

## 2006 Mississippi Curriculum Framework

### Postsecondary Physical Therapist Assistant

(Program CIP: 51.0806 – Physical Therapist Assistant)

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Standards in this document are based on information from the following organizations:

### Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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### Related Academic Standards

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### Workplace Skills for the 21<sup>st</sup> Century

Secretary's Commission on Achieving Necessary Skills

**National Educational  
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## Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational-technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification – Courses may be classified as:
  - Vocational-technical core – A required vocational-technical course for all students.
  - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs.
  - Vocational-technical elective – An elective vocational-technical course.
  - Related academic course – An academic course which provides academic skills and knowledge directly related to the program area.
  - Academic core – An academic course which is required as part of the requirements for an Associate degree.
- Description – A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course.
- Corequisites – A listing of courses that may be taken while enrolled in the course.
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.
- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 

○ 3 semester credit hours	Math/Science Elective
○ 3 semester credit hours	Written Communications Elective
○ 3 semester credit hours	Oral Communications Elective
○ 3 semester credit hours	Humanities/Fine Arts Elective
○ 3 semester credit hours	Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
  - Students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
  - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the Baseline Competencies are to:
  - Assist community/junior college personnel in developing articulation agreements with high schools, and
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The Baseline Competencies may be taught as special “Introduction” courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the “Introduction” courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives.
- Revising or extending the suggested objectives for individual competencies.
- Integrating baseline competencies from associated high school programs.
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course which meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.

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## Program Description

The Physical Therapist Assistant (PTA) curriculum is a two-year program of study that prepares a physical therapist assistant to perform interventions under the supervision of physical therapists (PTs) in an ethical, legal, safe, and effective manner. These paraprofessionals enhance the delivery of physical therapy services by providing delegated interventions, assisting the PT with data collection, communicating with other members of the health care delivery team, interacting with members of the patient's family and caregivers, and working cooperatively with other health care providers. Physical therapist assistants participate with the PT in teaching other health care providers, documenting patient interventions, and providing psychosocial support for patients and their families and caregivers with recognition of individual, cultural, and economic differences.

This program prepares the graduate to practice in hospitals, clinics, and other health care facilities as a member of the health care team. In Mississippi, physical therapist assistants are licensed by the Mississippi State Board of Physical Therapy.

This curriculum conforms to standards as published by the American Physical Therapy Association. In addition to the General Admission Requirements of the college, each PTA program has specific additional program admission requirements.

Industry standards are based on the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*.

## Suggested Course Sequence I\*

### Physical Therapist Assistant

Baseline Competencies for Physical Therapist Assistant\*\*

#### FIRST YEAR

3 sch Math/Science Elective	3 sch Oral Communications Elective
3 sch Written Communications Elective	4 sch Anatomy and Physiology II (BIO 1524)
4 sch Anatomy and Physiology I (BIO 1514)	3 sch Fundamental Skills for Physical Therapist Assistants (PTA 1213)
3 sch Social/Behavioral Science Elective†	4 sch Kinesiology (PTA 1314)
3 sch Fundamental Concepts of Physical Therapy (PTA 1123)	0-2 sch PTA Elective (District option) ††
0-3 sch PTA Elective (District option) ††	14-16 sch
16-19 sch	

#### SUMMER TERM (8 WEEKS) (Two four-week sessions)

4 sch Therapeutic Modalities (PTA 1224)
4 sch Therapeutic Exercise and Rehabilitation I (PTA 1324)
3 sch Humanities/Fine Arts Elective
11 sch

#### SECOND YEAR

3 sch Clinical Education I (PTA 2413)	3 sch Physical Therapy Seminar (PTA 2523)
4 sch Electrotherapy (PTA 2234)	4 sch Clinical Education II (PTA 2424)
4 sch Therapeutic Exercise and Rehabilitation II (PTA 2334)	4 sch Clinical Education III (PTA 2434)
3 sch Medical Conditions and Related Pathology (PTA 2513)	4 sch Clinical Education IV (PTA 2444)
0-1 sch PTA Elective (District Option) ††	15 sch
14 -15 sch	

\* Students who lack entry level skills in math, English, science, etc. will be provided related studies.

