJ. <u>Principles of anatomy and physiology</u>. New York : John Wiley &amp; Sons</p>

Course Name	: HUMAN DEVELOPMENT
Course Description	: Theories and principles of growth and development; various stages of growth and development in terms of motor, perceptual, cognitive, language and psychological aspects; including effects of disability on the growth pattern in each age group
Course Objectives	: General Objectives: Understand growth and development in the various stages from early life through old age Specific Objectives: 1. Discuss the various theories of human growth and development 2. Describe the developmental stages in terms of the following aspects: a. Motor b. Perceptual c. Cognitive d. Language e. Psychosocial 2. Describe the effects of disability in the different age groups
Course Credits	: 3 units lecture
Contact Hours	: 3 hours per week
Prerequisites	:
Course Outline	: Theories on human growth and development Stages of human growth and development Threats/dangers at specific stages
Laboratory & Equipment	:
Texts & References (Latest edition)	: Berk, L.E. <u>Infants, children and adolescents</u> . Boston: Allyn and Bacon. Sadler, T.W. <u>Langman's medical embryology</u> . Philadelphia: Lippincott William & Wilkins. Santrock, J.W. <u>Life-span development</u> . Dubuque, IA: McGraw-Hill.

Course Name	: PT I (INTRODUCTION TO PHYSICAL THERAPY AND PATIENT CARE)
Course Description	: Introduction to the nature of physical therapy, its history and general techniques of patient care
Course Objectives	: General Objectives: 1. Appreciate historical development of physical therapy profession 2. Describe the roles and work settings of physical therapists 3. Discuss the general techniques in patient care 4. Appreciate the patient as a person in his entirety. Specific Objectives: 1. Discuss history of physical therapy as a profession and practice 2. Define physical therapy and the physical therapist 3. Identify roles and career paths of physical therapists 4. Discuss scope of PT practice 5. Recognize the role of the professional organization in the development of the profession. 6. Discuss teaching-learning principles and strategies that may be used in the practice of PT. 7. Outline legal documents governing PT practice in the Philippines 8. Discuss infection control principles including universal precautions, standard precautions, medical asepsis, surgical asepsis, sterilization, disinfection, antisepsis, and isolation techniques 9. Demonstrate basic infection control practices including hand washing, donning and doffing protective garments 10. Measure vital signs of a simulated patient. 11. Demonstrate proper body mechanics, patient positioning and basic therapeutic techniques 12. Discuss basic therapeutic techniques such as bandaging and taping, therapeutic massage, traction, tilt table and intermittent compression
Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)

Prerequisites	:	
Course Outline	:	<ol style="list-style-type: none"> <li>1. History of physical therapy</li> <li>2. Practice of physical therapy</li> <li>3. Non-clinical settings in PT</li> <li>4. Teaching-learning principles and strategies</li> <li>5. Aseptic techniques</li> <li>6. Patient positioning and draping</li> <li>7. Vital signs</li> <li>8. Bandaging and taping</li> <li>9. Therapeutic massage</li> <li>10. Traction</li> <li>11. Intermittent compression</li> <li>11. Tilt Table</li> <li>12. Body mechanics</li> </ol>
Laboratory & Equipment	:	Bandages Sports tape Underwraps Traction Sphygmomanometer Stethoscope Plinths Tilt table
Texts & References (Latest edition)	:	Kisner, C. & Colby, L.A. <u>Therapeutic exercise: Foundations and techniques</u> . Philadelphia: F.A. Davis Co. O'Sullivan, S. & Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co. Pierson FM. <u>Principles &amp; techniques of patient care</u> . Philadelphia : Saunders Deusterhausminor. <u>Introduction to Patient Care</u> Reyes TM. <u>Introduction to physical therapy and patient care : a textbook</u> . Manila : UST Print. Ofc. WCPT Documents RA 5680

Course Name	:	<b>PT 2 (LIGHT, THERMAL AGENTS AND HYDROTHERAPY)</b>
Course Description	:	Principles, techniques, physical and physiological bases, indications and contraindications for therapeutic use of heat, cold, light and water includes evidence-based practice on use of modalities
Course Objectives	:	General Objective: Safely and accurately apply most appropriate thermal agent, light modality, or water technique to given condition Specific Objectives: <ol style="list-style-type: none"> <li>1. Discuss different thermal agents, light modalities, and water in terms of:               <ol style="list-style-type: none"> <li>a. Physical and physiologic bases</li> <li>b. Indications</li> <li>c. Contraindications and precautions</li> <li>d. Parameters for use</li> <li>e. Current research evidence on effectiveness</li> </ol> </li> <li>2. Select most appropriate modality for given condition</li> <li>3. Demonstrate safe, appropriate, and effective application of modalities to different conditions</li> </ol>
Course Credits	:	4 units (3 units lecture, 1 units laboratory)
Contact Hours	:	6 hours per week (3 hours lecture, 3 hours laboratory)
Co-requisites	:	Gross and Organ System Anatomy, Physiology
Course Outline	:	<ol style="list-style-type: none"> <li>1. Thermal Agents           <ol style="list-style-type: none"> <li>a. Heat Modalities               <ol style="list-style-type: none"> <li>i. Superficial Heat</li> </ol> </li> </ol> </li> </ol>



	<ol style="list-style-type: none"> <li>1. Hot packs</li> <li>2. Paraffin wax bath</li> <li>3. Infrared radiation</li> </ol> <ol style="list-style-type: none"> <li>ii. Deep Heat           <ol style="list-style-type: none"> <li>1. Microwave diathermy</li> <li>2. Shortwave diathermy</li> <li>3. Ultrasound</li> </ol> </li> <li>b. Cryotherapy</li> </ol> <ol style="list-style-type: none"> <li>2. Light Agents           <ol style="list-style-type: none"> <li>a. Ultraviolet radiation</li> <li>b. LASER</li> </ol> </li> <li>3. Water/Hydrotherapy           <ol style="list-style-type: none"> <li>a. Properties of water</li> <li>b. Water equipment</li> </ol> </li> </ol>
Laboratory & Equipment	: Hot packs, paraffin wax bath, infrared radiation lamp, microwave diathermy, shortwave diathermy, ultrasound, UVR lamp, LASER, water tanks
Texts & References (Latest edition)	: Michlovitz, S.L. <u>Thermal agents in rehabilitation</u> . Philadelphia: F.A. Davis. Belanger, A.Y. <u>Evidence-based guide to therapeutic physical agents</u> . Philadelphia: Lippincott, Williams, & Wilkins. Cameron, M.H. <u>Physical agents in rehabilitation: From research to practice</u> . St. Louis: Saunders. Hecox, B., Mehretab, T.A., & Weisberg, J. <u>Physical agents: A comprehensive text for physical therapists</u> . Norwalk, Conn.: Appleton & Lange.

Course Name	: <b>PSYCHIATRIC FOUNDATIONS FOR PHYSICAL THERAPY</b>
Course Description	: Introduction to medical terminology in psychiatry, diagnostic classification of psychiatric conditions, and treatment methods used in psychiatry
Course Objectives	: General Objectives: <ol style="list-style-type: none"> <li>1. Understand the different terminologies in psychiatry</li> <li>2. Know the various psychiatric conditions and their appropriate treatment</li> </ol> Specific Objectives: <ol style="list-style-type: none"> <li>1. Define terms used in psychiatry</li> <li>2. Differentiate various psychiatric condition in terms of signs and symptoms and prognosis</li> <li>3. Understand the implications for patients undergoing therapy</li> </ol>
Course Credits	: 3 units lecture
Contact Hours	: 3 hours per week
Co-requisites	:
Course Outline	: Definition of terms Coping mechanisms Diagnostic classification of psychiatric conditions Treatment methods: pharmacologic agents, counseling, and other methods
Laboratory & Equipment	:
Texts & References (Latest edition)	: Sadock, B.J. & Sadock. <u>Synopsis of psychiatry: Behavioral sciences/clinical psychiatry</u> . Philadelphia: Lippincott, Williams, and Wilkins.

Course Name	: <b>NEUROANATOMY</b>
Course Description	: Structures and functions of human nervous system and its clinical implications
Course Objectives	: General Objective: Understand structures and functions of human nervous system Specific Objectives: 1. Discuss structures and corresponding functions of human nervous system 2. Discuss clinical implications of nervous system lesion/dysfunction.
Course Credits	: 3 units lecture
Contact Hours	: 3 hours a week
Prerequisites	: Physiology
Course Outline	: 1. Central nervous system a. Brain b. Spinal Cord 2. Peripheral nervous system a. Cranial nerves b. Spinal nerves 3. Autonomic nervous system
Laboratory & Equipment	: Plastic brain models, CD ROM, Posters
Texts & References (Latest edition)	: Snell, R.S. <u>Clinical neuroanatomy for medical students</u> . Philadelphia: Lippincott Williams & Wilkins Carpenter, M.B. <u>Core text of neuroanatomy</u> . Englewood Cliff, NJ: Prentice Hall. deGroot, J. & Chusid, J.G. <u>Correlative neuroanatomy</u> . Englewood Cliff, N.J.: Prentice-Hall. Gilman, S. & Newman, S.W. <u>Marriner and Ciatz's Essentials of neuroanatomy and neurophysiology</u> . Philadelphia: F.A. Davis.

Course Name	: <b>KINESIOLOGY</b>
Course Description	: Human biomechanics in relation to normal and dysfunctional locomotion, and activities of daily living
Course Objectives	: General Objectives: 1. Discuss biomechanics of human movement 2. Discuss principles of kinesiology as applied to PT and OT Specific Objectives: 1. Define basic terminologies and principles used in kinesiology 2. Differentiate types of muscle contractions 3. Palpate different landmarks and structures 4. Discuss biomechanical interactions of different structures of the body during posture, gait, locomotion, and other functional activities 5. Show respect for subjects during palpation
Course Credits	: 4 units (3 units lecture, 1 units laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: Gross and Organ System Anatomy
Course Outline	: 1. Descriptive terms 2. Kinesiology/Biomechanics 3. Upper Extremity 4. Trunk 5. Lower Extremity 6. Posture 7. Gait
Laboratory & Equipment	: None
Texts & References	: Lehmkuhl & Smith. <u>Brunnstrom's clinical kinesiology</u> . Philadelphia: F.A. Davis Norkin, C.C. <u>Joint structure and function: A comprehensive analysis</u> . Philadelphia: Davis.

(Latest edition)	Neumann DA. <u>Kinesiology of the musculoskeletal system : foundations for physical rehabilitation</u> . St. Louis : Mosby Rybski M. <u>Kinesiology for occupational therapy</u> . Thorofare, NJ : Slack
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Course Name	: <b>THERAPEUTIC EXERCISES I (PHYSIOLOGY OF EXERCISE AND BASIC THERAPEUTIC EXERCISES)</b>
Course Description	: Principles and physiology of exercises for all ages, general types and classifications, including ROM, strengthening, joint and soft tissue mobilization, stretching, aerobics, and aquatic exercises; integrates evidence-based practice on use of techniques
Course Objectives	: General Objectives: 1. Discuss the physiological basis for and principles underlying general techniques of therapeutic exercise 2. Demonstrate techniques of general therapeutic exercise Specific Objectives: 1. Define basic terms in therapeutic exercise 2. Discuss concepts in exercise physiology relevant to therapeutic exercise 3. Discuss concepts, principles, and considerations of therapeutic exercise 4. Identify indications, contraindications, and precautions in use of therapeutic exercise 5. Demonstrate appropriate exercise procedures 6. Identify parameters in the prescription of exercise 7. Select appropriate exercise procedures
Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: Gross and Organ System Anatomy, Physiology, PT I
Course Outline	: Basic exercise principles ROM Stretching Strengthening Joint and soft tissue mobilization Aerobic exercises Aquatic exercises
Laboratory & Equipment	: Therabands Free weights Treadmill Plinths
Texts & References (Latest edition)	: Gardiner, M.D. <u>The principles of exercise therapy</u> . London: Bell & Hyman. Kisner, C. & Colby, L.A. <u>Therapeutic exercise: Foundations and techniques</u> . Philadelphia: F.A. Davis Co.

Course Name	: <b>PT 3 (PT EXAMINATION AND EVALUATION)</b>
Course Description	: Principles and techniques of examination such as musculo-skeletal, orthopedic, neurological, functional, motor control, and coordination, to guide formulation of PT treatment goals and plans; includes introduction to techniques of history-taking, evaluating results of examination using critical reasoning, and accurate documentation of findings according to prescribed format
Course Objectives	: General Objective: Applying proper principles, instrumentation and techniques of PT examination procedures, and clinical reasoning Specific Objectives: 1. Discuss International Classification of Functioning (ICF) System as a theoretical model/framework 2. Discuss concepts in PT assessment 3. Explain principles of PT examination procedures 4. Select appropriate PT examination procedures in relation to given case 5. Prioritize sequence of PT examination procedures

	<p>6. Use measuring instruments / tools for PT examination procedures correctly</p> <p>7. Perform PT examination procedures within a reasonable timeframe</p> <p>8. Interpret results of PT examination procedures</p> <p>9. Record findings accurately using clear and understandable language in prescribed format</p>
Course Credits	: 5 units (3 units lecture, 2 units laboratory)
Contact Hours	: 9 hours per week (3 hours lecture, 6 hours laboratory)
Prerequisites	: Gross and Organ System Anatomy, Physiology, PT I
Course Outline	: <p>ICF System</p> <p>ROM</p> <p>Motor Assessment (Strength, Tone, Reflexes, Coordination, Balance, Posture, Gait)</p> <p>Sensory Assessment</p> <p>Special Orthopedic Tests</p> <p>Functional Assessment</p> <p>Cognitive Assessment</p> <p>Environmental Assessment</p>
Laboratory & Equipment	: <p>Goniometers</p> <p>Sphygmomanometers</p> <p>Stethoscopes</p> <p>Tape measures</p> <p>Hand-held dynamometers</p> <p>Sports timers</p>
Texts & References (Latest edition)	: <p>American Physical Therapy Association. <u>Guide to physical therapy practice</u>. American P.T. Association: Alexandria, Virginia.</p> <p>Kettenbach, G. <u>Writing SOAP notes</u>. Philadelphia: F.A Davis Co.</p> <p>O'Sullivan, S. &amp; Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u>. Philadelphia: F.A. Davis Co.</p> <p>Shepard, K.F. &amp; Jensen, G.M. <u>Handbook of teaching for physical therapists</u>. Boston: Butterworth-Heinemann</p> <p>Stewart, D.L. &amp; Abeln, S.H. <u>Documenting functional outcomes in physical therapy</u>. St. Louis: Mosby Year Book, Inc.</p> <p>Wolf, S. <u>Clinical decision-making in physical therapy</u>. Philadelphia: F.A. Davis Co.</p> <p>Norkin, C.C. &amp; White, D.J. <u>Measurement of joint motion: A guide to goniometry</u>. Philadelphia: W.B. Saunders.</p> <p>Magee, D.J. <u>Orthopedic physical assessment</u>. Philadelphia: Saunders</p>

Course Name	: <b>PATHOLOGY</b>
Course Description	: Fundamentals of general pathology with emphasis on cellular adaptations and tissue/cellular reaction to inflammation and injury, degenerative processes, and tissue repair
Course Objectives	: <p>General Objective:</p> <p>Discuss cellular adaptations and tissue/cellular reaction to inflammation and injury, degenerative processes, and tissue repair</p>
Course Credits	: 2 units lecture
Contact Hours	: 2 lecture hours per week
Prerequisites	: Gross and Organ System Anatomy, Physiology
Course Outline	: <ol style="list-style-type: none"> <li>Cellular adaptations <ol style="list-style-type: none"> <li>Atrophy</li> <li>Hypertrophy</li> <li>Hyperplasia</li> <li>Dysplasia</li> <li>Hypoplasia</li> <li>Apoptosis</li> </ol> </li> <li>Types of injuries</li> <li>Stages of inflammation</li> <li>Degenerative processes</li> <li>Tissue repair</li> </ol>

Laboratory & Equipment	: None
Texts & References (Latest edition)	: Vinay, K., Cotran, R.S., & Robbins, S.L. <u>Robbins' basic pathology</u> . Philadelphia: Saunders.

Course Name	: <b>COMMUNITY-BASED REHABILITATION</b>
Course Description	: Theories and principles of community-based rehabilitation in the Philippine context
Course Objectives	: General Objective: Appreciate role of OT or PT in community-based rehabilitation Specific Objectives: 1. Identify role of PT in the community 2. Discuss principles of community organization 3. Explain process of indiginization 4. Identify importance of team approach in the context of CBR
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Prerequisites	: PT I / OT I
Course Outline	: 1. Definition of terms 2. Roles of PT and other members of the team in the community 3. Principles of community organization 4. Process of indiginization 5. Resources in the community 6. Team approach in CBR context
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Magallona, MLMM. <u>Doing CBR: a handbook</u> . Philippines: C&E Publishing Children's Village

Course Name	: <b>GENERAL MEDICAL CONDITIONS</b>
Course Description	: Orthopedic, cardiovascular, rheumatologic, integumentary, pulmonary, endocrinologic, genetic, infectious, pediatric and nutritional conditions, with emphasis on etiology, pathomechanics, pathophysiology, signs, symptoms, course, prognosis, and medical and pharmacologic management
Course Objectives	: General Objective: Understand various medical conditions in relation to OT/PT practice Specific Objectives: 1. Identify different medical conditions commonly referred to OT/PT, including orthopedic, cardiovascular, rheumatologic, integumentary, pulmonary, endocrinologic, genetic, infectious, obstetric and pediatric conditions 2. Discuss each medical condition according to: a. Etiology b. Pathomechanics c. Pathophysiology d. Signs e. Symptoms f. Course g. Prognosis h. Medical and surgical management i. Pharmacologic management
Course Credits	: 3 units lecture
Contact Hours	: 3 lecture hours per week
Prerequisites	: Physiology

Corequisites	:	Pathology
Course Outline	:	<ol style="list-style-type: none"> <li>1. Orthopedic conditions</li> <li>2. Cardiovascular conditions</li> <li>3. Rheumatologic conditions</li> <li>4. Integumentary conditions</li> <li>5. Pulmonary conditions</li> <li>6. Endocrinologic conditions</li> <li>7. Genetic conditions</li> <li>8. Infectious conditions</li> <li>9. Pediatric conditions</li> <li>10. Nutritional disorders</li> </ol>
Laboratory & Equipment	:	None
Texts & References	:	Braddom RL. <u>Physical medicine and rehabilitation</u> , Pennsylvania: Saunders. De Lisa JA. <u>Rehabilitation medicine: principles and practice</u> . Philadelphia: Lippincott-Raven. O'Sullivan, S. & Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co.