- \*\* Baseline competencies are taken from the high school Allied Health program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

#### APPROVED ELECTIVES

- Oral Communication (SPT 1113)
- † General Psychology (PSY 1513) is required by national certification.
- †† Health Care Experience I (PTA 1111)
- †† PTA Practicum I (PTA 1132)
- †† PTA Practicum II (PTA 1143)
- †† Health Care Experience II (PTA 1151)
- †† Seminar I (PTA 1911)
- †† Seminar II (PTA 1921)
- †† Seminar III (PTA 2911)

## Suggested Course Sequence II\* Physical Therapist Assistant

### Baseline Competencies for Physical Therapist Assistant\*\*

#### FIRST YEAR

3 sch Math/Science Elective	3 sch Humanities/Fine Arts Elective
3 sch Written Communications Elective	6 sch Electives
4 sch Anatomy & Physiology I (BIO 1514)	4 sch Anatomy & Physiology II (BIO 1524)
3 sch Oral Communications Elective	
3 sch Social/Behavioral Science Elective†	0-3 sch PTA Elective (District option) ††
0-3 sch PTA Elective (District option) ††	
16-19 sch	13-16 sch

#### FIRST SUMMER TERM

3 sch Fundamental Concepts of Physical Therapy (PTA 1123)	
3 sch Fundamental Skills for Physical Therapist Assistants (PTA 1213)	
6 sch	

#### SECOND YEAR

4 sch Kinesiology (PTA 1314)	4 sch Electrotherapy (PTA 2234)
4 sch Therapeutic Modalities (PTA 1224)	4 sch Therapeutic Exercise and Rehabilitation II (PTA 2334)
4 sch Therapeutic Exercise and Rehabilitation I (PTA 1324)	3 sch Medical Conditions and Related Pathology (PTA 2513)
3 sch Clinical Education I (PTA 2413)	4 sch Clinical Education II (PTA 2424)
0-1 sch PTA Elective (District Option) ††	3 sch Physical Therapy Seminar (PTA 2523)
15-16 sch	18 sch

## SECOND SUMMER TERM

4 sch Clinical Education III (PTA 2434)

4 sch Clinical Education IV (PTA 2444)

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8 sch

- \* Students who lack entry level skills in math, English, science, etc. will be provided related studies.
- \*\* Baseline competencies are taken from the high school Allied Health program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

## APPROVED ELECTIVES

Oral Communication (SPT 1113)

† General Psychology (PSY 1513) is required by national certification.

†† Health Care Experience I (PTA 1111)

†† PTA Practicum I (PTA 1132)

†† PTA Practicum II (PTA 1143)

†† Health Care Experience II (PTA 1151)

†† Seminar I (PTA 1911)

†† Seminar II (PTA 1921)

†† Seminar III (PTA 2911)

## Physical Therapist Assistant Courses

**Course Name:** Health Care Experience I

**Course Abbreviation:** PTA 1111

**Classification:** Vocational-Technical Elective

**Description:** This course is designed to provide the student with observation of physical therapy activities. The student has the opportunity to gain knowledge of the health care delivery system and physical therapy's place within that system. (1 sch: 3 hr. clinical)

**Prerequisites:** Admission to Physical Therapist Assistant Program

### Competencies and Suggested Objectives

- |  |
|--|
| 1. Describe roles of various personnel within the physical therapy department. <ol style="list-style-type: none"> <li>a. Discuss the role of the Physical Therapist.</li> <li>b. Discuss the role of the Physical Therapist Assistant (PTA).</li> <li>c. Discuss the role of the Physical Therapy Aide.</li> </ol> |
| 2. Describe the health care delivery system. <ol style="list-style-type: none"> <li>a. Identify the role of other members of the health care team.</li> <li>b. Identify how medical treatments are documented.</li> </ol>  |

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)  
 L2 Sentence Formation (fragments, run-on, clarity)