Course Name	:	<b>NEUROLOGY</b>
Course Description	:	Introduction to neurology, including diseases of central and peripheral nervous systems, including effects of drugs on common neurological conditions
Course Objectives	:	General Objective: Understand common neurological conditions Specific Objectives: <ol style="list-style-type: none"> <li>1. Describe common neurological conditions according to:               <ol style="list-style-type: none"> <li>a. Signs</li> <li>b. Symptoms</li> <li>c. Course</li> <li>d. Etiology</li> <li>e. Epidemiology</li> <li>f. Predisposing factors</li> <li>g. Pathophysiologic processes</li> <li>h. Effects of certain drugs</li> </ol> </li> <li>2. Discuss clinical implications of common neurological conditions to OT and PT evaluation and management</li> </ol>
Course Credits	:	3 units lecture
Contact Hours	:	3 lecture hours per week
Prerequisites	:	Neuroanatomy, Pathology
Course Outline	:	<ol style="list-style-type: none"> <li>1. Disorders secondary to upper motor neuron lesions               <ol style="list-style-type: none"> <li>a. Multiple sclerosis</li> <li>b. Parkinson disease</li> <li>c. Traumatic head injury</li> <li>d. Cerebro-vascular disorders</li> <li>e. Movement disorders</li> </ol> </li> <li>2. Disorders secondary to lower moter neuron lesions               <ol style="list-style-type: none"> <li>a. Neuropathies</li> <li>b. Myasthenia gravis</li> <li>c. Poliomyelitis</li> <li>d. Guillain Barre Syndrome</li> </ol> </li> <li>3. Disorders secondary to combined lesions               <ol style="list-style-type: none"> <li>a. Spinal cord injury</li> <li>b. Amyotrophic lateral sclerosis</li> </ol> </li> <li>4. Autonomic nervous system disorders such as, but not limited to:               <ol style="list-style-type: none"> <li>a. Complex regional pain syndrome</li> <li>b. Horner's Syndrome</li> </ol> </li> </ol>

Laboratory & Equipment	: None
Texts & References (Latest edition)	: Mazzoni, P. & Roland, L.P. (eds). <u>Merritt's neurology handbook</u> . Philadelphia: Lippincott, Williams & Wilkins. Gilroy, J. <u>Basic neurology</u> . New York: Pergamon Press Victor, M. <u>Adams and Victor's manual of neurology</u> . New York: McGraw-Hill. Braddom RI. <u>Physical medicine and rehabilitation</u> . Pennsylvania: Saunders. De Lisa JA. <u>Rehabilitation medicine: principles and practice</u> . Philadelphia: Lippincott-Raven. O'Sullivan, S. & Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co.

Course Name	: <b>THERAPEUTIC EXERCISES 2 (THERAPEUTIC EXERCISES FOR MEDICAL CONDITIONS)</b>
Course Description	: Development of exercise programs for musculoskeletal, orthopedic, rheumatologic, cardiovascular, pulmonary and integumentary conditions, and basic teaching skills for implementation of exercises; includes planning home exercise programs for patients, families or community groups
Course Objectives	: General Objective: Apply appropriate principles and techniques of therapeutic exercise effectively and efficiently in treatment of orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions Specific Objectives: 1. Discuss principles of different techniques in treatment of orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions 2. Identify indications, contraindications, and precautions to therapeutic exercise for orthopedic, rheumatologic, cardiovascular, pulmonary and integumentary conditions 3. Demonstrate procedures of therapeutic exercises relevant to orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions efficiently and effectively 4. Identify factors that affect teaching-learning process, relevant to patients/clients 5. List teaching strategies appropriate for patients, families, or community groups, and other populations (i.e. children and adults with cognitive impairment, older adults) 6. Select appropriate exercise procedures for a given case
Course Credits	: 4 units (3 units lecture, 1 units laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: PT 3, Therapeutic Exercises I
Corequisites	: General Medical Conditions
Course Outline	: Therapeutic exercises for: 1. Orthopedic conditions 2. Rheumatologic conditions 3. Cardiovascular conditions 4. Pulmonary conditions 5. Integumentary conditions
Laboratory & Equipment	: Free weights Treadmill Ergometer Therabands Incentive spirometer Sports timers
Texts & References (Latest edition)	: DeLisa J.A. <u>Rehabilitation medicine: Principles and practice</u> . NY: Lippincott-Raven. Kisner, C. & Colby, L.A. <u>Therapeutic exercise: Foundations and techniques</u> (4 <sup>th</sup> ed.). Philadelphia: F.A. Davis Co. O'Sullivan, S. & Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co. Shepard, K.F. & Jensen, G.M. <u>Handbook of teaching for physical therapists</u> . Boston: Betterworth-Heinemann

	Wolf, S. <i>Clinical decision-making in physical therapy</i> . Philadelphia: F.A. Davis Co.
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Course Name	: PT 4 (ELECTROTHERAPY)
Course Description	: Principles, techniques, physical and physiological bases, indications and contraindications for therapeutic use of electrical currents; includes evidence-based practice on use of modalities and implications of results of electrodiagnostic tests on electrotherapeutic management.
Course Objectives	: General Objective: 1. Apply most appropriate electrotherapeutic modality to a given condition safely and accurately 2. Describe possible implications of results of electrodiagnostic tests on electrotherapeutic management. Specific Objectives: 1. Discuss different electrical modalities, in terms of: c. Physical and physiologic bases d. Indications e. Contraindications and precautions f. Parameters for use g. Current research evidence on their effectiveness 2. Select most appropriate modality for given condition 3. Demonstrate safe, appropriate and effective application of modalities to different conditions in PT 4. Describe implications of results of electrodiagnostic tests on electrotherapeutic management
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Prerequisites	: Gross and Organ System Anatomy, Physiology, Neuroanatomy
Course Outline	: 1. Low frequency currents a. Transcutaneous Electrical Nerve Stimulation b. Electrical Stimulation c. Functional Electrical Stimulation d. Neuromuscular Electrical Stimulation 2. Medium Frequency currents (Interferential Currents) 3. Biofeedback 4. Electrodiagnostic tests
Laboratory & Equipment	: Electrical stimulators, interferential current machine, biofeedback machine
Texts & References (Latest edition)	: Robinson, A.J. & Snyder-Mackler L. <i>Clinical electrophysiology: Electrotherapy and electrophysiologic testing</i> . Baltimore: Williams & Wilkins. Low, J.L. <i>Electrotherapy explained: Principles and practice</i> . Boston-Oxford: Butterworth-Heinemann. Nelson, R.M. & Currier, D.P. (eds.). <i>Clinical electrotherapy</i> . Norwalk, Conn.: Appleton & Lange. Belanger, A.Y. (2003). <i>Evidence-based guide to therapeutic physical agents</i> . Philadelphia: Lippincott, Williams, & Wilkins. Cameron, M.H. (2003). <i>Physical agents in rehabilitation: From research to practice</i> . St. Louis: Saunders.

Course Name	: PT SEMINAR 1 (CLINICAL CORRELATION FOR ORTHOPEDIC AND MEDICAL CONDITIONS)
Course Description	: Principles governing effective diagnosis, goal-setting, treatment planning, and management of patients with orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions; includes introduction to clinical reasoning
Course Objectives	: General Objectives: Apply clinical reasoning skills in physical therapy problem evaluation and treatment planning



	for patients with orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions Specific Objectives: 1. Given a patient with an orthopedic, rheumatologic, cardiovascular, pulmonary, or integumentary condition, formulate the following: a. Physical therapy diagnosis b. Prioritized problem list c. Long-term goals d. Short-term goals e. Treatment plan 2. Document PT diagnosis, problems, goals and plan in prescribed format
Course Credits	: 2 units laboratory
Contact Hours	: 6 laboratory hours per week
Prerequisites	: PT 2 & 3: Therapeutic Exercises I
Corequisites	: Therapeutic Exercises 2, PT 4, General Medical Conditions, Clinical Education I
Course Outline	: 1. Orthopedic and rheumatologic conditions of spine, upper and lower extremity such as, but not limited to: a. Scoliosis b. Low back pain c. Adhesive capsulitis d. Rheumatoid arthritis e. Osteoarthritis of hip f. Ankle sprain 2. Cardiovascular conditions such as, but not limited to: a. Myocardial infarction b. Coronary artery bypass graft c. Peripheral vascular diseases 3. Pulmonary conditions such as, but not limited to: a. Chronic bronchitis b. Emphysema 4. Integumentary conditions
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Wolf, S. <i>Clinical decision-making in physical therapy</i> . Philadelphia: F.A. Davis Co.

Course Name	: <b>CLINICAL EDUCATION I (INTRODUCTION TO CLINICS)</b>
Course Description	: Integration of assessment, treatment and documentation skills for patients with orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions, from referral to re-evaluation, discharge and community reintegration.
Course Objectives	: General Objectives: 1. Demonstrate proper, safe and effective management of patients with orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions. 2. Document results of assessment, evaluation and treatment in prescribed format. Specific Objectives: Given patients with orthopedic, rheumatologic, cardiovascular, pulmonary, and integumentary conditions: 1. Assess patient 2. Treat patient 3. Check for contraindications to physical therapy 4. Observe appropriate precautions during assessment and treatment 5. Ensure safety and comfort of patient during procedures 6. Demonstrate proper body mechanics 7. Document results of patient care activities

Course Credits	: 2 units laboratory
Contact Hours	: 6 laboratory hours per week
Prerequisites	: PT 2 & 3; Therapeutic Exercises I
Corequisites	: Therapeutic Exercises 2, PT 4, General Medical Conditions, PT Seminar I
Course Outline	: <ol style="list-style-type: none"> <li>1. Orthopedic and rheumatologic conditions of the spine, upper extremity and lower extremity, such as, but not limited to: <ol style="list-style-type: none"> <li>a. Scoliosis</li> <li>b. Low back pain</li> <li>c. Adhesive capsulitis</li> <li>d. Rheumatoid arthritis</li> <li>e. Osteoarthritis of hip</li> <li>f. Ankle sprain</li> </ol> </li> <li>2. Cardiovascular conditions, such as, but not limited to: <ol style="list-style-type: none"> <li>a. Myocardial infarction</li> <li>b. Coronary artery bypass graft</li> <li>c. Peripheral vascular diseases</li> </ol> </li> <li>3. Pulmonary conditions, such as, but not limited to: <ol style="list-style-type: none"> <li>a. Chronic bronchitis</li> <li>b. Emphysema</li> </ol> </li> <li>4. Integumentary conditions</li> </ol>
Laboratory & Equipment	:
Texts & References (Latest edition)	: DeLisa, J.A. <i>Rehabilitation medicine: Principles and practice</i> . NY: Lippincott-Raven. O'Sullivan, S. & Schmitz, T. <i>Physical rehabilitation: Assessment and treatment</i> . Philadelphia: F.A. Davis Co. Wolf, S. <i>Clinical decision-making in physient therapy</i> . Philadelphia: F.A. Davis Co.

Course Name	: ORGANIZATION AND ADMINISTRATION IN PT
Course Description	: Principles and functions of management relevant to PT practice
Course Objectives	: <p>General Objective: Apply principles of management to situations in PT practice</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss principles and functions of management</li> <li>2. Identify process and requirements in setting-up PT facility</li> <li>3. Discuss pertinent points of laws and bills relevant to PT practice</li> </ol>
Course Credits	: 3 units lecture
Contact Hours	: 3 lecture hours per week
Prerequisites	: PT I
Course Outline	: <ol style="list-style-type: none"> <li>1. Principles of Management</li> <li>2. Functions of Management <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Organizing</li> <li>c. Actuating</li> <li>d. Controlling</li> </ol> </li> <li>3. Entrepreneurship</li> <li>4. Process and requirements in setting-up PT facility</li> <li>5. Laws and bills relevant to practice of PT such as but not limited to: <ol style="list-style-type: none"> <li>a. Professional regulatory laws</li> <li>b. Magna Carta for Disabled Persons</li> <li>c. Accessibility Law</li> <li>d. National Building Code</li> <li>e. Magna Carta for Health Workers</li> <li>f. Basic Human Rights</li> </ol> </li> </ol>
Laboratory &	:

Equipment	
Texts & References (Latest edition)	: Hickok, R.J. <u>Physical therapy administration and management</u> . Baltimore: American Physical Therapy Association. Walter, J. <u>Physical therapy management: An integrated science</u> . St. Louis: Mosby. Nosse L.J. <u>Managerial and supervisory principles for physical therapists</u> . Philadelphia : Lippincott Williams & Wilkins Gazettes/pamphlets/monographs of bills/laws

Course Name	: <b>GENERAL SURGICAL CONDITIONS</b>
Course Description	: Surgical conditions that lead to activity limitations and/or participation restrictions
Course Objectives	: General Objective: Understand various surgical conditions in relation to OT/PT practice Specific Objectives: 1. Identify different surgical conditions referred to OT/PT 2. Discuss each surgical condition according to: a. Etiology b. Pathomechanics c. Pathophysiology d. Signs e. Symptoms f. Course g. Prognosis h. Medical management i. Pharmacologic management
Course Credits	: 3 units lecture
Contact Hours	: 3 lecture hours per week
Prerequisites	: Physiology, Pathology
Course Outline	: 1. Amputations 2. Fractures 3. Congenital defects 4. Tumors 5. Arthroplasty 6. Soft tissue repair 7. Obstetric conditions
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Brashear, R. <u>Handbook of orthopedic surgery</u> . St. Louis: Mosby. Magee, D.J. <u>Orthopedic physical assessment</u> . Philadelphia: Saunders Braddom RL. <u>Physical medicine and rehabilitation</u> , Pennsylvania: Saunders. De Lisa JA. <u>Rehabilitation medicine: principles and practice</u> . Philadelphia: Lippincott-Raven. O'Sullivan, S. & Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co.

Course Name	: <b>THERAPEUTIC EXERCISES 3 (THERAPEUTIC EXERCISES FOR SURGICAL, NEUROLOGIC AND DEVELOPMENTAL PEDIATRIC CONDITIONS)</b>
Course Description	: Theories and techniques of specialized exercise regimen specific to surgical, neurologic and developmental pediatric conditions
Course Objectives	: General Objectives: Apply appropriate principles and techniques of therapeutic exercise effectively and efficiently in treatment of surgical, neurologic and developmental pediatric conditions Specific Objectives: 1. Discuss theories of motor control and motor learning 2. Discuss principles of different techniques in treatment of surgical, neurologic and developmental pediatric conditions.

Equipment	
Texts & References (Latest edition)	Hickok, R.J. <u>Physical therapy administration and management</u> . Baltimore: American Physical Therapy Association. Walter, J. <u>Physical therapy management: An integrated science</u> . St. Louis: Mosby. Nosse I.J. <u>Managerial and supervisory principles for physical therapists</u> . Philadelphia : Lippincott Williams & Wilkins Gazettes/pamphlets/monographs of bills/laws

Course Name	: <b>GENERAL SURGICAL CONDITIONS</b>
Course Description	: Surgical conditions that lead to activity limitations and/or participation restrictions
Course Objectives	: General Objective: Understand various surgical conditions in relation to OT/PT practice Specific Objectives: 1. Identify different surgical conditions referred to OT/PT 2. Discuss each surgical condition according to: a. Etiology b. Pathomechanics c. Pathophysiology d. Signs e. Symptoms f. Course g. Prognosis h. Medical management i. Pharmacologic management
Course Credits	: 3 units lecture
Contact Hours	: 3 lecture hours per week
Prerequisites	: Physiology, Pathology
Course Outline	: 1. Amputations 2. Fractures 3. Congenital defects 4. Tumors 5. Arthroplasty 6. Soft tissue repair 7. Obstetric conditions
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Brashear, R. <u>Handbook of orthopedic surgery</u> . St. Louis: Mosby. Magee, D.J. <u>Orthopedic physical assessment</u> . Philadelphia: Saunders Braddom RL. <u>Physical medicine and rehabilitation</u> , Pennsylvania: Saunders. De Lisa JA. <u>Rehabilitation medicine: principles and practice</u> . Philadelphia: Lippincott-Raven. O'Sullivan, S. & Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co.

Course Name	: <b>THERAPEUTIC EXERCISES 3 (THERAPEUTIC EXERCISES FOR SURGICAL, NEUROLOGIC AND DEVELOPMENTAL PEDIATRIC CONDITIONS)</b>
Course Description	: Theories and techniques of specialized exercise regimen specific to surgical, neurologic and developmental pediatric conditions
Course Objectives	: General Objectives: Apply appropriate principles and techniques of therapeutic exercise effectively and efficiently in treatment of surgical, neurologic and developmental pediatric conditions Specific Objectives: 1. Discuss theories of motor control and motor learning 2. Discuss principles of different techniques in treatment of surgical, neurologic and developmental pediatric conditions

	<ol style="list-style-type: none"> <li>3. Identify indications, contraindications, and precautions to therapeutic exercise for surgical, neurologic and developmental pediatric conditions</li> <li>4. Demonstrate procedures of therapeutic exercises relevant to surgical, neurologic and developmental pediatric conditions efficiently and effectively.</li> <li>5. Select appropriate exercise procedures to a given case</li> </ol>
Course Credits	4 units (3 units lecture, 1 unit laboratory)
Contact Hours	6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	Neurology, General Medical Conditions, Human Development
Corequisites	General Surgical Conditions
Course Outline	<p>Therapeutic exercises for:</p> <ol style="list-style-type: none"> <li>1. Surgical conditions, such as, but not limited to:             <ol style="list-style-type: none"> <li>a. Fractures</li> <li>b. Joint replacements</li> <li>c. Tendon repairs</li> <li>d. Ligamental repairs</li> <li>e. Obstetric conditions</li> </ol> </li> <li>2. Developmental pediatric conditions such as, but not limited to:             <ol style="list-style-type: none"> <li>a. Cerebral palsy</li> <li>b. Down syndrome</li> <li>c. Muscular dystrophy</li> </ol> </li> <li>3. Neurologic conditions such as, but not limited to:             <ol style="list-style-type: none"> <li>a. Strokes</li> <li>b. Traumatic Brain Injuries</li> <li>c. Multiple sclerosis</li> <li>d. Parkinson's disease</li> <li>e. Spinal Cord Injuries</li> </ol> </li> <li>4. Balance and coordination disorders</li> </ol>
Laboratory & Equipment	<p>Parallel bars          Vestibular balls          Mats          Plinths          Gait aids</p>
Texts & References (Latest edition)	<p>DeLisa, J.A. <u>Rehabilitation medicine: Principles and practice</u>. NY: Lippincott-Raven.          Kisner, C. &amp; Colby, L.A. <u>Therapeutic exercise: Foundations and techniques</u>. Philadelphia: F.A. Davis Co.          O'Sullivan, S. &amp; Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u>. Philadelphia: F.A. Davis Co.          Wolf, S. <u>Clinical decision-making in physical therapy</u>. Philadelphia: F.A. Davis Co.          Molnar, G.E. &amp; Alexander, M.A. (eds.) <u>Pediatric rehabilitation</u>. Philadelphia: Hanley &amp; Belfus.          Davies, P.M. <u>Steps to follow: Guide to the treatment of adult hemiplegia</u>. NY: Springer-Verlag.</p>

Course Name	<b>ORTHOTICS AND PROSTHETICS</b>
Course Description	Biomechanical principles applied to orthotic and prosthetic devices of the upper extremity, lower extremity, and spine, with emphasis on screening, fitting, check-out, and training for orthotic and prosthetic use
Course Objectives	<p>General Objective:          Apply knowledge of biomechanical principles in the use of orthotic and prosthetic devices</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss the different orthotic and prosthetic devices.</li> <li>2. Discuss considerations in orthotic and prosthetic prescription.</li> <li>3. Discuss appropriate training for patients using orthotic and prosthetic devices</li> <li>4. Discuss assessment of patients for prosthetic and orthotic fitting</li> </ol>

Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	:
Corequisites	:
Course Outline	: <ul style="list-style-type: none"> <li>1. Orthotic devices</li> <li>2. Prosthetic devices</li> <li>3. Pre-prosthetic training</li> <li>4. Prosthetic training</li> <li>5. Fitting of devices</li> <li>6. Evaluation of devices</li> </ul>
Laboratory & Equipment	: Crutches Walkers Canes Wheelchairs Prosthetic models
Texts & References (Latest edition)	: Seymour, R. <u>Prosthetics and orthotics: Lower limb and spinal</u> . Philadelphia: Lippincott, Williams & Wilkins. Shurr, D.G. <u>Prosthetics and orthotics</u> . Norwalk, Con.: Appleton & Lange. NYU Series

Course Name	: <b>PT SEMINAR 2 (CLINICAL CORRELATION FOR SURGICAL, NEUROLOGIC AND DEVELOPMENTAL PEDIATRIC CONDITIONS)</b>
Course Description	: Application of clinical reasoning skills in effective diagnosis, goal-setting and treatment planning for surgical, neurologic and developmental pediatric conditions
Course Objectives	: General Objectives: Apply clinical reasoning skills in problem evaluation and treatment planning for patients with surgical, neurologic and developmental pediatric conditions. Specific Objectives: <ol style="list-style-type: none"> <li>1. Given a patient with a surgical, neurologic or developmental pediatric condition, formulate the following: <ul style="list-style-type: none"> <li>a. Physical therapy diagnosis</li> <li>b. Prioritized problem list</li> <li>c. Long-term goals</li> <li>d. Short-term goals</li> <li>e. Treatment plan</li> </ul> </li> <li>2. Document the PT diagnosis, problems, goals and plan in prescribed format</li> </ol>
Course Credits	: 2 units laboratory
Contact Hours	: 6 laboratory hours per week
Prerequisites	: PT Seminar 1, Neurology
Corequisites	: Therapeutic Exercises 3, Clinical Education 2
Course Outline	: <ol style="list-style-type: none"> <li>1. Surgical conditions such as, but not limited to: <ul style="list-style-type: none"> <li>a. Fractures</li> <li>b. Joint replacements</li> <li>c. Tendon repairs</li> <li>d. Ligament repairs</li> </ul> </li> <li>2. Developmental pediatric conditions such as, but not limited to: <ul style="list-style-type: none"> <li>a. Cerebral palsy</li> <li>b. Down syndrome</li> <li>c. Muscular dystrophy</li> </ul> </li> <li>3. Neurologic conditions such as, but not limited to: <ul style="list-style-type: none"> <li>a. Strokes</li> <li>b. Traumatic Brain Injuries</li> <li>c. Multiple sclerosis</li> <li>d. Parkinson's disease</li> <li>e. Spinal Cord Injuries</li> </ul> </li> </ol>

Laboratory & Equipment	: None
Texts & References (Latest edition)	: Wolf, S. <u>Clinical decision-making in physical therapy</u> . Philadelphia: F.A. Davis Co. Molnar GE. <u>Pediatric rehabilitation</u> . Philadelphia : Hanley & Belfus Braddom RL. <u>Physical medicine and rehabilitation</u> . Pennsylvania: Saunders. De Lisa JA. <u>Rehabilitation medicine: principles and practice</u> . Philadelphia: Lippincott-Raven. O'Sullivan. S. & Schmitz. T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co. APTA Guide to PT Practice

Course Name	: <b>CLINICAL EDUCATION 2 (CONTINUATION OF INTRODUCTION TO CLINICS)</b>
Course Description	: Integration of assessment, evaluation, treatment, and documentation skills for patients with surgical, neurologic and developmental pediatric conditions, from referral to re-evaluation, discharge and community reintegration.
Course Objectives	: General Objectives: <ol style="list-style-type: none"> <li>1. Demonstrate proper, safe, and effective management of patients with surgical, neurologic and developmental pediatric conditions.</li> <li>2. Document results of assessment, evaluation, and treatment in prescribed format</li> </ol> Specific Objectives: Given patients with surgical, neurologic and developmental pediatric conditions: <ol style="list-style-type: none"> <li>1. Assess patient</li> <li>2. Treat patient</li> <li>3. Check for contraindications to physical therapy</li> <li>4. Observe appropriate precautions during assessment and treatment</li> <li>5. Ensure safety and comfort of patient during procedures</li> <li>6. Demonstrate proper body mechanics</li> <li>7. Document results of patient care activities</li> </ol>
Course Credits	: 2 units laboratory
Contact Hours	: 6 laboratory hours per week
Prerequisites	: Clinical Education 1, Neurology
Corequisites	: Therapeutic Exercises 3, PT Seminar 2
Course Outline	: <ol style="list-style-type: none"> <li>1. Surgical conditions, such as, but not limited to: <ol style="list-style-type: none"> <li>a. Fractures</li> <li>b. Joint replacements</li> <li>c. Tendon repairs</li> <li>d. Ligament repairs</li> <li>e. Obstetric conditions</li> </ol> </li> <li>2. Developmental pediatric conditions such as, but not limited to: <ol style="list-style-type: none"> <li>a. Cerebral palsy</li> <li>b. Down syndrome</li> <li>c. Muscular dystrophy</li> </ol> </li> <li>3. Neurologic conditions, such as, but not limited to: <ol style="list-style-type: none"> <li>a. Stroke</li> <li>b. TBI</li> <li>c. Multiple sclerosis</li> <li>d. Parkinson's disease</li> <li>e. SCI</li> </ol> </li> </ol>
Laboratory & Equipment	:
Texts & References (Latest edition)	: DeLisa, J.A. <u>Rehabilitation medicine: Principles and practice</u> . NY: Lippincott-Raven. O'Sullivan. S. & Schmitz. T. <u>Physical rehabilitation: Assessment and treatment</u> . Philadelphia: F.A. Davis Co. Wolf, S. <u>Clinical decision-making in physical therapy</u> . Philadelphia: F.A. Davis Co.

Course Name	: <b>ETHICS IN PHYSICAL THERAPY</b>
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Course Description	: Application of ethical principles and the process of ethical reasoning to situations and dilemmas encountered by physical therapists in practice.
Course Objectives	: General Objectives: 1. Analyze given situation/dilemma according to ethical principles, Code of Ethics, Standards of Practice, and relevant laws 2. Recognize importance of Code of Ethics in professional practice Specific Objectives: 1. Define ethical principles 2. Define ethical theories 3. Describe steps involved in ethical reasoning process 4. Discuss professional behaviors expected of a PT
Course Credits	: 2 units lecture
Contact Hours	: 2 lecture hours per week
Prerequisites	: None
Course Outline	: 1. Ethical principles 2. Ethical theories 3. Steps in ethical reasoning process 4. Professional behaviors expected of PT 5. Code of Ethics 6. Standards of Practice 7. Laws relevant to PT practice
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Edge, R.S. & Groves, J.R. <u>The ethics of health care: A guide for clinical practice</u> . NY, USA: Delmar Publishers Inc. Davis C.M. <u>Influence of values on patient care: Foundation for decision making</u> . In Physical rehabilitation assessment and treatment. O'Sullivan, S. and Schmitz, T. (eds) PA, USA: FA Davis Company. Geddes, E.L., Finch, E. & Larin, H. <u>Ethical issues relevant to physical therapy</u> . School of Rehabilitation Science, McMaster University, Ontario, Canada. Haas, J.F. <u>Ethical issues in rehabilitation medicine</u> . In Rehabilitation medicine principles and practice. Delisa, J. & Gans, B. (eds). Lippincott-Raven Matthews, J. <u>Practice issues in physical therapy: Current patterns and future directions</u> . USA: Slack Inc. PPTA Code of Ethics PPTA Standards of Practice APTA Code of Ethics WCPT Code of Ethics WCPT Declarations and Position Statements

Course Name	: <b>RESEARCH I (INTRODUCTION TO RESEARCH)</b>
Course Description	: Basic concepts of research, including development of conceptual framework, types, and methods of research; provides opportunity to write research proposal
Course Objectives	: General Objectives: 1. Create research proposal applying concepts of research 2. Appreciate importance of research in PT/OT practice Specific Objectives: 1. Identify problems or issues encountered in PT/OT 2. Formulate conceptual framework 3. Select appropriate research methods for identified research questions 4. Demonstrate intellectual integrity in writing research proposal
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Co-requisites	: Clinical Education 2 / OT 8
Course Outline	: 1. Research terminologies



	<ol style="list-style-type: none"> <li>2. Identification of problems and issues</li> <li>3. Elements of conceptual/theoretical framework</li> <li>4. Formulating objectives</li> <li>5. Literature review</li> <li>6. Methodology               <ol style="list-style-type: none"> <li>a. Types of research</li> <li>b. Research design</li> <li>c. Sampling</li> <li>d. Data collection</li> <li>e. Data analysis</li> <li>f. Data presentation</li> </ol> </li> <li>7. Scientific writing</li> </ol>
Laboratory & Equipment	: None
Texts & References (Latest edition)	: <p>Domholdt, E. <i>Physical therapy research: Principles and applications</i>. Philadelphia: W.B. Saunders Company.</p> <p>Hicks, C. <i>Research for physiotherapists: Project design and analysis</i>. Edinburgh, NY: Churchill Livingstone.</p> <p>Partridge, C.J. &amp; Barnitt, R.F. <i>Research guidelines: A handbook for therapists</i>. Rockville, Md.: Aspen Publication.</p> <p>Portney, L.G. &amp; Watkins, M.P. <i>Foundations of clinical research: Applications to practice</i>. Boston: Prentice Hall.</p>

Course Name	: <b>RESEARCH 2 (RESEARCH IMPLEMENTATION AND PRESENTATION)</b>
Course Description	: Implementation and presentation of research
Course Objectives	: General Objective: Implement approved research proposal
Course Credits	: 2 units field work
Contact Hours	: 6 hours field work per week
Prerequisites	: Research 1
Course Outline	:
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Portney, L.G. & Watkins, M.P. <i>Foundations of clinical research: Applications to practice</i> . Boston: Prentice Hall.

#### OCCUPATIONAL THERAPY

Course Name	: <b>GROSS AND ORGAN SYSTEM ANATOMY</b>
Course Description	: Basic human gross and organ system anatomy
Course Objectives	: <p>General Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe basic human structures, functions and anatomical relations.</li> <li>2. Appreciate structure and function of the human body.</li> </ol> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify basic anatomical structures and landmarks</li> <li>2. Discuss anatomical relationships of human structures</li> <li>3. Compare human structures based on their functions</li> <li>4. Describe functional implications of lesions to common anatomical structures</li> <li>5. Show respect for subject specimen during dissection</li> </ol>
Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)

Prerequisites	: Zoology I, Anatomy and Physiology
Course Outline	: 1. Surface anatomy, bones, muscles and ligaments of the following: <ol style="list-style-type: none"> <li>Head and neck</li> <li>Upper extremity</li> <li>Lower extremity</li> <li>Trunk (back, thorax and abdomen)</li> <li>Pelvis</li> </ol> 2. Internal organs <ol style="list-style-type: none"> <li>Surface anatomy</li> <li>Function</li> </ol>
Laboratory & Equipment	: Cadavers OR plastic models OR software and computers Skeleton Posters
Texts & References (Latest edition)	: Snell, R.S. <u>Clinical anatomy</u> . Philadelphia: Lippincott, Williams & Wilkins. Pansky B. <u>Review of gross anatomy</u> . NY: McGraw-Hill. Lehmkuhl & Smith <u>Brunstrom's clinical kinesiology</u> . Philadelphia: F.A. Davis. Norkin C.C. <u>Joint structure and function: A comprehensive analysis</u> . Philadelphia: Davis. Moore K. <u>Clinically oriented anatomy</u> . Philadelphia: Lippincott, Williams & Wilkins Tortora GJ. <u>Principles of anatomy and physiology</u> . New York : John Wiley & Sons Marieb EN. <u>Anatomy &amp; physiology coloring workbook : a complete study guide</u> , San Francisco : Benjamin Cummings McMinn RMH. <u>McMinn's colour atlas of human anatomy</u> . London : Mosby Clemente CD. <u>Anatomy : a regional atlas of the human body</u> . Baltimore : Williams & Wilkins

Course Name	: <b>PHYSIOLOGY</b>
Course Description	: Understanding basic processes and functions of the human body
Course Objectives	: General Objective: <ol style="list-style-type: none"> <li>Discuss concepts related to cell physiology, blood, immunity and neurophysiology</li> <li>Discuss concepts related to cardiovascular, pulmonary, gastrointestinal, reproductive, renal and endocrine physiology.</li> </ol> Specific Objectives: <ol style="list-style-type: none"> <li>Describe the physiologic anatomy from cellular to organ level</li> <li>Discuss the concepts of neurophysiology.</li> <li>Describe the functional anatomy of the different organ systems.</li> <li>Discuss the physiological events that occur within the different organ systems.</li> <li>Describe the changes that occur with aging within the different organ systems</li> </ol>
Course Credits	: 5 units (4 units lecture, 1 unit laboratory)
Contact Hours	: 7 hours per week (4 hours lecture, 3 hours laboratory)
Prerequisites	: Chemistry I, Anatomy and Physiology
Course Outline	: 1. Cell physiology 2. Immunity and blood 3. Neurophysiology <ol style="list-style-type: none"> <li>Neurotransmitters</li> <li>Sensory systems</li> <li>Chemical senses</li> <li>Muscle physiology</li> <li>Nerve signalling</li> <li>Physiology of pain</li> </ol> 4. Organ system physiology <ol style="list-style-type: none"> <li>Cardiovascular</li> <li>Pulmonary</li> <li>Gastrointestinal</li> <li>Reproductive</li> <li>Renal</li> <li>Endocrine</li> </ol>

	5. Effects of Aging on Organ System Physiology
Laboratory & Equipment	Kymograph Neurofilament 2-point discriminator Electrical stimulator E:CG Spirometer Sphygmomanometer Stethoscope Treadmill
Texts & References (Latest edition)	Ganong, W.F. <u>Review of medical physiology</u> . New York: Mc-Graw Hill. Berne, R., Levy, M., Koeppen, B., and Stanton, B. (Eds). <u>Physiology</u> . St. Louis: Mosby, Inc. Guyton, A.C. <u>Textbook of medical physiology</u> . Philadelphia: W.B. Saunders. Tortora GJ. <u>Principles of anatomy and physiology</u> . New York : John Wiley & Sons