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.  
 WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.  
 WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts  
 T2 Social, ethical, and human issues  
 T3 Technology productivity tools  
 T4 Technology communications tools  
 T5 Technology research tools

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**Course Name:** Fundamental Concepts of Physical Therapy

**Course Abbreviation:** PTA 1123

**Classification:** Vocational-Technical Core

**Description:** This course is an introduction to the field of physical therapy including role orientation, professional organizational structure, legal and ethical implications, and legislation. Historical patterns in the development of the profession will be explored and medical terminology introduced. (3 sch: 3 hr. lecture)

**Prerequisites:** Admission to Physical Therapist Assistant Program

<b>Competencies and Suggested Objectives</b>
1. Demonstrate knowledge of medical terminology. <ol style="list-style-type: none"> <li>Pronounce medical terms properly.</li> <li>Spell medical terms as root words, prefixes, and suffixes.</li> <li>Separate medical terms as root words, prefixes, and suffixes.</li> <li>Utilize common medical abbreviations and symbols.</li> <li>Utilize correct medical terms in writing medical records.</li> </ol>
2. Demonstrate knowledge of desired psychosocial support for patients and their families. <ol style="list-style-type: none"> <li>Interpret his or her own reaction to illness and disability.</li> <li>Explore possible reasons for patient's and family's reactions to illness or disability.</li> </ol>
3. Demonstrate knowledge of the history of physical therapy. <ol style="list-style-type: none"> <li>Identify significant individuals in the development of the profession.</li> <li>Identify significant events and dates in the development of the profession.</li> </ol>
4. Demonstrate understanding of legal and ethical responsibilities for health care providers. <ol style="list-style-type: none"> <li>Demonstrate knowledge of standards of physical therapy.</li> <li>Demonstrate knowledge of standards of ethical conduct for the PTA and Guide for Conduct of the Affiliate Member.</li> <li>Demonstrate knowledge of applicable state and federal laws, including HIPAA.</li> </ol>
5. Demonstrate knowledge of the health care delivery system. <ol style="list-style-type: none"> <li>Integrate knowledge of social, economic, and demographic influences on health care delivery.</li> <li>Integrate knowledge of legislative influences on health care delivery.</li> </ol>
6. Demonstrate knowledge of reimbursement mechanisms. <ol style="list-style-type: none"> <li>Discuss basic factors involved in health care cost.</li> <li>Explain selected terms related to reimbursement cost.</li> <li>Discuss importance of fiscal considerations for physical therapy providers and consumers.</li> </ol>
7. Demonstrate knowledge of medical records. <ol style="list-style-type: none"> <li>Identify various components of medical records.</li> <li>Discuss the importance of accurate medical records.</li> <li>Demonstrate appreciation for the ethical and legal implications of medical records.</li> </ol>



8. Analyze current issues related to physical therapy. <ol style="list-style-type: none"> <li>Explore media references related to current problems and issues in health care.</li> <li>Identify differing points of view related to current issues.</li> </ol>
9. Demonstrate knowledge of history, structure, and function of the APTA. <ol style="list-style-type: none"> <li>Identify the organizational structure of the APTA.</li> <li>Define the purpose and functions of the APTA.</li> </ol>
10. Summarize the roles of members of the health care team including Physical Therapists, Physical Therapist Assistants, and aides. <ol style="list-style-type: none"> <li>Demonstrate understanding of levels of authority and responsibility.</li> <li>Correlate the importance of effective representation of a PTA's roles within their scope of practice.</li> </ol>
11. Demonstrate an awareness of the importance of appropriate interpersonal interaction in providing health care. <ol style="list-style-type: none"> <li>Give examples of possible relationships that exist in various settings.</li> <li>Discuss the influence of cultural diversity in the workplace.</li> </ol>

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA16 Reads and understands the health care literature.
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)

- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues

- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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Wilcox, K. C., & Weber, M. (2005). Factors influencing applicant selection of entry-level physical therapist education programs in the United States. *Journal of Allied Health, 34*(1), 11-16.

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**Course Name:** PTA Practicum I

**Course Abbreviation:** PTA 1132

**Classification:** Vocational-Technical Elective

**Description:** This course is designed to provide the student with observational time with participation in selected physical therapy activities. (2 sch: 6 hr. clinical)

**Prerequisites:** Admission to Physical Therapist Assistant Program

### Competencies and Suggested Objectives

- |   |
|---|
| 1. Participate in selected patient focused activities. <ol style="list-style-type: none"> <li>Report examples of activities performed.</li> <li>Differentiate between the interventions performed by a PTA and the tasks performed by a PT Aide.</li> </ol> |
| 2. Identify the organizational structure of the PT department. <ol style="list-style-type: none"> <li>Identify specific policies and procedures from the policy and procedure manual.</li> <li>Discuss the line of authority in the PT setting.</li> </ol>  |

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)

- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

### **SUGGESTED REFERENCES**

- Brown, D. R., Ludwig, R., Buck, G. A., Durham, D., Shumard, T., & Graham, S. S. (2004). Health literacy: Standard precautions needed. *Journal of Allied Health, 33*(2), 150-155.
- Guide for the conduct of the physical therapist assistant. (2004). *Physical Therapy, 84*(1), 99-101.
- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F A. Davis.
- Standards of ethical conduct for the physical therapist assistant. (2004). *Physical Therapy, 84*(1), 99.

Venes, D., Thomas, C. L., & Taber, C. W. (Eds.). (2001). *Taber's cyclopedic medical dictionary* (19<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**Course Name:** PTA Practicum II

**Course Abbreviation:** PTA 1143

**Classification:** Vocational-Technical Elective

**Description:** This course is designed to provide the student with extended observation time with participation in selected physical therapy and/or related activities. (3 sch: 9 hr. clinical)

**Prerequisites:** Admission to Physical Therapist Assistant Program

<b>Competencies and Suggested Objectives</b>
1. Describe rehabilitative services other than PT. <ol style="list-style-type: none"> <li>a. Identify other rehabilitative services.</li> <li>b. Compare the interventions provided by PT versus the treatment provided by other rehabilitative services.</li> </ol>
2. Participate in basic research on a specified topic. <ol style="list-style-type: none"> <li>a. Follow APTA and other appropriate ethical guidelines for obtaining patient information.</li> <li>b. Demonstrate the ability to compile information gathered during the research process.</li> </ol>

## **STANDARDS**

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.

PTA16 Reads and understands the health care literature.

PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance).

PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.

PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.



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*Related Academic Standards*


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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

### **SUGGESTED REFERENCES**

- Ciccone, C. D. (2004). Evidence in practice: Answers *are* within your reach. *Physical Therapy*, 84(1), 6-7.
- Edwards, I., Jones, M., Carr, J., Braunack-Mayer, A., & Jensen, G. M. (2004). Clinical reasoning strategies in physical therapy report. *Physical Therapy*, 84(4), 312-330.
- Guide for the conduct of the physical therapist assistant. (2004). *Physical Therapy*, 84(1), 99-101.
- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2001). *Physical rehabilitation: Assessment and treatment* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F A. Davis.
- Scott, S. B., Harrison, A. D., Baker, T., & Wills, J. D. (2005). Interdisciplinary community partnership for health professional students. *Journal of Allied Health*, 34(1), 31-35.

**Course Name:** Health Care Experience II

**Course Abbreviation:** PTA 1151

**Classification:** Vocational-Technical Elective

**Description:** This course is designed to provide the student with extended observational time with limited participation in physical therapy activities. The student has the opportunity to gain additional knowledge of the health care delivery system and physical therapy's place within that system. (1 sch: 3 hr. clinical)

**Prerequisites:** Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives
1. Differentiate among the roles of various personnel within the physical therapy department. <ol style="list-style-type: none"> <li>Interpret the role of the Physical Therapist.</li> <li>Interpret the role of the Physical Therapist Assistant.</li> <li>Interpret the role of the Physical Therapy Aide.</li> </ol>
2. Describe services provided in the physical therapy setting. <ol style="list-style-type: none"> <li>Identify common physical therapy diagnosis.</li> <li>Identify interventions provided.</li> </ol>



## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
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- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)

L2 Sentence Formation (fragments, run-on, clarity)

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*Workplace Skills for the 21<sup>st</sup> Century*

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WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

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*National Educational Technology Standards for Students*

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T1 Basic operations and concepts

T2 Social, ethical, and human issues

T3 Technology productivity tools

T4 Technology communications tools

T5 Technology research tools

### **SUGGESTED REFERENCES**

Lukan, M. (2001). *Documentation for physical therapist assistants* (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

Pagliarulo, M. A. (2001). *Introduction to physical therapy* (2<sup>nd</sup> ed.). St. Louis, MO: Mosby.

Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.

Venes, D., Thomas, C. L., & Taber, C. W. (Eds.). (2001). *Taber's cyclopedic medical dictionary* (19<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**Course Name:** Fundamental Skills for Physical Therapist Assistants

**Course Abbreviation:** PTA 1213

**Classification:** Vocational-Technical Core

**Description:** This course provides knowledge of topics utilized in the practice of physical therapy. Topics covered will include positioning, draping, transfers, body mechanics, gait training, and standard precautions. Vital signs, first aid, and emergency techniques will also be covered. (3 sch: 2 hr. lecture, 2 hr. lab)

**Pre/corequisites:** Fundamental Concepts of Physical Therapy (PTA 1123)

<b>Competencies and Suggested Objectives</b>
1. Determine proper body mechanics. <ol style="list-style-type: none"> <li>a. Demonstrate proper procedure for lifting objects from various heights.</li> <li>b. Discuss musculoskeletal and biomechanical principles of body mechanics.</li> </ol>
2. Perform proper transfer techniques when handling patients. <ol style="list-style-type: none"> <li>a. Demonstrate method for dependent transfer from bed to bed.</li> <li>b. Demonstrate procedure for a sliding board transfer.</li> <li>c. Demonstrate procedure for Hoyer lift.</li> <li>d. Demonstrate method for a standing pivot transfer.</li> </ol>
3. Instruct patient in correct utilizations of assistive devices for gait. <ol style="list-style-type: none"> <li>a. Demonstrate method for adjusting assistive devices for proper fit.</li> <li>b. Discuss indications for assistive devices.</li> <li>c. Demonstrate procedure for coming to stand with assistive devices.</li> <li>d. Discuss determinations for gait patterns.</li> <li>e. Demonstrate proper procedure for ambulation in the parallel bars.</li> <li>f. Demonstrate proper procedure for ambulation with a walker.</li> <li>g. Demonstrate proper procedure for ambulation with a cane.</li> <li>h. Demonstrate proper procedure for ambulation with crutches.</li> <li>i. Demonstrate procedure for stairs with assistive devices.</li> <li>j. Demonstrate procedure for door negotiation with assistive devices.</li> <li>k. Demonstrate procedure for instruction in falling techniques.</li> </ol>
4. Utilize appropriate safety measures for patient treatment. <ol style="list-style-type: none"> <li>a. Demonstrate control of the environment to assure patient safety.</li> <li>b. Incorporate appropriate safety guidelines in the performance of patient interventions.</li> </ol>
5. Demonstrate selected bed mobility activities. <ol style="list-style-type: none"> <li>a. Demonstrate procedure for rolling from supine to sidelying.</li> <li>b. Demonstrate procedure for rolling supine to prone.</li> <li>c. Demonstrate procedure for coming to sit.</li> </ol>
6. Demonstrate specific positioning techniques. <ol style="list-style-type: none"> <li>a. Demonstrate proper procedure for supine positioning.</li> <li>b. Demonstrate proper procedure for prone positioning.</li> <li>c. Demonstrate procedure for sidelying positioning.</li> <li>d. Discuss accessories and equipment necessary for proper positioning.</li> </ol>