Course Name	<b>THERAPEUTIC SKILLS IN HUMAN DEVELOPMENT I</b>
Course Description	Developmental approach in studying significance and value of daily life activities with emphasis on psycho-socio-cultural variables' influence on adaptive behavior, and health-illness continuum from infancy to adolescence; includes activity analysis, teaching-learning principles, and selection of appropriate activities for each age group
Course Objectives	<p><b>General Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand concepts of growth and development</li> <li>2. Understand normal development from conception to adolescence</li> <li>3. Acquire good work habits and professional behaviors</li> <li>4. Understand concepts of activity and activity analysis</li> <li>5. Understand teaching-learning process used in OT</li> <li>6. Acquire skills in planning, implementing and evaluating activities suited for normal children and adolescents</li> </ol> <p><b>Specific Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe different phases/stages of human development including pre-natal period, infancy and toddlerhood, early childhood, middle childhood, late childhood, puberty, and adolescence.</li> <li>2. Describe patterns of development at each phase/stage in relation to physical/motor, socio-emotional, cognitive/perceptual, speech/language, moral, self-help and/or daily living skills, play and recreational skills, work-related skills and developmental tasks and/or needs</li> <li>3. Discuss Filipino cultural and family practices affecting growth and development of child</li> <li>4. Explain rationale for use of activity in relation to normal development of child, and use of activity analysis</li> <li>5. Describe areas and ways of adaptations/modifications in activity suited for specific age group</li> <li>6. Discuss the teaching-learning process as applied to OT</li> <li>7. Discuss principles of planning, implementing and evaluating</li> <li>8. Plan activity(ies) for given age group using correct principles</li> <li>9. Implement activity(ies) to groups of normal children and adolescents</li> </ol>
Course credits	4 units (3 units lecture, 1 unit laboratory)
Contact Hours	6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	None
Course Outline	<ol style="list-style-type: none"> <li>1. Concepts of growth and development</li> <li>2. Normal development from conception to adolescence</li> <li>3. Good work habits and professional behaviors</li> <li>4. Concepts of activity and activity analysis</li> <li>5. Teaching-learning process used in OT in terms of principles, conditions for teaching-learning, methods of teaching suited for specific age groups, and role of OT as teacher</li> </ol>

	6.Resources used in given activity in terms of basic materials, use, maintenance, sourcing & purchasing 7.Skills in planning, implementing and evaluating activities appropriate for normal children and adolescents
Equipment & Materials	: None
Texts & References	: A. Lecture Craig, G.J. (1992). <u>Human Development</u> . 6 <sup>th</sup> edition. Jersey: Prentice Hall. Dacey, John S. & Travers, John, F. (1999) <u>Human development: Across the life span</u> . 4 <sup>th</sup> ed. Boston: McGraw-Hill College. Hughes.F.P. & Neppc, F.P. (1991). <u>Human Development Across the Lifespan</u> . New York: MacMillan Publishing Co. Medina, B.T.G. (1991). <u>The Filipino family</u> . University of the Philippines Press. Pappalia, Diane & Olds, Sally W. (1998). <u>Human Development</u> . 7 <sup>th</sup> International Edition. Boston: McGraw-Hill Book Co. Santrock, J.W.(1992). <u>Life Span Development</u> . 4 <sup>th</sup> edition. Wm C Brown Publishers. B. Laboratory Bammel, G. & Bammel, I.L. (1992). <u>Leisure and Human Behavior</u> . 2 <sup>nd</sup> ed. WMC Brown Publishers. Drake, M. (1992) <u>Crafts in Therapy and Rehabilitation</u> . N.J. Slack Incorporated. Johnson, C. (1996). <u>Therapeutic Crafts: A practical Approach</u> . New Jersey Slack, Inc.

Course name	: <b>OT I - INTRODUCTION TO OCCUPATIONAL THERAPY</b>
Course description	: Discussion of history and theoretical basis of occupational therapy, objectives, functions, roles and tools of OT in rehabilitation, levels of healthcare and linkages with other health and non-health professions. includes International Classification of Function (ICF)
Course objectives	: General objectives: <ol style="list-style-type: none"> <li>1. Appreciate development of the OT profession both globally and locally</li> <li>2. Understand OT process and practice framework</li> <li>3. Understand and appreciate functions and roles of an occupational therapist in various areas of practice</li> <li>4. Appreciate role of other professionals in relation to OT</li> <li>5. Understand the various factors affecting the practice of OT</li> </ol> Specific objectives: <ol style="list-style-type: none"> <li>1. Discuss history of OT</li> <li>2. Discuss OT practice framework</li> <li>3. Identify different treatment modalities used by OTs</li> <li>4. Familiarize with uniform terminology used in OT, including ICF</li> <li>5. Discuss roles and functions of OT in each area of practice</li> <li>6. Identify various professionals that OTs work with in various areas of practice</li> <li>7. Discuss steps involved in OT process</li> <li>8. Discuss coping processes</li> </ol>
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture: 3 hours laboratory); includes 40 hours of observation of different occupational therapy settings
Prerequisites	: None
Course Outline	: <ol style="list-style-type: none"> <li>1. History of the OT profession (global and local)</li> <li>2. OT Uniform terminology <ol style="list-style-type: none"> <li>3. International Classification of Function (ICF)</li> <li>4. Non-clinical settings in OT</li> </ol> </li> <li>4. Levels of healthcare</li> <li>5. Areas of practice and professionals involved in each area</li> <li>6. Coping processes</li> <li>7. Recommended activities (i.e. disability role-playing)</li> </ol>

Laboratory & Equipment	: None
Texts & References	: Kiehofner, G. (1992). <u>Conceptual foundations of occupational therapy</u> . USA: FA Davis Co. Mosey, A. (1996). <u>Occupational therapy: configuration of a profession</u> . USA: Raven Press. Mosey, A. (1987). <u>Psychosocial aspects of occupational therapy</u> . USA: Raven Press Neistadt, M. & Crepeau, M. (1999). <u>Willard and Spackman's occupational therapy</u> . 9th ed. USA: Lippincott-Raven Punwar, A.J. (1994). <u>Occupational Therapy: Principles and Practice</u> . 2 <sup>nd</sup> ed. MA: Williams and Wilkins. Reed, K. & Sanderson, S. (1983). <u>Concepts of Occupational Therapy</u> . USA: Williams and Wilkins.

Course Name	: <b>HUMAN BEHAVIOR IN OCCUPATIONAL THERAPY</b>
Course Description	: Human behavior, personality development, motivation, learning, interpersonal relationships, groups, and group dynamics as applied to OT
Course Objectives	: <u>General Objectives:</u> 1. Appreciate human personality 2. Understand different personality theories 3. Understand general principles of social psychology as applied to OT 4. Understand different learning theories and principles 5. Understand general principles of group dynamics <u>Specific Objectives:</u> 1. Define personality 2. Discuss different personality theories in terms of structure, dynamics, development, and relevance to OT 3. Describe the Filipino personality 4. Discuss social psychology in terms of concepts, theories, and relevance to OT 5. Discuss socialization process in different settings in the Philippines 6. Discuss Filipino culture, mores, and values as they affect attitude, development, and change 7. Discuss learning in terms of theories, conditions of learning, and relevance to OT 8. Discuss groups in terms of definition, types, formation and development, structure and function 9. Discuss factors affecting group processes 10. Analyze interaction processes in groups 11. Discuss group organization in terms of leadership functions, styles, and qualities, membership roles and attitudes
Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: None
Course Outline	: 1. The Filipino personality 2. Socialization process in Filipino context 3. Overview of major theoretical approaches/perspectives to personality: psychodynamic, phenomenological, trait, social learning/cognitive, and cognitive 4. Major approaches to learning and motivation: behavioral, cognitive, social, constructivist, humanistic 5. Introduction to study of, and communication in groups 6. Group formation and interaction 7. Problem solving in groups 8. Characteristics of group facilitator 9. Mechanics of facilitating groups 10. Group discussion and observation techniques
Laboratory &	: None

Equipment	:	
Texts & References	:	<p>A. Personality Theories</p> <p>Brischof, Ledford (1970). <u>Interpreting Personality Theories</u>. New York: Harper and Row Publisher, Inc.</p> <p>Hall, C. &amp; Lindzey, G. (1978) <u>Theories of personality</u>. 4<sup>th</sup> ed. USA: John Wiley and Sons</p> <p>Pe-pun, Rogelia (ed). (1982). <u>Sikolohiyang Pilipino: Teorya, metoda, at gamit</u>. Q.C.: University of the Philippines Press.</p> <p>Pervin, Lawrence A. &amp; John, Oliver P. (1997). <u>Personality theory &amp; research</u>. 7<sup>th</sup> ed. NY: John Wiley &amp; Sons Inc.</p> <p>B. Teaching Learning</p> <p>Cain, W. (1992) <u>Theories of Development</u>. USA: Prentice Hall.</p> <p>Mazur, J. (1990). <u>Learning and Behavior</u>. N.J.: Prentice Hall, Inc.</p> <p>Woolfolk, Anita E. (1998). <u>Educational psychology</u>. 7<sup>th</sup> ed. Boston: Allyn &amp; Bacon.</p> <p>C. Social Psychology</p> <p>Brammer, L. and Shostrom, E. (1982). <u>Therapeutic Psychology</u>. NJ: Prentice all, Inc.</p> <p>Myers, David G. (1999). <u>Social psychology</u>. 6<sup>th</sup> International ed. Boston : McGraw-Hill College.</p> <p>Shaeffer, Richard T. &amp; Lamm, Robert P. (1997). <u>Sociology: A brief introduction</u>. NY: McGraw-Hill Co. Inc.</p> <p>D. Group Dynamics</p> <p>Brilhart, John K. &amp; Galanes, Gloria J. (1998). <u>Group discussion</u>. Boston: McGraw-Hill</p> <p>Cartwright, D. and Zander, A., eds (1953). <u>Group Dynamics, Research and Theory</u>. 2<sup>nd</sup> ed. New York: Harper and Row Publishers.</p> <p>Cole, M. (1993). <u>Group Dynamics in Occupational Therapy</u>. NJ: Slack, Inc.</p> <p>Mosey, A. (1996). <u>Psychosocial Component of Occupational Therapy</u>. USA: Lippincott</p>

Course Name	:	<b>NEUROANATOMY</b>
Course Description	:	Structures and functions of human nervous system and its clinical implications
Course Objectives	:	<p>General Objective:</p> <p>Understand structures and functions of human nervous system</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss structures and corresponding functions of human nervous system</li> <li>2. Discuss clinical implications of nervous system lesion/dysfunction.</li> </ol>
Course Credits	:	3 units lecture
Contact Hours	:	3 hours a week
Prerequisites	:	Physiology
Course Outline	:	<ol style="list-style-type: none"> <li>1. Central nervous system <ol style="list-style-type: none"> <li>a. Brain</li> <li>b. Spinal Cord</li> </ol> </li> <li>2. Peripheral nervous system <ol style="list-style-type: none"> <li>a. Cranial nerves</li> <li>b. Spinal nerves</li> </ol> </li> <li>3. Autonomic nervous system</li> </ol>
Laboratory & Equipment	:	Plastic brain models, CD ROM, Posters
Texts & References (Latest edition)	:	<p>Snell, R.S. <u>Clinical neuroanatomy for medical students</u>. Philadelphia: Lippincott, Williams &amp; Wilkins</p> <p>Carpenter, M.B. <u>Core text of neuroanatomy</u>. Englewood Cliff, NJ: Prentice Hall.</p> <p>deGroot, J. &amp; Chusid, J.G. <u>Correlative neuroanatomy</u>. Englewood Cliff, N.J.; Prentice-Hall.</p> <p>Gilman, S. &amp; Newman, S.W. <u>Manter and Gut's Essentials of neuroanatomy and neurophysiology</u>. Philadelphia: F.A. Davis.</p>

Course Name	: <b>KINESIOLOGY</b>
Course Description	: Human biomechanics in relation to normal and dysfunctional locomotion, and activities of daily living
Course Objectives	: <ul style="list-style-type: none"> <li>General Objectives:</li> <li>1. Discuss biomechanics of human movement</li> <li>2. Discuss principles of kinesiology as applied to PT and OT</li> <li>Specific Objectives:</li> <li>1. Define basic terminologies and principles used in kinesiology</li> <li>2. Differentiate types of muscle contractions</li> <li>3. Palpate different landmarks and structures</li> <li>4. Discuss biomechanical interactions of different structures of the body during posture, gait, locomotion, and other functional activities</li> <li>5. Show respect for subjects during palpation</li> </ul>
Course Credits	: 4 units (3 units lecture, 1 units laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: Cross and Organ System Anatomy
Course Outline	: <ul style="list-style-type: none"> <li>1. Descriptive terms</li> <li>2. Kinesiology/Biomechanics</li> <li>3. Upper Extremity</li> <li>4. Trunk</li> <li>5. Lower Extremity</li> <li>6. Posture</li> <li>7. Gait</li> </ul>
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Lehmkuhl & Smith. <i>Brunnstrom's clinical kinesiology</i> . Philadelphia: F.A. Davis Norkin, C.C. <i>Joint structure and function: A comprehensive analysis</i> . Philadelphia: Davis. Neumann DA. <i>Kinesiology of the musculoskeletal system : foundations for physical rehabilitation</i> . St. Louis : Mosby Rybski M. <i>Kinesiology for occupational therapy</i> . Thorofare, NJ : Slack

Course Name	: <b>THERAPEUTIC SKILLS IN HUMAN DEVELOPMENT 2</b>
Course Description	: Continuation of human development with emphasis on early, middle, and late adulthood; includes activity analysis, principles, and application of appropriate activities
Course Objectives	: <ul style="list-style-type: none"> <li>General Objectives:</li> <li>1. Understand development of adults and the elderly</li> <li>2. Understand concepts of activity and activity analysis</li> <li>3. Understand teaching-learning process applied in OT</li> <li>4. Acquire skills in planning, implementing, and evaluating activities appropriate for adults and the elderly</li> <li>5. Develop and practice good work habits and demonstrate professional behaviors</li> <li>Specific Objectives:</li> <li>1. Discuss theories of adult development and aging</li> <li>2. Describe stages of early, middle, and late adulthood</li> <li>3. Describe patterns of development and change at each stage in terms of physiological, cognitive/intellectual, psychosocial/ emotional, moral values, career development, and leisure/recreation related issues</li> <li>4. Discuss developmental tasks/needs associated with adulthood</li> <li>5. Discuss Filipino cultural and family issues/practices affecting change among adults</li> <li>6. Explain rationale/value of use of activity and activity analysis in relation to adults</li> <li>7. Describe and execute different types of activities appropriate for adults and elderly</li> <li>8. Describe ways of adaptations/ modifications to activities appropriate for adults and the elderly</li> <li>9. Discuss principles of adult learning and appropriate teaching methods for adults</li> </ul>

	<p>10. Apply teaching-learning principles and methods in activity implementation</p> <p>11. Apply principles of planning, implementing, and evaluating group activities</p> <p>12. Plan, implement, and evaluate activities for adults and adult groups using correct principles</p> <p>13. Practice and demonstrate good work habits and professional behaviors</p>
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Prerequisites	: Therapeutic Skills in Human Development I
Course Outline	: <ol style="list-style-type: none"> <li>1. Development of adults and the elderly</li> <li>2. Concepts of activity and activity analysis</li> <li>3. Teaching-learning principles as applied to adults and elderly</li> <li>4. Skills in planning, implementing and evaluating activities appropriate for adults and the elderly</li> <li>5. Explore potential home/community livelihood activities</li> <li>6. Good work habits and professional behaviors</li> <li>7. Practice and demonstrate proper use and maintenance of materials and tools</li> </ol>
Laboratory & Equipment	: None
Texts & References	: <p>A. Lecture</p> <p>Butler, R.N., Lewis, M. Sunderland, T. (1991). <i>Aging and Mental Health</i>. N.Y. McMillan Publishing Co. Inc.</p> <p>Caldwell, E. &amp; Hegnor, B. (1986). <i>Geriatrics, A Study of Maturity</i>. 4<sup>th</sup> ed. Delmar Publishers, Inc.</p> <p>Hughes, F.F. &amp; Noppe, F.P. (1991). <i>Human Development Across the Lifespan</i>. New York: McMillan Publishing Co.</p> <p>Lewis, S.C. (1989). <i>Elder Care in OT</i>. New Jersey: Slack Incorporated.</p> <p>Schulz, R. and Ewen, R.B. (1993). <i>Adult Development and Aging</i>. Myths and Emerging Realities. New York: McMillan Publishing Co.</p> <p>B.J. laboratory</p> <p>Bammel, G. &amp; Bammel, I.L. (1992). <i>Leisure and Human Behavior</i>. 2<sup>nd</sup> ed. WMC Brown Publishers.</p> <p>Drake, M. (1992) <i>Crafts in Therapy and Rehabilitation</i>. N.J. Slack Incorporated.</p> <p>Johnson, C. (1996). <i>Therapeutic Crafts: A practical Approach</i>. New Jersey Slack, Inc.</p>

Course name	: O.T 2 – THEORETICAL FOUNDATIONS IN O.T.
Course description	: Theories, principles, and frames of reference in occupational therapy for psychosocial and physical dysfunctions in relation to OT practice in the Philippines
Course objectives	: <p>General objective:</p> <p>Understand the different frames of references used in Occupational Therapy.</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Define theory, principle, and frame of reference</li> <li>2. Discuss the different frames of reference</li> <li>3. Differentiate the different frames of reference in terms of: <ol style="list-style-type: none"> <li>II. Theoretical base (assumptions and postulates)</li> <li>III. Function and dysfunction continuum</li> <li>IV. Evaluation process</li> </ol> </li> </ol>
Course Credits	: 3 units lecture
Contact Hours	: 3 hours per week
Prerequisites	:
Course Outline	: <ol style="list-style-type: none"> <li>A. Definition of terms</li> <li>B. Discussion of different frames of reference as applied in: <ol style="list-style-type: none"> <li>I. Psychosocial dysfunction</li> </ol> </li> </ol>



	<p align="center"><b>II. Physical dysfunction</b></p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Model of human occupation</li> <li>2. Psychodynamic frame of reference</li> <li>3. Behavioral frame of reference</li> <li>4. Humanistic frame of reference</li> <li>5. Biomechanical frame of reference</li> </ol>
Laboratory & Equipment	: None
Texts & References	: Christiansen, C. & Baum, C.( eds). (1995). <u>OT: Enabling Function and Well-being</u> , 2 <sup>nd</sup> ed. USA: Slack , Inc. Kielhofner, G. (1997) <u>Conceptual Foundations of Occupational Therapy</u> . USA: FA Davis Co. Neistadt, M. & Crepeau, M. (1999). <u>Willard and Spackman's Occupational Therapy</u> , 9 <sup>th</sup> ed. USA: Lippincott-Raven. Reed, K. (1984). <u>Models of practice in occupational therapy</u> . USA: Williams and Wilkins.