7. Demonstrate proper use of wheelchair.
<ul style="list-style-type: none"> <li>a. Demonstrate procedure for attaching and removing the accessories to a wheelchair.</li> <li>b. Demonstrate procedure for wheelchair propulsion.</li> <li>c. Demonstrate procedure for curb and doorway negotiation in a wheelchair.</li> </ul>
8. Summarize OSHA standards for standard precautions.
<ul style="list-style-type: none"> <li>a. Discuss the meaning of OSHA standards.</li> <li>b. Discuss the epidemiology of bloodborne diseases.</li> <li>c. Discuss the signs and symptoms of bloodborne pathogens.</li> <li>d. Discuss the transmission of bloodborne pathogens.</li> <li>e. Discuss the tasks that will put the health care professional at risk.</li> <li>f. Discuss various methods of reducing risk and exposure to bloodborne pathogens and their limitations.</li> <li>g. Discuss the types, use, location, removal, handling, and disposal of personal protective equipment.</li> <li>h. Discuss considerations for selection of personal protective equipment.</li> <li>i. Discuss the efficacy, safety, method of administration, and benefits of the Hepatitis B vaccine.</li> </ul>
9. Demonstrate knowledge of patient assessment skills.
<ul style="list-style-type: none"> <li>a. Assess patient environment for architectural barriers and modification needs.</li> <li>b. Assess patient's functional activities status.</li> <li>c. Assess functional status of patient's gait.</li> <li>d. Assess vital signs.</li> <li>e. Demonstrate proper documentation.</li> </ul>
10. Utilize appropriate first aid techniques for selected emergency situations.
<ul style="list-style-type: none"> <li>a. Assess patient status to determine appropriate course of action in a given situation.</li> <li>b. Identify responsibilities in the determined course of action.</li> </ul>

## STANDARDS

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- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.

- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M8 Percents
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

---

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

### **SUGGESTED REFERENCES**

- Brown, D. R., Ludwig, R., Buck, G. A., Durham, D., Shumard, T., & Graham, S. S. (2004). Health literacy: Standard precautions needed. *Journal of Allied Health, 33*(2), 150-155.
- Kisner, C., & Colby, L. A. (2002). *Therapeutic exercise: Foundations and techniques*. Philadelphia: F. A. Davis.
- Lippert, L. (2000). *Clinical kinesiology for physical therapist assistants* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.
- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2001). *Physical rehabilitation: Assessment and treatment* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.



**Course Name:** Therapeutic Modalities

**Course Abbreviation:** PTA 1224

**Classification:** Vocational-Technical Core

**Description:** This course is an introduction to the theory and practical application of hydrotherapy, thermotherapy, cryotherapy, light therapy, and mechanotherapy. Emphasis will be placed on the technique of application, indications, and contraindications of modalities. (4 sch: 3 hr. lecture, 2 hr. lab)

**Pre/corequisites:** Fundamental Concepts of Physical Therapy (PTA 1123), Fundamental Skills for Physical Therapist Assistants (PTA 1213), Kinesiology (PTA 1314)

### Competencies and Suggested Objectives

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of principles and application of selected therapeutic modalities.           <ol style="list-style-type: none"> <li>a. Demonstrate proper procedure for utilization of hot packs.</li> <li>b. Demonstrate proper procedure for utilization of paraffin.</li> <li>c. Demonstrate proper procedure for utilization of diathermy.</li> <li>d. Demonstrate proper procedure for cryotherapy.</li> <li>e. Demonstrate proper procedure for utilization of ultraviolet.</li> <li>f. Demonstrate proper procedure for utilization of massage.</li> <li>g. Demonstrate proper procedure for utilization of ultrasound.</li> <li>h. Demonstrate proper procedure for hydrotherapy and wound care.</li> <li>i. Demonstrate proper procedure for mechanical traction.</li> <li>j. Demonstrate procedure for utilization of compression devices and garments.</li> <li>k. Demonstrate knowledge of views of pain and pain management.</li> <li>l. Demonstrate proper procedure for utilization of use of light.</li> </ol> </li> </ol> |
| <ol style="list-style-type: none"> <li>2. Perform selected assessment and measurement techniques.           <ol style="list-style-type: none"> <li>a. Assess patient's pain level.</li> <li>b. Assess segmental length, girth, and volume for patient.</li> <li>c. Demonstrate proper procedure for skin and sensation assessment.</li> </ol> </li> </ol>   |

### STANDARDS

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- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

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#### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)

- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

## **SUGGESTED REFERENCES**

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- Edwards, I., Jones, M., Carr, J., Braunack-Mayer, A., & Jensen, G. M. (2004). Clinical reasoning strategies in physical therapy report. *Physical Therapy*, 84(4), 312-330.
- Hayes, K. W. (2000). *Manual for physical agents* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
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- Lippert, L. (2000). *Clinical kinesiology for physical therapist assistants* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.

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- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Nelson, R. M., Currier, D. P., & Hayes, K. W. (1999). *Clinical electrotherapy* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2001). *Physical rehabilitation: Assessment and treatment* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F A. Davis.
- Stickley, L. A. (2005). Content validity of a clinical education performance tool: The physical therapist manual for the assessment of clinical skills. *Journal of Allied Health*, 34(1), 24-30.

**Course Name:** Kinesiology

**Course Abbreviation:** PTA 1314

**Classification:** Vocational-Technical Core

**Description:** This course studies individual muscles and muscle functions, biomechanical principles of joint motion, gait analysis, goniometry, and postural assessment. (4 sch: 3 hr. lecture, 2 hr. lab)

**Pre/corequisites:** Fundamental Concepts of Physical Therapy (PTA 1123) and Fundamental Skills for Physical Therapist Assistants (PTA 1213)

<b>Competencies and Suggested Objectives</b>
1. Identify biomechanical principles relating to the human body. <ol style="list-style-type: none"> <li>a. Describe the forces acting on bodies in terms of equilibrium and movement.</li> <li>b. Describe the principles of joint motion.</li> </ol>
2. Identify principles and characteristics of muscle. <ol style="list-style-type: none"> <li>a. Define selected terms related to muscle contraction.</li> <li>b. Classify muscles according to their interaction in joint movement.</li> </ol>
3. Demonstrate knowledge of selected joints and perform related joint activities. <ol style="list-style-type: none"> <li>a. Identify and palpate bony prominence and trace the muscle and/or tendon which act upon the joint.</li> <li>b. Identify the forces of motion that act upon joints.</li> </ol>
4. Demonstrate knowledge of normal components of gait. <ol style="list-style-type: none"> <li>a. Explain the phases of locomotion.</li> <li>b. Differentiate among possible causes of gait deviation.</li> </ol>
5. Differentiate between normal posture and postural deviations. <ol style="list-style-type: none"> <li>a. Demonstrate components of normal posture.</li> <li>b. Identify postural deviations and causes.</li> </ol>
6. Determine accurate range of motion measurements using goniometry. <ol style="list-style-type: none"> <li>a. Identify the anatomical position, planes, and axes as points of reference.</li> <li>b. Palpate bony and soft tissue anatomical landmarks at each joint of the extremities and in the spine, trunk, and head.</li> <li>c. Perform accurate goniometric measurements at each joint of the extremities, spine, trunk, and head.</li> <li>d. Document goniometry findings using correct terminology and format.</li> </ol>

## STANDARDS

*Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

**SUGGESTED REFERENCES**

- Jenkins, D. B. (2002). *Hollinshead's functional anatomy of the limbs and back* (8<sup>th</sup> ed.). Philadelphia: W. B. Saunders.
- Levangie, P. K., & Norkin, C. C. (2001). *Joint structure and function: A comprehensive analysis* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.
- Lippert, L. (2000). *Clinical kinesiology for physical therapist assistants* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.
- Norkin, C. C., & White, D. J. (2003). *Measurement of joint motion: A guide to goniometry*. Philadelphia: F. A. Davis.