Course Name	: <b>PATHOLOGY</b>
Course Description	: Fundamentals of general pathology with emphasis on cellular adaptations and tissue/cellular reaction to inflammation and injury, degenerative processes, and tissue repair
Course Objectives	: General Objective: Discuss cellular adaptations and tissue/cellular reaction to inflammation and injury, degenerative processes, and tissue repair
Course Credits	: 2 units lecture
Contact Hours	: 2 lecture hours per week
Prerequisites	: Gross and Organ System Anatomy, Physiology
Course Outline	: <ol style="list-style-type: none"> <li>1. Cellular adaptations <ol style="list-style-type: none"> <li>a. Atrophy</li> <li>b. Hypertrophy</li> <li>c. Hyperplasia</li> <li>d. Dysplasia</li> <li>e. Hypoplasia</li> <li>f. Agenesis</li> </ol> </li> <li>2. Types of injuries</li> <li>3. Stages of inflammation</li> <li>4. Degenerative processes</li> <li>5. Tissue repair</li> </ol>
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Vinay, K., Cotran, R.S., & Robbins, S.L. <u>Robbins' basic pathology</u> . Philadelphia: Saunders.

Course Name	: <b>ETHICS IN OCCUPATIONAL THERAPY</b>
Course Description	: Application of ethical principles and the process of ethical reasoning to situations and dilemmas encountered by occupational therapists in practice.
Course Objectives	: General Objectives: <ol style="list-style-type: none"> <li>1. Analyze given situation/dilemma according to ethical principles, Code of Ethics, Standards of Practice, and relevant laws</li> <li>2. Recognize importance of Code of Ethics in professional practice</li> </ol> Specific Objectives: <ol style="list-style-type: none"> <li>1. Define ethical principles</li> <li>2. Define ethical theories</li> <li>3. Describe steps involved in ethical reasoning process</li> <li>4. Discuss professional behaviors expected of an OT</li> </ol>

Course Credits	: 2 units lecture
Contact Hours	: 2 lecture hours per week
Prerequisites	: None
Course Outline	: <ol style="list-style-type: none"> <li>1. Ethical principles</li> <li>2. Ethical theories</li> <li>3. Steps in ethical reasoning process</li> <li>4. Professional behaviors expected of OT</li> <li>5. Code of Ethics</li> <li>6. Standards of Practice</li> <li>7. Laws relevant to OT practice</li> </ol>
Laboratory & Equipment	: None
Texts & References (Latest edition)	: <p>Edge, R.S. &amp; Groves, J.R. <u>The ethics of health care: A guide for clinical practice</u>. NY, USA: Delmar Publishers Inc.</p> <p>Davis C.M. <u>Influence of values on patient care: Foundation for decision making</u>, In Physical rehabilitation assessment and treatment, O'Sullivan, S. and Schmitz, T. (eds) PA, USA: FA Davis Company.</p> <p>Geddes, E.L., Finch, E. &amp; Farin, H. <u>Ethical issues relevant to physical therapy</u>. School of Rehabilitation Science, McMaster University, Ontario, Canada.</p> <p>Haas, J.F. <u>Ethical issues in rehabilitation medicine</u>. In Rehabilitation medicine principles and practice. Delisa, J. &amp; Gans, B. (eds). Lippincott-Raven</p> <p>Matthews, J. <u>Practice issues in physical therapy: Current patterns and future directions</u>. USA: Slack Inc.</p> <p>OTAP Code of Ethics</p> <p>OTAP Standards of Practice</p> <p>AOTA Code of Ethics</p> <p>WFOT Code of Ethics</p> <p>WFOT Declarations and Position Statements</p>

Course name	: <b>OT 3 - EVALUATION PROCEDURES FOR PHYSICAL DYSFUNCTIONS</b>
Course description	: Evaluation procedures used in OT including standardized and non-standardized tests and procedures
Course objectives	: <p>General objectives:</p> <ol style="list-style-type: none"> <li>1. Know different evaluation procedures appropriate for each frame of reference (FOR)</li> <li>2. Gain skills in documenting evaluation results</li> <li>3. Gain professional behaviors in relation to patient, family members, and other health professionals</li> </ol> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Review OT process</li> <li>2. Select appropriate evaluation procedure based on patient's condition and FOR being used</li> <li>3. Analyze results of evaluation</li> <li>4. Identify problems pertinent to OT</li> <li>5. Prioritize problems pertinent to OT</li> <li>6. Demonstrate appropriate professional behaviors in relation to patient, family members, and other health professionals <ol style="list-style-type: none"> <li>a. Aseptic procedures</li> <li>b. Interpersonal communication skills</li> <li>c. History taking and interviewing skills</li> </ol> </li> </ol>
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Prerequisites	: OT 2, Gross and Organ System Anatomy, Kinesiology
Course Outline	: <ol style="list-style-type: none"> <li>1. Evaluation of performance skills</li> <li>2. Evaluation of performance areas</li> </ol>

	<ol style="list-style-type: none"> <li>3. Evaluation of performance patterns</li> <li>4. Evaluation of context</li> <li>5. Evaluation of activity demands</li> <li>6. Evaluation of client factors</li> <li>7. Problem identification and prioritization</li> <li>8. Report writing</li> <li>9. Interviewing skills</li> <li>10. Frameworks of evaluation             <ol style="list-style-type: none"> <li>a. Bottom-up</li> <li>b. Top-down</li> </ol> </li> </ol>
Laboratory & Equipment	<p>A. Physical evaluation instruments</p> <ul style="list-style-type: none"> <li>Arm, hand and finger goniometers</li> <li>Pinch gauge</li> <li>Hand dynamometer</li> <li>Volumeter</li> <li>Two-point discriminator</li> <li>Tape measure</li> <li>Blood pressure apparatus</li> <li>Stethoscope</li> </ul> <p>B. Self-care &amp; mobility</p> <ol style="list-style-type: none"> <li>1. Small kitchen/dining area (with sink, stove, upper and lower cabinets; plus cooking implements like pots/pans, spatula, dish drainer, adapted chopping board and knife; and eating/feeding implements like one set of dishes and cutlery, built-up/weighted utensils, spork, adapted cup/glass, plate guard)</li> <li>2. Dressing/grooming area (full-length mirror, single bed/chair, clothes closet/hangers, buttonhook, sample adapted/modified upper and lower garments, underwear, shoes)</li> <li>3. Bathing/ shower area (simulated toilet/bath with one sample elevated toilet seat, grab/safety bars)</li> <li>4. General mobility (arm slings, wheelchair, lapboard/tray, arm trough, crutches, regular/ tri-pod/quad canes, walker)</li> </ol> <p>C. Communication/writing: (working table/desk, personal computer, telephone, chairs, drawers, scissors, pens/ pencils/ markers, lined/ bond paper)</p> <p>D. Others household tasks: (sample keys of various sizes/shapes, faucet handles/taps, light switches, window and door handles/ locks/ latches, etc.)</p> <p>E. Standardized tests and batteries (for sensory, perceptual, motor, &amp; coordination)</p> <ol style="list-style-type: none"> <li>1. Jebsen Hand Function Test</li> <li>2. Minnesota Rate of Manipulation Test</li> <li>3. Work Samples</li> <li>4. Developmental checklists and inventories</li> <li>5. Sensory/perceptual tests and batteries</li> </ol>
Texts & References	<ol style="list-style-type: none"> <li>1. Daniels, L. &amp; Worthingham, C. (1986). <i>Muscle Testing-Techniques of Manual Examination</i>. Philadelphia: W.B. Saunders Company</li> <li>2. Pedretti, L.W &amp; Early M. (2001). <i>Occupational Therapy. Practice Skills for Physical Dysfunction</i>, 5<sup>th</sup> ed. USA: Mosby</li> <li>3. Trombly, C. &amp; Scott, A. (1995). <i>OT for Physical Dysfunctions</i>, 4<sup>th</sup> ed. Baltimore: Williams and Wilkins.</li> <li>4. Neistadt, M. &amp; Crepeau, M. (1999). <i>Willard and Spackman's Occupational therapy</i>, 9<sup>th</sup> ed. USA: Lippincott-Raven.</li> <li>5. *O' Sullivan &amp; Schütz (1993). <i>Physical rehabilitation: Assessment and treatment</i>, 3<sup>rd</sup> ed. PA: FA Davis and Co.</li> </ol>

Course name	: O.T 4 – EVALUATION PROCEDURES FOR PSYCHOSOCIAL DYSFUNCTIONS
Course description	: Evaluation procedures used by OTs in patients with psychosocial dysfunctions
Course objectives	: <ul style="list-style-type: none"> <li>General Objective:</li> <li>1. Appreciate the importance of evaluation for patients with psychosocial dysfunctions</li> <li>2. Know the different evaluation techniques used for psychosocial dysfunctions</li> <li>3. Know the different ways of documenting the results of evaluation</li> <li>Specific Objectives:</li> <li>1. Review the OT processes</li> <li>2. Select appropriate evaluation procedure based on: <ul style="list-style-type: none"> <li>a. patient's condition</li> <li>b. FOR used</li> </ul> </li> <li>3. Discuss the different evaluation techniques: <ul style="list-style-type: none"> <li>c. Interviews</li> <li>d. Projective tests</li> <li>e. Batteries</li> <li>f. Checklists</li> <li>g. Observations</li> </ul> </li> <li>4. Conduct actual evaluation of patients</li> </ul>
Course Credits	: 3 units (2 units lecture, 1 unit laboratory )
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Prerequisites	: OT 2
Course Outline	: <ul style="list-style-type: none"> <li>1. Definition of terms</li> <li>2. Pharmacologic agents given to persons with psychosocial problems</li> <li>3. Performance components to be assessed: <ul style="list-style-type: none"> <li>a. sensory processing skills</li> <li>b. cognitive perceptual skills</li> <li>c. psychosocial behavioral skills</li> </ul> </li> <li>4. Different kinds of evaluations: <ul style="list-style-type: none"> <li>a. Interviews</li> <li>b. Mental status examination</li> <li>c. Observations</li> <li>d. Activity Batteries</li> <li>e. Use of Checklists/scales</li> </ul> </li> <li>5. Actual conduct of evaluation procedures</li> <li>6. Approach to persons with psychosocial problems</li> </ul>
Laboratory & Equipment	: Projective Tests/scales Test Batteries
Texts & References	: <ul style="list-style-type: none"> <li>Allen, C. (1985) <u>Measurement and Management of Cognitive Disability</u>. USA: Little, Brown and Co.</li> <li>Bonder, B. (1995). <u>Psychopathology and Function</u>. 2<sup>nd</sup> ed. USA: SLACK, Inc.</li> <li>Hemphill, B. (1982). <u>Evaluative Process in Psychiatric Occupational Therapy</u>. USA : SLACK, Inc.</li> <li>Hemphill, B. (1988). <u>Mental Health Assessment in Occupational Therapy</u>. USA: SLACK, Inc.</li> <li>Mosey, A. (1996). <u>Psychosocial Components of Occupational Therapy</u>. USA: Lippincott-Raven.</li> <li>Neistadt, M. &amp; Crepeau, M. (1999). <u>Willard and Spackman's Occupational therapy</u>. 9<sup>th</sup> ed. USA: Lippincott-Raven.</li> </ul>

Course Name	: GENERAL MEDICAL CONDITIONS
Course Description	: Orthopedic, cardiovascular, rheumatologic, integumentary, pulmonary, endocrinologic, genetic, infectious, pediatric and nutritional conditions, with emphasis on etiology, pathomechanics, pathophysiology, signs, symptoms, course, prognosis, and medical and pharmacologic management
Course Objectives	: General Objective: Understand various medical conditions in relation to OT/PT practice Specific Objectives: 1. Identify different medical conditions commonly referred to OT/PT, including orthopedic, cardiovascular, rheumatologic, integumentary, pulmonary, endocrinologic, genetic, infectious, obstetric and pediatric conditions 2. Discuss each medical condition according to: a. Etiology b. Pathomechanics c. Pathophysiology d. Signs e. Symptoms f. Course g. Prognosis h. Medical and surgical management i. Pharmacologic management
Course Credits	: 3 units lecture
Contact Hours	: 3 lecture hours per week
Prerequisites	: Physiology
Corequisites	: Pathology
Course Outline	: 1. Orthopedic conditions 2. Cardiovascular conditions 3. Rheumatologic conditions 4. Integumentary conditions 5. Pulmonary conditions 6. Endocrinologic conditions 7. Genetic conditions 8. Infectious conditions 9. Pediatric conditions 10. Nutritional disorders
Laboratory & Equipment	: None
Texts & References	: Braddom R.L., <i>Physical medicine and rehabilitation</i> , Pennsylvania: Saunders. De Lisa J.A., <i>Rehabilitation medicine: principles and practice</i> , Philadelphia: Lippincott-Raven. O'Sullivan, S. & Schmitz, T., <i>Physical rehabilitation: Assessment and treatment</i> , Philadelphia: F.A. Davis Co.

Course Name	: NEUROLOGY
Course Description	: Introduction to neurology, including diseases of central and peripheral nervous systems, including effects of drugs on common neurological conditions
Course Objectives	: General Objective: Understand common neurological conditions Specific Objectives: 1. Describe common neurological conditions according to: a. Signs b. Symptoms c. Course d. Etiology e. Epidemiology

	<ul style="list-style-type: none"> <li>f. Predisposing factors</li> <li>g. Pathophysiologic processes</li> <li>h. Effects of certain drugs</li> </ul> <p>2. Discuss clinical implications of common neurological conditions to OT and PT evaluation and management</p>
Course Credits	: 3 units lecture
Contact Hours	: 3 lecture hours per week
Prerequisites	: Neuroanatomy, Pathology
Course Outline	: <ul style="list-style-type: none"> <li>1. Disorders secondary to upper motor neuron lesions <ul style="list-style-type: none"> <li>a. Multiple sclerosis</li> <li>b. Parkinson disease</li> <li>c. Traumatic head injury</li> <li>d. Cerebro-vascular disorders</li> <li>e. Movement disorders</li> </ul> </li> <li>2. Disorders secondary to lower motor neuron lesions <ul style="list-style-type: none"> <li>a. Neuropathies</li> <li>b. Myasthenia gravis</li> <li>c. Poliomyelitis</li> <li>d. Guillain Barre Syndrome</li> </ul> </li> <li>3. Disorders secondary to combined lesions <ul style="list-style-type: none"> <li>a. Spinal cord injury</li> <li>b. Amyotrophic lateral sclerosis</li> </ul> </li> <li>4. Autonomic nervous system disorders such as, but not limited to: <ul style="list-style-type: none"> <li>a. Complex regional pain syndrome</li> <li>b. Horner's Syndrome</li> </ul> </li> </ul>
Laboratory & Equipment	: None
Texts & References (Latest edition)	: <p>Mazzoni, P. &amp; Roland, L.P. (eds). <i>Meyrict's neurology handbook</i>. Philadelphia: Lippincott, Williams &amp; Wilkins.</p> <p>Gilroy, J. <i>Basic neurology</i>. New York: Pergamon Press</p> <p>Victor, M. <i>Adams' and Victor's manual of neurology</i>. New York: McGraw-Hill.</p> <p>Braddom RL. <i>Physical medicine and rehabilitation</i>. Pennsylvania: Saunders.</p> <p>De Lisa JA. <i>Rehabilitation medicine: principles and practice</i>. Philadelphia: Lippincott-Raven.</p> <p>O'Sullivan, S. &amp; Schmitz, T. <i>Physical rehabilitation: Assessment and treatment</i>. Philadelphia: F.A. Davis Co.</p>

Course Name	: <b>PSYCHIATRIC FOUNDATIONS FOR OCCUPATIONAL THERAPY</b>
Course Description	: Introduction to medical terminology in psychiatry, diagnostic classification of psychiatric conditions, and treatment methods used in psychiatry
Course Objectives	: <p>General Objectives:</p> <ul style="list-style-type: none"> <li>1. Understand the different terminologies in psychiatry</li> <li>2. Know the various psychiatric conditions and their appropriate treatment</li> </ul> <p>Specific Objectives:</p> <ul style="list-style-type: none"> <li>1. Define terms used in psychiatry</li> <li>2. Differentiate various psychiatric condition in terms of signs and symptoms and prognosis</li> <li>3. Understand the implications for patients undergoing therapy</li> </ul>
Course Credits	: 3 units lecture
Contact Hours	: 3 hours per week
Co-requisites	:
Course Outline	: <ul style="list-style-type: none"> <li>Definition of terms</li> <li>Coping mechanisms</li> <li>Diagnostic classification of psychiatric conditions</li> <li>Treatment methods: pharmacologic agents, counseling, and other methods</li> </ul>
Laboratory &	:

Equipment	
Texts & References (Latest edition)	Sadock, B.J. & Sadock. <i>Synopsis of psychiatry: Behavioral sciences/clinical psychiatry</i> . Philadelphia: Lippincott, Williams, and Wilkins.

Course Name	<b>ORGANIZATION AND ADMINISTRATION IN OT</b>
Course Description	Principles and functions of management relevant to OT practice
Course Objectives	General Objective: Apply principles of management to situations in OT practice Specific Objectives: 1. Discuss principles and functions of management 2. Identify process and requirements in setting-up OT facility 3. Discuss pertinent points of laws and bills relevant to OT practice
Course Credits	3 units lecture
Contact Hours	3 lecture hours per week
Prerequisites	OT I
Course Outline	1. Principles of Management 2. Functions of Management a. Planning b. Organizing c. Actuating d. Controlling 3. Entrepreneurship 4. Process and requirements in setting-up PT/OT facility 5. Laws and bills relevant to practice of PT and OT such as but not limited to: a. Professional regulatory laws b. Magna Carta for Disabled Persons c. Accessibility Law d. National Building Code e. Magna Carta for Health Workers f. Basic Human Rights
Laboratory & Equipment	
Texts & References (Latest edition)	Nosse L.J. <i>Managerial and supervisory principles for physical therapists</i> . Philadelphia : Lippincott Williams & Wilkins The OT Manager Gazettes/pamphlets/monographs of bills/laws

Course Name	<b>ORTHOTICS AND PROSTHETICS</b>
Course Description	Biomechanical principles applied to orthotic and prosthetic devices of the upper extremity, lower extremity, and spine, with emphasis on screening, fitting, check-out, and training for orthotic and prosthetic use
Course Objectives	General Objective: Apply knowledge of biomechanical principles in the use of orthotic and prosthetic devices Specific Objectives: 1. Discuss the different orthotic and prosthetic devices. 2. Discuss considerations in orthotic and prosthetic prescription. 3. Discuss appropriate training for patients using orthotic and prosthetic devices 4. Discuss assessment of patients for prosthetic and orthotic fitting
Course Credits	4 units (3 units lecture, 1 unit laboratory)
Contact Hours	6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	
Corequisites	

Course Outline	<ol style="list-style-type: none"> <li>1. Orthotic devices</li> <li>2. Prosthetic devices</li> <li>3. Pre-prosthetic training</li> <li>4. Prosthetic training</li> <li>5. Fitting of devices</li> <li>6. Evaluation of devices</li> </ol>
Laboratory & Equipment	<ul style="list-style-type: none"> <li>Crutches</li> <li>Walkers</li> <li>Canes</li> <li>Wheelchairs</li> <li>Prosthetic models</li> </ul>
Texts & References (Latest edition)	<p>Seymour, R. <u>Prosthetics and orthotics: Lower limb and spinal</u>. Philadelphia: Lippincott, Williams &amp; Wilkins.</p> <p>Shurr, D.G. <u>Prosthetics and orthotics</u>. Norwalk, Con.: Appleton &amp; Lange. NYU Series</p>

Course Name	<b>GENERAL SURGICAL CONDITIONS</b>
Course Description	Surgical conditions that lead to activity limitations and/or participation restrictions
Course Objectives	<p>General Objective: Understand various surgical conditions in relation to OT/PT practice</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify different surgical conditions referred to OT/PT</li> <li>2. Discuss each surgical condition according to: <ol style="list-style-type: none"> <li>a. Etiology</li> <li>b. Pathomechanics</li> <li>c. Pathophysiology</li> <li>d. Signs</li> <li>e. Symptoms</li> <li>f. Course</li> <li>g. Prognosis</li> <li>h. Medical management</li> <li>i. Pharmacologic management</li> </ol> </li> </ol>
Course Credits	3 units lecture
Contact Hours	3 lecture hours per week
Prerequisites	Physiology, Pathology
Course Outline	<ol style="list-style-type: none"> <li>1. Amputations</li> <li>2. Fractures</li> <li>3. Congenital defects</li> <li>4. Tumors</li> <li>5. Arthroplasty</li> <li>6. Soft tissue repair</li> <li>7. Obstetric conditions</li> </ol>
Laboratory & Equipment	None
Texts & References (Latest edition)	<p>Brashear, R. <u>Handbook of orthopedic surgery</u>. St. Louis: Mosby.</p> <p>Magee, D.J. <u>Orthopedic physical assessment</u>. Philadelphia: Saunders</p> <p>Braddom RI. <u>Physical medicine and rehabilitation</u>. Pennsylvania: Saunders.</p> <p>DeLisa JA. <u>Rehabilitation medicine: principles and practice</u>. Philadelphia: Lippincott-Raven.</p> <p>O'Sullivan, S. &amp; Schmitz, T. <u>Physical rehabilitation: Assessment and treatment</u>. Philadelphia: F.A. Davis Co.</p>



Course Name	: RESEARCH I (INTRODUCTION TO RESEARCH)
Course Description	: Basic concepts of research, including development of conceptual framework, types, and methods of research; provides opportunity to write research proposal
Course Objectives	: General Objectives: 1. Create research proposal applying concepts of research 2. Appreciate importance of research in PT/OT practice Specific Objectives: 1. Identify problems or issues encountered in PT/OT 2. Formulate conceptual framework 3. Select appropriate research methods for identified research questions 4. Demonstrate intellectual integrity in writing research proposal
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Co-requisites	: Clinical Education 2 / OT 8
Course Outline	: 1. Research terminologies 2. Identification of problems and issues 3. Elements of conceptual/theoretical framework 4. Formulating objectives 5. Literature review 6. Methodology a. Types of research b. Research design c. Sampling d. Data collection e. Data analysis f. Data presentation 7. Scientific writing
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Domholdt, E. <u>Physical therapy research: Principles and applications</u> . Philadelphia: W.B. Saunders Company. Hiehs, C. <u>Research for physiotherapists: Project design and analysis</u> . Edinburgh, NY: Churchill Livingstone. Partridge, C.J. & Barnitt, R.E. <u>Research guidelines: A handbook for therapists</u> . Rockville, Md.: Aspen Publication. Portney, L.G. & Watkins, M.P. <u>Foundations of clinical research: Applications to practice</u> . Boston: Prentice Hall.

Course Name	: OT 5 - OCCUPATIONAL THERAPY IN THE MANAGEMENT OF PHYSICAL DYSFUNCTION
Course description	: Treatment procedures and techniques used in management of patients with physical dysfunctions
Course objectives	: General objectives: 1. Analyze problems associated with medical conditions 2. Formulate treatment plan based on condition and frame of reference used; deficits in performance components, areas, contexts, and roles 3. Know different treatment procedures appropriate for each frame of reference 4. Develop skills in implementing treatment plan 5. Acquire skills in planning for discharge Specific Objectives: 1. Review OT process 2. Identify appropriate FOR and treatment procedure for each condition 3. Formulate treatment plan including: a. Demographic data

	<ul style="list-style-type: none"> <li>b. Problems identified</li> <li>c. Long term goals</li> <li>d. Short term goals</li> <li>e. Modalities and procedures</li> <li>f. Contraindications and precautions</li> </ul> <ol style="list-style-type: none"> <li>4. Implement treatment plan demonstrating appropriate behavior</li> <li>5. Document patient progress</li> <li>6. Plan patient discharge and/or follow-up</li> </ol>
Course Credits	: 4 units (3 units lecture, 1 unit laboratory)
Contact Hours	: 6 hours per week (3 hours lecture, 3 hours laboratory)
Prerequisites	: OT3
Course Outline	<ol style="list-style-type: none"> <li>1. OT process and domains</li> <li>2. Clinical reasoning</li> <li>3. Common conditions referred to OT</li> <li>4. Treatment planning and intervention</li> <li>5. Documentation</li> <li>6. Discharge planning</li> </ol>
Laboratory & Equipment	<p><b>Orthotics &amp; Prosthetics:</b></p> <p>A. Evaluation instruments</p> <ul style="list-style-type: none"> <li>Arm, hand and finger goniometers</li> <li>Pinch gauge</li> <li>Hand dynamometer</li> <li>Volumeter</li> <li>Two-point discriminator</li> <li>Tape measure</li> <li>Blood pressure apparatus</li> <li>Stethoscope</li> </ul> <p>B. Splinting materials</p> <ul style="list-style-type: none"> <li>Plaster of Paris</li> <li>Low-temperature thermoplastics</li> <li>High-temperature thermoplastics</li> </ul> <p>C. Splinting tools &amp; equipment</p> <ul style="list-style-type: none"> <li>Metal edged-ruler</li> <li>Splinting shears</li> <li>Splint cutter</li> <li>Heatgun &amp; spot heater</li> <li>Heating pan</li> <li>Drill, drill bits, and shaver</li> <li>Hammer</li> <li>Jig (for construction of springs)</li> <li>Needlenose pliers</li> <li>Punch (drive &amp; rotary)</li> <li>Screwdrivers (Phillips &amp; regular)</li> <li>Sewing machine</li> <li>Sink (with running water)</li> <li>Storage cabinets</li> <li>Chair (with adjustable seat for client)</li> <li>Vise</li> <li>Wire cutters</li> <li>Adjustable wrench</li> <li>Goggles</li> </ul> <p>C. Other splinting needs</p> <ul style="list-style-type: none"> <li>Finger cuffs &amp; fingernail clips</li> <li>Sandpaper</li> <li>Pencils</li> <li>D rings</li> </ul>

Splint patterns  
 Ace bandages, dressings, padding  
 Acetone  
 Petroleum jelly  
 Rivets  
 Rubber bands  
 Sockinette  
 Surgical gloves  
 Tape (adhesive, micropore)  
 Velcro  
 Contact cement and adhesives  
 Webbing roll  
 Sink  
 Water supply  
 D. Splint Samples  
 C-bar  
 Anti-spasticity splint  
 Functional hand splint  
 Cock-up splint  
 Resting pan  
 Universal cuff  
 Neck collar  
 Body brace  
 Posterior knee splint  
 Ankle foot orthosis  
 Posterior ankle splint  
 Sling

Evaluation & Management

A. Self-care & Mobility

5. Small kitchen/dining area (with sink, stove, upper and lower cabinets; plus cooking implements like pots/pans, spatula, dish drainer, adapted chopping board and knife; and eating/feeding implements like one set of dishes and cutlery, built-up/weighted utensils, spork, adapted cup/glass, plate guard)
6. Dressing/grooming area (full-length mirror, single bed/chair, clothes closet/hangers, buttonhook, sample adapted/modified upper and lower garments, underwear, shoes)
7. Simulated toilet/bath area (with one sample elevated toilet seat, grab/safety bars)
8. Mobility area (arm slings, wheelchair, lapboard/tray, arm trough, crutches, regular/ tri-pod/quad canes, walker)
9. Communication/writing area (working table/desk, personal computer, telephone, chairs, drawers, scissors, pens/ pencils/ markers, lined/ bond paper)
10. Others household implements: (sample keys of various sizes/shapes, faucet handles/taps, light switches, window and door handles/ locks/ latches, etc.)

B. Pediatric treatment/activities (floor/ platform mats, standing box, infant feeding seat, cut-out tables, T-stool, vestibular balls, rocker or vestibular board, weighted vest, pressure garments, & other sensory integration tools & materials; various play/developmental toys e.g. crawler, tunnel, sandbox, inflatable pool, balance beam, trampoline)

C. Adult treatment/ activities

(floor/platform mats; triangular wedges, bolsters, wrist roll; sander; reach-grasp-release tree; gross hand activities like dowels, cones, pegs, cubes; sensory integration

	<p>rods; fine finger activities like beads and spools, theraplasts/therapy putty, theraband and cord, nuts and bolts)</p> <p><b>D. Standardized tests and batteries</b> (for sensory, perceptual, motor, &amp; coordination)</p> <ol style="list-style-type: none"> <li>1. Jebsen Hand Function Test</li> <li>2. Minnesota Rate of Manipulation Test</li> <li>3. Work Samples</li> <li>4. Developmental checklists and inventories</li> <li>5. Sensory/perceptual tests and batteries</li> </ol>
Texts & References	<p>Basmajian, J.V. and Baurjee, S.N. <i>Clinical Decision making in Rehabilitation</i>. New York: Churchill Livingstone, 1996.</p> <p>*Pedretti, L.W. (ed). <i>Occupational therapy practice skills for physical dysfunction</i>. 4<sup>th</sup> ed. St. Louis: C.V. Mosby Co.</p> <p>Trombly, C. and Scott, A. (1995). <i>Occupational therapy for physical dysfunctions</i>. 4<sup>th</sup> ed. Baltimore: Williams and Wilkins Co.</p> <p>Neistadt, M. &amp; Crepeau, M. (1999). <i>Willard and Spackman's occupational therapy</i>. 9<sup>th</sup> ed. USA: Lippincott-Raven.</p> <p>*O' Sullivan &amp; Schitz (1993). <i>Physical rehabilitation: Assessment and treatment</i>. 3<sup>rd</sup> ed. F.A. Davis and Co.</p> <p>Dum, W. (ed). (1991). <i>Pediatric Occupational therapy, USA</i>: SLACK Inc.</p>

Course name	OT 6 – OCCUPATIONAL THERAPY IN THE MANAGEMENT OF PSYCHOSOCIAL DYSFUNCTIONS
Course description	Treatment approaches used for patients with psychosocial dysfunctions
Course objectives	<p>General Objectives:</p> <ol style="list-style-type: none"> <li>1. Analyze problems related to patient's condition</li> <li>2. Formulate treatment plan based on:             <ol style="list-style-type: none"> <li>a. patient's condition</li> <li>b. frame of reference used</li> </ol> </li> <li>3. Know the different treatment approaches appropriate to a given condition</li> <li>4. Develop skills in implementing treatment plan</li> <li>5. Acquire skills in discharge planning</li> <li>6. Acquire skills in documenting patient's progress</li> </ol> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Review the OT processes</li> <li>2. Identify appropriate FOR and treatment procedure for each condition</li> <li>3. Formulate treatment plan, including:             <ol style="list-style-type: none"> <li>a. demographic data</li> <li>b. list of problems</li> <li>c. long-term goals</li> <li>d. short-term goals</li> <li>e. modalities used (i.e. use of self, use of activities, use of groups)</li> </ol> </li> <li>4. Implement treatment plan</li> <li>5. Document patient's progress</li> <li>6. Plan patient discharge and follow-up</li> </ol>
Course Credits	4 units (3 units lecture, 1 unit laboratory)
Contact Hours	6 hours (3 hours lecture, 3 hours laboratory per week)
Prerequisites	OT 2, OT 4
Course Outline	<ol style="list-style-type: none"> <li>1. OT processes and domains</li> <li>2. Clinical reasoning</li> <li>3. Psychosocial conditions referred to OT</li> <li>4. Treatment planning and intervention</li> <li>5. Types of documentation</li> <li>6. Discharge planning for patients with psychosocial conditions</li> </ol>
Laboratory & Equipment	OT Batteries Checklists

Texts & References	: Bonder, B. (1995). <u>Psychopathology and Function</u> . 2 <sup>nd</sup> ed. USA: SLACK, Inc. Bruce, MA and Borg, B. (1993). <u>Psychosocial Occupational Therapy</u> . USA: SLACK, Inc. Denton, P. (1987). <u>Psychiatric Occupational Therapy: A Workbook of Practical Skills</u> . USA: Little, Brown and Co. Neistadt, M. & Crepeau, M. (1999). <u>Willard and Spackman's occupational therapy</u> . 9 <sup>th</sup> ed. USA: Lippincott-Raven. Barris, R., Kielhofner, G. and Watts, J. (1983). <u>Psychosocial Occupational therapy</u> . Maryland: RAMSCO Publishing
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Course Name	: <b>OT 7 (COMMUNITY-BASED REHABILITATION)</b>
Course Description	: Theories and principles of community-based rehabilitation in the Philippine context
Course Objectives	: General Objective: Appreciate role of OT or PT in community-based rehabilitation Specific Objectives: <ol style="list-style-type: none"> <li>1. Identify role of OT or PT in the community</li> <li>2. Discuss principles of community organization</li> <li>3. Explain process of indiginization</li> <li>4. Identify importance of team approach in the context of CBR</li> </ol>
Course Credits	: 3 units (2 units lecture, 1 unit laboratory)
Contact Hours	: 5 hours per week (2 hours lecture, 3 hours laboratory)
Prerequisites	: PT 1 / OT 1
Course Outline	: <ol style="list-style-type: none"> <li>1. Definition of terms</li> <li>2. Roles of OT, PT and other members of the team in the community</li> <li>3. Principles of community organization</li> <li>4. Process of indiginization</li> <li>5. Resources in the community</li> <li>6. Team approach in CBR context</li> </ol>
Laboratory & Equipment	: None
Texts & References (Latest edition)	: Magallona, M. M. <u>Doing CBR: a handbook</u> . Philippines: C&E Publishing Children's Village

Course name	: <b>OT 8 – INTRODUCTION TO CLINICS</b>
Course description	: Opportunity to observe, interact, and evaluate a patient and implement a treatment program under supervision and guidance of a qualified OT
Course objectives	: General objectives: Appreciate the role of occupational therapist in evaluating and managing a given patient Specific objectives: <ol style="list-style-type: none"> <li>1. Evaluate a given patient</li> <li>2. Plan a treatment program for a given patient</li> <li>3. Implement the treatment program for a given patient</li> <li>4. Demonstrate safety and aseptic procedures in treatment of patient</li> <li>5. Observe precautions and contraindications</li> <li>6. Document results of management and response of patient to treatment</li> </ol>
Course Credits	: 3 units (1 unit lecture, 2 units laboratory)
Contact Hours	: 7 hours (1 hour lecture, 6 hours laboratory) per week
Prerequisites	: OT 2, OT 4, OT 6
Course Outline	: <ol style="list-style-type: none"> <li>1. Review of OT processes</li> <li>2. Aseptic techniques and proper approaches to patients</li> <li>3. Hospital precautions</li> </ol>
Laboratory & Equipment	: Batteries Projective tests

	Therapeutic materials
Texts & References	: Denton, P. (1987). <u>Psychiatric Occupational Therapy: A Workbook of Practical Skills</u> . USA: Little, Brown and Co. Neistadt, M. & Crepeau, M. (1999). <u>Willard and Spackman's Occupational Therapy</u> . 9 <sup>th</sup> ed. USA: Lippincott-Raven. Pedretti, LW & Early M. (2001). <u>Occupational Therapy. Practice Skills for Physical Dysfunction</u> . 5 <sup>th</sup> ed. USA: Mosby

**Article VII  
OTHER REQUIREMENTS**

**Section 11. Program Administration**

A Physical Therapy/Occupational Therapy school shall be administered by a full-time Dean/Head of College/Department with the following qualifications:

- Filipino citizen of good moral character
- Duty registered and licensed Physical Therapist/Occupational Therapist in the Philippines with at least Master's Degree in PT/OT or other health-related courses, Education, or Administration
- Must have a minimum of five (5) years clinical experience
- Must have at least one (1) year administrative or managerial experience in Physical Therapy/Occupational Therapy
- Must be a member of good standing of PRC accredited professional organization (APO) of Physical Therapy and Occupational Therapy

The general functions and responsibilities of the Dean/Head of School as stated in the Manual of Regulations for private schools shall apply.

A transitory period of not more than three (3) years from the effectivity of this "Policies and Standards for Physical Therapy and Occupational Therapy Education" shall apply for the provisions on qualifications of the dean/head of college/department.

**Section 12. FACULTY MEMBER**

Each faculty member must possess the academic preparation appropriate to his/her teaching assignments

• **Qualifications**

To teach the liberal arts subjects, one must:

- Fulfill the provisions of CMO 59 s. 96 on GEC promulgated by the Commission on Higher Education (CHED);
- Show competence in the field of specialization he/she is teaching

To teach Physical Therapy/Occupational Therapy professional subjects, he/she must have:

- Have a B.S. degree in Physical Therapy/Occupational Therapy

- Be a duly registered and licensed Physical Therapist/Occupational Therapist in the Philippines. If licensed abroad, such license should be recognized by the PRC Professional Regulatory Board of Physical Therapy/Occupational Therapy
- at least one (1) year clinical experience
- Must be a member of the accredited professional organization (APO)

To teach the Basic Sciences and Medical subjects (Anatomy, Physiology, Orthotics and Prosthetics, and Neuroanatomy), one must either be:

- a registered Physical Therapist/Occupational Therapist
- a holder of master's degree in any health sciences course
- a licensed physician trained in the subject area

To teach Pathology and Medical foundations, one must be a licensed physician

- **Load**

Each faculty member shall be given a load according to the policies and standards of the department or institution.

- **Employment Status**

Institutional policies and procedures on tenure and other provisions on employment status of faculty members stated in the Manual of Regulations for private schools shall apply.

- **Faculty Development Program.**

There should be a faculty development program to allow professional development and for an effective operation of the institution. This should be indicated in the faculty development plan reflecting faculty activity, timetable and budget. Such plan should be regularly updated. The faculty development program should include:

- subsidized attendance in at least one (1) continuing education program, conference or professional and scientific meetings
- Programs/activities that encourage PT/OT-related research among the faculty members

Additional faculty development activities may be provided in the form of:

- Scholarship grants to full-time faculty members
- Educational loans or tuition fee discounts to faculty members enrolled in the graduate school

Each college/university should have a faculty manual containing policies and procedures of all matters pertaining to the faculty.

The faculty member should not be expected to perform clerical work unrelated to his/her duties and responsibilities.

### Section 13. LIBRARY

- Librarian
- A well-equipped PT/OT library whether established separately or as a section in a general library shall clearly be defined as a PT/OT collection and shall be managed by a professional librarian with a library assistant as necessary.
- The library should have adequate space and resources, adequate in quantity and quality including the currency of its collection. Basic and reference materials relevant to liberal arts, PT/OT and medical subjects specified by the curriculum. These resources shall serve the needs of the students and should allow for expansion.
- PT/OT students should have access to science libraries. The total basic collection of relevant books and audio-visual reference materials. (e.g. CD-ROM, slides, tapes, etc.) must be proportional to the number of students: total 1-300 students, 1000 titles; 301-500 students, 3,000 titles; over 500 students, 5000 titles. There should be at least three (3) copies for textbooks and one (1) copy for reference books per title. Recency of edition should be at least 5 years or the latest edition available locally.
- The institution offering the PT/OT course must assure availability of the textbooks used by the students at the library.
- The library should subscribe to an adequate number of scientific journals and periodicals. It should also assure the subscription to at least one (1) scientific journal of international circulation in PT/OT and one (1) general rehabilitation scientific journal to update the students and faculty staff on the latest development in the fields. It should also provide students with access to internet.

### Section 14. FACILITIES AND EQUIPMENT

- Classroom requirements
  - The school, institution, college or university offering a PT/OT course should provide for an adequate number of lecture rooms and laboratories equipped with blackboards and desks for adequate instruction. In addition, the use of audio-visual aids should be encouraged.
  - It should have its own fully equipped laboratory, distinct from the clinical facilities of the hospital, for the purpose of providing instruction and practice to students in the proper use of therapeutic modalities.
- Laboratory requirements
  - Each laboratory room must be well-lighted and ventilated and shall have an adequate supply of water, gas and/or electricity, as needed.
  - Safety devices/first aid facilities shall be readily accessible.

List of Laboratory Facilities: see Annex 3

### Section 15. ADMISSION AND RETENTION

- The institution shall establish its own admission criteria, made known and accessible to students in the form of a manual.
  - A basic criteria for admission shall however include the following:



- The applicant must have graduated from a general secondary course recognized by the government. Graduates of foreign school must have clearance from the Department of Education, Culture and Sports;
  - The applicant must be of good moral character;
  - The applicant must have passed all required examinations to determine his/her suitability for the profession.
- The requirements in the promotion and retention of students shall be determined according to the criteria established by the institution offering the course. These shall be accessible to the students in the form of a student manual.
  - In general, however, no student shall be permitted to take a subject until he/she satisfactorily passed the prerequisite subjects.
  - Psychological and guidance counseling shall be available to the students of the course.

Article VIII  
REPEALING CLAUSE

Section 16. This order supersedes all previous issuances for Physical /Occupational Therapy which maybe inconsistent or contradictory with any of the provisions thereof.

Article IX  
EFFECTIVITY

Section 17. This set of Policies and Standards for Physical /Occupational Therapy shall take effect beginning school year 2007-2008.

  
 CARLITO S. PUNO  
 Commission Chairman

Pasig City, Philippines  
 May 26, 2006

## ANNEX I

### CORE COMPETENCIES FOR PHYSICAL THERAPY

A total of 153 respondents validated the core competencies for physical therapists. Of these, 99 were clinicians (as staff physical therapists or clinical instructors and/or clinical administrators), 28 worked in the academic (as faculty members and/or administrators), 21 worked both in the clinics and the academe (e.g. as part-time staff/PT part-time faculty) and 5 were classified as others (clerk or positions not indicated).

A total of 104 competencies were validated, categorized according to roles performed by physical therapists. Most of these competencies pertained to patient care (n=31), followed by those under research (n= 19), management (n = 14), education of students (n= 9), health and fitness promotion (n=8), followed by community service and development and documentation (both n= 6), then 5 items under advocacy, 4 items under networking and professional development having the least number of listed competencies (n=2).

More than 50% of the respondents considered the following competencies as those performed regularly/periodically as part of their main function:

Code	Competencies
Pc3.1.13.2	3.1.13.2 Performs treatment procedures
Pc3.1.4.1	3.1.4.1 Instructs patient
Pc3.1.13.1	3.1.13.1 Explains procedure/s to patient
Pc3.1.3.2	3.1.3.2 Asks questions
Pc3.1.2	3.1.2 Reviews medical charts
Pc3.1.9	3.1.9 Formulates and prioritizes treatment goals
Pc3.1.1	3.1.1 Explains procedures to patient and family
Pc3.1.4.5	3.1.4.5 Monitors patient responses
Pc3.1.5	3.1.5 Identifies patient problems
man2.8	2.8 Observes policies and procedures
Pc3.1.13.3	3.1.13.3 Makes use of therapeutic equipment
Pc3.1.3.3	3.1.3.3 Modifies questions
doc1.3	1.3 Maintains patient records
Pc3.1.3.4	3.1.3.4 Determines reason for referral to PT
Pc3.1.4.4	3.1.4.4 Determines functional limitations
Pc3.1.3.1	3.1.3.1 Explains purpose of interview
Pc3.1.4.2	3.1.4.2 Examines pertinent body systems
doc1.1	1.1 Writes/encodes relevant information of each patient handled
Pc3.1.13.4	3.1.13.4 Educates patient/family/employer/community (as applicable)
Pc3.1.4.3	3.1.4.3 Uses examination tools and procedures
Pc3.1.7.2.2	3.1.7.2.2 Identifies risk factors for the recurrence of condition
Pc3.1.15	3.1.15 Modifies treatment procedures as necessary
Pc3.1.1	3.1.10 Formulates treatment programs
Pc3.1.17	3.1.17 Observes ethical/medico legal principles related to patient care
doc1.2	1.2 Utilizes significant information from data gathered
Pc3.1.4.6	3.1.4.6 Modifies examination procedures as necessary
Pc3.1.14	3.1.14 Monitors patient physiologic and psychological responses to treatment
man2.5.3	2.5.3 Schedules patient treatment
Pc3.1.7.2.1	3.1.7.2.1 Identifies barriers to functional recovery and community/role integration/re-

Code	Competencies
	integration
Pc3.1.6	3.1.6 Identifies patient problems that warrant referral to other services
Pc3.1.7.1	3.1.7.1 Determines relationship between impairments and functional limitations/disabilities
Pc3.1.8	3.1.8 Predicts the patient's prognosis for functional recovery
Hfp4.2.2	4.2.2 Suggests measures to modify/eliminate risk factors for injury/dysfunction
Pc3.1.16	3.1.16 Communicates with members of the health care team re: patient status, etc.
Pc3.1.13.5	3.1.13.5 Recommends patient for discharge or for discontinuation of treatment
Hfp4.1	4.1 Identifies health and fitness needs
Pc3.1.12	3.1.12 Discusses results of evaluation and treatment program with patient, family, community, etc.
Pc3.1.11	3.1.11 Refers patients to other services
man2.5.2	2.5.2 Manages flow of patients in the clinic
Es9.3	9.3 Evaluates student performance
man2.5.5	2.5.5 Participates in quality assurance activities and analysis of best practices
man2.2	2.2 Participates in staff development programs
man2.4	2.4 Participates in department/hospital activities/function
man2.5.4	2.5.4 Ensures departmental requirements, e.g. supplies, are met
Pd8.2	8.2 Engages in continuing education activities
man2.5.1	2.5.1 Sets up a schedule of activities
Es9.1.1	9.1.1 Identifies learning needs of students
man2.1	2.1 Participates in the preparation and implementation of institution's vision, mission and goals
Es9.2	9.2 Implements teaching plan
Es9.4	9.4 Provides academic advising
doc1.4.2	1.4.2 Recommends revisions
Es9.1.2	9.1.2 Formulates learning objectives
Es9.1.3	9.1.3 Selects appropriate teaching strategies
doc1.4.1	1.4.1 Assists in assessing existing documentation forms
Es9.7	9.7 Coordinates with clinical/classroom counterparts with regard to programs and student performance
Ad10.2	10.2 Participates in activities related to professional issues
Es9.5	9.5 Refers students to appropriate services as necessary
Hfp4.2.1	4.2.1 Evaluates existing health promotion programs if any
man2.3	2.3 Evaluates peer/staff performance

None of the competencies were rated as not part of the expected function by majority of the respondents. It is interesting to note that of the 104 competencies validated, research competencies were consistently ranked as "3" the most.

Noticeably, all patient care competencies were ranked as "1" by majority of the respondents (see Table \_\_\_\_). Other general categories of competencies similarly rated were management, education of students, documentation, and professional development, advocacy. Less than majority of the respondents considered any of the competencies categorized under community service and development, networking, or research as part of their function.

Table

Roles	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	Percentage
Patient care	31	31	100%
Education of students	9	8	89%
Documentation	6	5	83%
Management	14	10	71%
Professional development	2	1	50%
Health and Fitness Promotion	8	3	38%
Advocacy	5	1	20%
Community service and development	6	0	0
Networking	4	0	0
Research	19	0	0

Sorting the responses according to work settings of the respondents result in variations in ranking of the roles fulfilled by the competencies. Work settings of the respondents appear to relate with the ranking of competencies.

The following tables present the roles prioritized by respondents according to their respective work settings:

*Clinician:*

Roles	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	Percentage
Patient care	31	31	100%
Documentation	6	5	83%
Management	14	10	71%
Professional development	2	1	50%
Health and Fitness Promotion	8	4	50%
Education of students	9	2	22%
Advocacy	5	1	20%
Community service and development	6	0	0
Networking	4	0	0
Research	19	0	0

*Academe:*

Roles	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	Percentage
Patient care	31	31	100%
Education of students	9	9	100%
Management	14	9	64%
Documentation	6	3	50%
Professional development	2	1	50%
Advocacy	5	2	40%
Health and Fitness Promotion	8	2	25%
Research	19	1	5%
Community service and development	6	0	0
Networking	4	0	0

*Clinician-Academe:*

Roles	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	Percentage
Patient care	31	29	94%
Documentation	6	3	50%
Professional development	2	1	50%
Education of students	9	2	22%
Management	14	3	21%
Community service and development	6	1	17%
Health and Fitness Promotion	8	1	12%
Advocacy	5	0	0
Research	19	0	0
Networking	4	0	0

*Others:*

Roles	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	Percentage
Patient care	31	28	90%
Professional development	2	1	50%
Documentation	6	2	33%
Health and Fitness Promotion	8	2	25%
Management	14	2	14%
Education of students	9	0	0
Advocacy	5	0	0
Research	19	0	0
Community service and development	6	0	0
Networking	4	0	0

Ranking of roles based on frequency of competencies perceived by majority of respondents as part of main function

General	Clinician	Academic	Clin- Acad	Others
Patient care	Patient care	Patient care	Patient care	Patient care
Education of students	Documentation	Education of students	Documentation	Professional development
Documentation	Management	Management	Professional development	Documentation
Management	Professional development	Documentation	Education of students	Health and Fitness Promotion
Professional development	Health and Fitness Promotion	Professional development	Management	Management
Health and Fitness Promotion	Education of students	Advocacy	Community service and development	Education of students
Advocacy	Advocacy	Health and Fitness Promotion	Health and Fitness Promotion	Advocacy
Community service and development	Community service and development	Research	Advocacy	Research
Networking	Networking	Community service and development	Research	Community service and development
Research	Research	Networking	Networking	Networking

N.B.: Roles in italics were those whose competencies were not rated by majority as "1"

Patient care role had the highest percentage of competencies validated by majority of the respondents to be part of their main function, regardless of work setting.

These results indicate that the respondents agree with all the core competencies subserving the varied roles of new physical therapists and presented for validation.

## ANNEX 2

## CORE COMPETENCIES FOR OCCUPATIONAL THERAPY

A total of 43 respondents validated the core competencies for occupational therapists. Of these, 32 were clinicians (as staff occupational therapists or clinical instructors and/or clinical administrators), 6 worked in the academe (as faculty members and/or administrators), 3 worked both in the clinics and the academe (e.g. as part-time staff PT part-time faculty) and 2 were classified as others (one indicated being a procurator/employee at seafarers school, while the other did not indicate his or her position).

A total of 96 competencies were validated, categorized according to roles performed by occupational therapists. Most of these competencies pertained to health care provision (n=36), followed by those under administration and management (n=24), research (n=19), advocacy (n=11), and community service and development having the least number of listed competencies (n=6).

Competencies under each role are further classified according to tasks performed by the OTs, as follows:

Role	Tasks	No. of Competencies
Health care provision (36)	Identifier of potential clients/patients	2
	Utilizer of frames of reference	6
	Patient evaluator	12
	Goal setter	3
	Treatment planner	5
	Implementor of treatment program	2
	Discharge planner	2
	Documentor of OT processes	4
Administration and management (24)	Program planner	8
	Program organizer	4
	Program director	9
	Program promoter	3
Research (19)		19
Advocacy (11)	Promoter of the profession	5
	Advocate	3
	Health promoter	3
Community Service and Development (6)		6

More than 50% of the respondents considered the following competencies as those performed regularly/periodically as part of their main function:

tp1.5.2.1	1.5.2.1 use of self
ltp1.6.1	1.6.1 Involves patients/clients in treatment procedures
pe1.3.1	1.3.1 Determines/selects appropriate evaluation tools/procedures
tp1.5.2.2	1.5.2.2 use of activity
tp1.5.2.3	1.5.2.3 use of environment
ltp1.6.2	1.6.2 Implements appropriate treatment procedures and methods
pe1.3.2.2	1.3.2.2 Performance areas
pe1.3.2.3	1.3.2.3 Performance components
pe1.3.4	1.3.4 Synthesizes results
pe1.3.5	1.3.5 Documents evaluation results
pe1.3.6	1.3.6 Communicates results to concerned parties
gs1.4.3	1.4.3 Formulates long term goals



ufr1.2.2	1.2.2 Applies selected FOR/s to use
hcp1.1.2	1.1.2 Selects screening tools/procedures
pe1.3.7	1.3.7 Determines appropriateness of referral
pe1.3.8.1	1.3.8.1 Accepts referral
gs1.4.1	1.4.1 Involves patients/clients in goal setting
gs1.4.2	1.4.2 Formulates short term goals
hcp1.1.1	1.1.1 Screens referred clients/patients
pe1.3.3	1.3.3 Analyzes results
pe1.3.8.2	1.3.8.2 Refers clients/patients to another service appropriately
ufr1.2.1.4	1.2.1.4 Postulates and intervention
pe1.3.2.1	1.3.2.1 Occupational roles
lp1.5.2.4	1.5.2.4 use of groups
dop1.8.1.1	1.8.1.1 Writes initial notes
advpp4.1.4	4.1.4 Observes ethical-legal principles and standards of practice
ufr1.2.1.1	1.2.1.1 Theoretical base
ufr1.2.1.3	1.2.1.3 Behaviors indicative of function
tp1.5.1	1.5.1 Involves the clients/patients in treatment planning
dop1.8.1.2	1.8.1.2 Writes progress notes
ufr1.2.1.2	1.2.1.2 Function - Dysfunction continuum
pe1.3.2.4	1.3.2.4 Performance contexts
advpp4.1.5	4.1.5 Engages in continuing professional development programs
advhp4.3.3	4.3.3 Applies/practices healthy habits
advhp4.3.2	4.3.2 Promotes health and well-being
ampp2.1.4	2.1.4 Sets objectives
pdir2.3.5	2.3.5 Documents implementation of program
pdir2.3.6	2.3.6 Monitors implementation of program
dop1.8.1.3	1.8.1.3 Writes discharge notes
advhp4.3.1	4.3.1 Supports causes for health
pdir2.3.4	2.3.4 Communicates with staff and relevant persons
pdir2.3.7	2.3.7 Evaluates implementation of program
dp1.7.2	1.7.2 Selects/recommends appropriate post discharge options
pdir2.3.2	1.3.2 Directs implementation of program
dp1.7.1	1.7.1 Involves patients/clients in discharge planning
ampp2.1.1	2.1.1 Assesses needs of program within local context
porg2.2.3.1	2.2.3.1 Performs inventory
ampp2.1.2	2.1.2 Creates program proposal
pdir2.3.1	2.3.1 Modifies program as necessary
advpp4.1.3	4.1.3 Establishes networks with other professionals
adva4.2.2	4.2.2 Supports activities related to PWDs
ampp2.1.5	2.1.5 Sets time frames
porg2.2.3.2	2.2.3.2 Procures materials, tools and equipment
csd5.3	5.3 Provides OT services in the community
rs3.8.1	3.8.1 Keeps abreast with trends
pp2.4.1	2.4.1 Promotes services

ampp2.1.7	2.1.7 Sets organizational structure for management of program
arampp2.1.3	2.1.3 Sets vision and mission of the program
pdir2.3.8	2.3.8 Maintains information management system
advpp4.1.1	4.1.1 Conducts information dissemination to the public
rs3.8.4	3.8.4 Applies research findings in setting
advn4.2.3	4.2.3 Establishes network with other organizations
ampp2.1.8	2.1.8 Coordinates with other organizations
porg2.2.2	2.2.2 Coordinates schedule and budget
advpp4.1.2	4.1.2 Participates actively in accredited professional organizations
advn4.2.1	4.2.1 Assists in educating the public about the rights of PWDs
porg2.2.1	2.2.1 Organizes overall program
rs3.8.2	3.8.2 Participates in the research-related activities
esd5.6	5.6 Utilizes community resources
ampp2.1.6	2.1.6 Sets budget
pdir2.3.3	2.3.3 Develops and trains OT staff

None of the competencies were rated as not part of the expected function by majority of the respondents. It is interesting to note that of the 96 competencies validated, research competencies were consistently ranked as "3" the most.

Noticeably, all advocacy competencies were ranked as "1" by majority of the respondents (see Table \_\_\_\_). Other general categories of competencies similarly rated were health care provision, administration and management, community service and development and research. It is also worth noting that though majority of the respondents have regarded at least some of the competencies within each role as part of their main function, only 16% of competencies classified under research were considered as such.

Table

Role	Tasks (No. of Competencies Ranked 1 by Majority of Respondents/ Total No. of Competencies Validated for Each Task)	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	%
Advocacy	Promoter of the profession (5/5)	11	11	100%
	Advocate (3/3)			
	Health promoter (3/3)			
Health care provision	Identifier of potential clients/patients (2/2)	36	34	94%
	Utilizer of frames of reference (5/6)			
	Patient evaluator (12/12)			
	Goal setter (3/3)			
	Treatment planner (5/5)			
	Implementor of treatment program (2/2)			
	Discharge planner (2/2)			
	Documentor of OT processes (3/4)			
Administration and management	Program planner (8/8)	24	21	88%
	Program organizer (4/4)			
	Program director (8/9)			
	Program promoter (1/3)			
Community Service and Development		6	2	33%
Research		19	3	16%

Sorting the responses according to work settings of the respondents result in variations in ranking of the roles fulfilled by the competencies. Work settings of the respondents appear to relate with the ranking of competencies.

The following tables present the roles prioritized by respondents according to their respective work settings:

*Clinician:*

Role	Tasks (No. of Competencies Ranked 1 by Majority of Respondents/ Total No. of Competencies Validated for Each Task)	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	%
Health care provision	Identifier of potential clients/patients (2/2)	36	34	94%
	Utilizer of frames of reference (5/6)			
	Patient evaluator (12/12)			
	Goal setter (3/3)			
	Treatment planner (5/5)			
	Implementor of treatment program (2/2)			
	Discharge planner (2/2)			
Advocacy	Documentor of OT processes (3/4)	11	9	82%
	Promoter of the profession (4/5)			
	Advocate (2/3)			
Administration and management	Health promoter (3/3)	24	17	71%
	Program planner (7/8)			
	Program organizer (2/4)			
	Program director (7/9)			
Community Service and Development	Program promoter (1/3)	6	1	17%
Research		19	1	5%

Academe:

Role	Tasks (No. of Competencies Ranked 1 by Majority of Respondents/ Total No. of Competencies Validated for Each Task)	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	%
Health care provision	Identifier of potential clients/patients (2/2)	36	36	100%
	Utilizer of frames of reference (6/6)			
	Patient evaluator (12/12)			
	Goal setter (3/3)			
	Treatment planner (5/5)			
	Implementor of treatment program (2/2)			
	Discharge planner (2/2)			
	Documentor of OT processes (4/4)			
Administration and management	Program planner (8/8)	24	24	100%
	Program organizer (4/4)			
	Program director (9/9)			
	Program promoter (3/3)			
Research		19	19	100%
Advocacy	Promoter of the profession (5/5)	11	11	100%
	Advocate (3/3)			
	Health promoter (3/3)			
Community Service and Development		6	5	83%

*Clinician-Academe:*

Role	Tasks (No. of Competencies Ranked 1 by Majority of Respondents/ Total No. of Competencies Validated for Each Task)	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	%
Health care provision	Identifier of potential clients/patients (2/2)	36	34	94%
	Utilizer of frames of reference (5/6)			
	Patient evaluator (12/12)			
	Goal setter (3/3)			
	Treatment planner (5/5)			
	Implementor of treatment program (2/2)			
	Discharge planner (2/2)			
	Documentor of OT processes (3/4)			
Administration and management	Program planner (5/8)	24	15	62%
	Program organizer (3/4)			
	Program director (6/9)			
	Program promoter (1/3)			
Advocacy	Promoter of the profession (5/5)	11	6	55%
	Advocate (1/3)			
	Health promoter (0/3)			
Research		19	6	32%
Community Service and Development		6	1	17%

*Others:*

Role	Tasks (No. of Competencies Ranked 1 by Majority of Respondents/ Total No. of Competencies Validated for Each Task)	Total No. of Competencies Validated for Specific Role	Total No. of Competencies Ranked 1 by Majority of Respondents	%
Health care provision	Identifier of potential clients/patients (1/2)	36	30	83%
	Utilizer of frames of reference (5/6)			
	Patient evaluator (9/12)			
	Goal setter (3/3)			

	Treatment planner (5/5)			
	Implementor of treatment program (2/2)			
	Discharge planner (2/2)			
	Documentor of OT processes (3/4)			
Community Service and Development		6	4	66%
Research		19	11	58%
Administration and management	Program planner (7/8)	24	13	54%
	Program organizer (3/4)			
	Program director (3/9)			
	Program promoter (0/3)			
Advocacy	Promoter of the profession (3/5)	11	4	36%
	Advocate (0/3)			
	Health promoter (1/3)			

*Ranking of roles based on frequency of competencies perceived by majority of respondents as part of main function*

General	Clinician	Academic	Clin-Acad	Role
Advocacy	Health care provision	Health care provision	Health care provision	Health care provision
Health care provision	Advocacy	Administration and management	Administration and management	Community Service and Development
Administration and management	Administration and management	Research	Advocacy	Research
Community Service and Development	Community Service and Development	Advocacy	Research	Administration and management
Research	Research	Community Service and Development	Community Service and Development	Advocacy

Health care provision had the highest percentage of competencies validated by majority of the respondents to be part of their main function, regardless of work setting.

These results indicate that the respondents agree with all the core competencies subserving the varied roles of new occupational therapists and presented for validation.

ANNEX 3  
LABORATORY FACILITIES

The laboratory room for PT practicum must be well-lighted and ventilated and should be equipped with the following:

- ratio of students to plinths with mattresses 1:2 per class
  - stools should be 1 per student
  - grounded 3-pronged electrical outlets on all four walls
  - separate small dressing area for male and female
  - basic physical therapy equipment
- 3.4.1 electrotherapy and hydrotherapy modalities (at least one of each)
- 3.4.1.1 short-wave or microwave diathermy
  - 3.4.1.2 ultrasound
  - 3.4.1.3 TENS - Transcutaneous Electrical Nerve Stimulator
  - 3.4.1.4 Electrical Stimulator
  - 3.4.1.5 UVR (ultraviolet radiation unit)
  - 3.4.1.6 IRR (infrared radiation unit)
  - 3.4.1.7 interferential current therapy unit
  - 3.4.1.8 cervical traction machine
  - 3.4.1.9 lumbar traction machine
  - 3.4.1.10 hydrocollator unit with complete set of hot moist packs
  - 3.4.1.11 cold packs
  - 3.4.1.12 paraffin wax bath
  - 3.4.1.13 whirlpool bath
- 3.5.2 therapeutic exercise modalities
- 3.5.2.1 exercise equipment (but not limited to the following)
- shoulder wheel
  - pulley
  - finger ladder
  - dumbbells
  - gym mat
  - therapeutic balls
  - elastic bands and tubing
- 3.5.2.2 elastic bandages
- 3.5.2.3 training stairs and standard ramps
- 3.5.2.4 parallel bars
- 3.5.2.5 assistive tools (not limited to the following)
- standard crutch
  - forearm crutch
  - standard cane
  - quadrilateral cane
  - walker
  - wheelchair
- 3.5.2.6 postural mirror
- 3.5.2.7 orthotic and prosthetic devices
- 3.5.2.8 assessment tools
- 3.5.2.8.1 weighing scale
  - 3.5.2.8.2 calipers
  - 3.5.2.8.3 goniometers
- 3.5.3 others
- 3.5.3.1 pillows, sheets, towels
- 3.5 Each laboratory should have
- 3.5.1 continuous and adequate supply of water, gas and/or electricity



- 3.5.2 fire extinguishers which should be readily accessible
- 3.5.3 emergency shower/eye wash
- 3.5.4 first aid kit/cabinet
- 3.5.5 basic life support certification for clinical instructors and supervisors

SECTION 4. The specific requirements of the Occupational Therapy laboratory facilities are as follows:

- 4.1 A laboratory should have a minimum floor space of one square meter/1-2 students, with 1-5 students per locker;
- 4.2 Each laboratory should have:
  - 4.2.1 Continuous and adequate supply of water, gas and/or electricity
  - 4.2.2 Fire extinguisher which should be easily accessible
  - 4.2.3 Emergency shower/eye wash
  - 4.2.4 First Aid kit/ cabinet
  - 4.2.5 basic life support certification for clinical instructors and supervisors
- 4.3 The laboratory room should be well-lighted and ventilated and should include the following:
  - 4.3.1 Therapeutic skills laboratory with adequate equipment and materials necessary for teaching and learning basic human occupation appropriate to the community such as minor and major arts and crafts, industrial, recreational, social and educational activities.
    - 4.3.1.1 Sewing
      - Sewing machine
      - Hand sewing tools and materials
    - 4.3.1.2 Arts and Crafts
      - Leather Craft
      - Carpentry
      - Cooking/Baking
      - Gardening
      - Book Craft
      - Printing
    - 4.3.1.3 Educational/Developmental toys
      - Sensory-Perceptual
      - Games
      - Fine Coordination
      - Art
    - 4.3.1.4 Splinting
      - Splinting materials
        - a. Plaster of Paris
        - b. Low-temperature thermoplastics (i.e. ezeform, polyform, polyflex II, orthoform, hexcelite, orthoplast, aquaplast, Kay-splint, orfit)
        - c. High-temperature thermoplastics (i.e. vinyl, kydex, w-clear)
      - Tools & equipment
        - a. Hand and finger goniometer
        - b. Pinch gauge
        - c. Hand dynamometer
        - d. Volumeter
        - e. Tape measure
        - f. Metal edged-ruler
        - g. Splinting shears

- h. Splint cutter
- i. Heatgun & spot heater
- j. Heating pan (1 for dry heat & 1 for wet heat)
- k. Drill, drill bits, and shaver
- l. Hammer
- m. Jig (for construction of springs)
- n. Needlenose pliers
- o. Punch (drive & rotary)
- p. Screwdrivers (Philips & regular)
- q. Sewing machine
- r. Sink (with running water)
- s. Storage cabinets
- t. Chair (with adjustable seat for client)
- u. Vise
- v. Wire cutters
- w. Adjustable wrench
- x. Goggles

Other Materials

- a. Finger cuffs & fingernail clips
- b. Sandpaper
- c. Pencils
- d. D rings
- e. Splint patterns
- f. Ace bandages, dressings, padding
- g. Acetone
- h. Petroleum jelly
- i. Piano wire
- j. Rivets
- k. Rubber bands
- l. Stockinette
- m. Surgical gloves
- n. Tape (adhesive, micropore)
- o. Velcro
- p. Contact cement and adhesives
- q. Webbing roll
- r. Sink
- s. Water supply
- Splint Samples
  - a. C-bar
  - b. Static splints
    - i. anti-spasticity splint
    - ii. functional hand splint
    - iii. cock-up splint
    - iv. neck collar
    - v. body brace
    - vi. posterior knee splint
    - vii. ankle foot orthosis
    - viii. posterior ankle splint
    - ix. resting pan
  - c. Dynamic splints
  - d. Universal cuff
  - e. Sling

- 4.3.2 Independent Living Skills
  - 4.3.2.1 Self-Care and Adapted/Assistive Devices
    - Small Kitchen
      - a. adapted chopping board and knife
      - b. reachers
    - Self-care bed
    - Dressing Area
      - a. dressing frames
      - b. adapted garments (upper and lower garments, underwear, shoes)
      - c. button hooks
    - Simulated Toilet/Bath
      - a. elevated toilet seat
      - b. handle bars
    - Feeding Equipment
      - a. built-up/weighted utensils
      - b. spork
      - c. adapted cup/glass
      - d. plate guard
  - 4.3.2.2 Mobility
    - Wheelchair
      - a. lapboard
      - b. arm trough
    - Crutches
    - Canes
    - Walkers
    - Full length mirror
  - 4.3.2.3 Communication Skills
    - Writing equipment (pens, pencils, markers)
    - Personal Computer
    - Telephone
    - Tape recorder
    - Special communication devices
    - Scissors
  - 4.3.2.4 Management of environmental hardware and devices
    - Keys
    - Faucets
    - Light switches
    - Windows
    - Doors
  - 4.3.2.5 Home management
    - Working table
    - Chairs
    - Cabinets
    - Drawers
- 4.3.3 Evaluation and treatment
  - 4.3.3.1 Physical Dysfunction
    - mat
    - platform mat
    - stand box
    - cut-out tables
    - relaxation chairs
    - wrist roll

- sander
- RGR tree
- Dowels
- Cones
- Pegs
- Cubes
- SI rods
- nuts and bolts
- vestibular balls
- bolsters
- rocker or vestibular board
- wedges (triangular)
- volumeter
- pinch gauze
- crawler
- tunnel
- sandbox
- water play area
- dynamometer
- standardized tests (sensory, perceptual, motor, coordination), etc.
  - a. Jebsen Test for hand function
  - b. Minnesota Rate of Manipulation Test
  - c. Work Samples
  - d. Developmental checklists and inventories
- goniometer
- aesthesiometer S/P tests
- ruler
- tape measure
- beads and spools
- therapy putty
- theraband and cord
- pressure garments
- weighted vest
- T-stool
- balance beam
- trampoline
- infant feeding seat
- blood pressure apparatus
- stethoscope

#### 4.3.3.2 PsychoSocial

- Tests like Allen, Azima, Goodman Battery, Etc.
- Minor Arts and Crafts materials
- Major Arts and Crafts
- Educational tools, games, activities for Gross-fine Coordination

#### 4.3.4 Prevocational evaluation area with adequate facilities and relevant work and job samples

- 4.4 The institution offering PT/OT program should not be limited by the list provided in Sections 3 & 4. The head and faculty of the program should always be creative, resourceful in the acquisition of new and adapted equipment, tools and materials for a thorough and dynamic training of students.

SECTION 5. The institution should have adequate Laboratory facilities for medical subjects such as Physiology, Anatomy and Neuroanatomy:

- 5.1. Physiology Laboratory should be adequately equipped to carry on experiments or demonstrations in:
  - 5.1.1 Arterial blood pressure
  - 5.1.2 Spirometry
  - 5.1.3 Investigation of general sensation
  - 5.1.4 Nerve-muscle experiment
  - 5.1.5 Measurement of radiation and skin temperature
  - 5.1.6 Circulation
  - 5.1.7 Human metabolism and adaptation to exercise
  - 5.1.8 Muscular efficiency and ergometry
- 5.2. Anatomy and Neuroanatomy Laboratory
  - 5.2.1 human cadaver and dissection table per class: 1 plastic model for every fifteen (15) students
    - 12.1.1 skeleton
      - 12.1.1.1 mounted articulated skeleton for every group of fifteen (15) students
      - 12.1.1.2 complete disarticulated skeleton for every group of fifteen (15) students
  - 5.2.3 brain for every group of fifteen (15) students
  - 5.2.4 timers and tags
  - 5.2.5 charts/atlasses/plastic models
  - 5.2.6 microscopic anatomy