**Course Name:** Therapeutic Exercise and Rehabilitation I

**Course Abbreviation:** PTA 1324

**Classification:** Vocational-Technical Core

**Description:** This course provides an overview of the biochemical and neurophysiological basis and application of various therapeutic exercises. The basics of therapeutic exercise are correlated with specific conditions. This course focuses on rehabilitation techniques in the treatment of a variety of selected conditions. Specialized exercise procedures are emphasized. (4 sch: 3 hr. lecture, 2 hr. lab)

**Pre/corequisites:** Fundamental Concepts of Physical Therapy (PTA 1123), Fundamental Skills for Physical Therapist Assistants (PTA 1213), Therapeutic Modalities (PTA 1224), and Kinesiology (PTA 1314)

<b>Competencies and Suggested Objectives</b>
<p>1. Perform specific therapeutic exercise treatments.</p> <ul style="list-style-type: none"> <li>a. Implement treatment programs that include PROM, AAROM, AROM, and ARROM exercises.</li> <li>b. Implement treatment programs that include isometric, isotonic, and isokinetic exercises.</li> <li>c. Implement treatment programs that include wellness and prevention exercises.</li> <li>d. Implement treatment programs that include stretching exercises.</li> </ul>
<p>2. Explain concepts of therapeutic exercise.</p> <ul style="list-style-type: none"> <li>a. Describe the difference among isotonic, isometric, and isokinetic exercise.</li> <li>b. Describe the overload principle.</li> <li>c. Explain how resistance, repetition, set, speed, and arc of motion variables are manipulated to achieve various goals of therapeutic exercise.</li> <li>d. Describe the difference between aerobic and anaerobic exercise.</li> <li>e. Define strength, endurance, power, and flexibility.</li> <li>f. Explain how therapeutic exercise programs are formulated to increase strength, endurance, power, and flexibility.</li> <li>g. Define components of peripheral joint mobilization techniques.</li> </ul>
<p>3. Assess accurately the strength of various muscle groups.</p> <ul style="list-style-type: none"> <li>a. Describe the basic mechanics of a muscle contraction.</li> <li>b. Describe the process of grading the strength of a muscle contraction.</li> <li>c. Identify the origin, insertion, action, and nerve supply of the muscles to be tested.</li> <li>d. Perform accurate manual muscle strength assessments for the muscles associated with each joint of the extremities, trunk, and head.</li> <li>e. Document muscle strength assessments using correct terminology and format.</li> </ul>
<p>4. Implement exercise programs for specific musculoskeletal disorders.</p> <ul style="list-style-type: none"> <li>a. Implement therapeutic exercise programs designed to treat soft tissue, bony tissue, and post-surgical problems.</li> <li>b. Implement therapeutic exercise programs designed to treat the spine, specifically the neck and lower back.</li> <li>c. Implement therapeutic exercise programs designed to treat obstetric patients.</li> </ul>



d. Implement therapeutic exercise programs designed to treat patients with coronary disease.
5. Perform additional assessment and measurement techniques. <ol style="list-style-type: none"> <li>Assess a patient's flexibility and muscle length.</li> <li>Correlate joint flexibility, goniometry, strength, and muscle length findings to understand the rationale for specific therapeutic exercise programs.</li> </ol>

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA16 Reads and understands the health care literature.
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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*Related Academic Standards*


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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

### **SUGGESTED REFERENCES**

- Cook, C., Stickley, L., Ramey, K., & Knotts, V. J. (2005). Variables associated with occupational and physical therapy stroke rehabilitation utilization and outcomes. *Journal of Allied Health, 34*(1), 3-10.
- Kisner, C., & Colby, L. A. (2002). *Therapeutic exercise: Foundations and techniques*. Philadelphia: F. A. Davis.
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- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.
- Shankman, G. A. (2004). *Fundamental orthopedic management for the physical therapist assistant* (2<sup>nd</sup> ed.). St. Louis, MO: Mosby.
- Stickley, L. A. (2005). Content validity of a clinical education performance tool: The physical therapist manual for the assessment of clinical skills. *Journal of Allied Health, 34*(1), 24-30.
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*Understanding osteoarthritis and its treatments* [Videotape]. (n.d.). (Available from CustomFlix, 140 DuBois Street, Suite A, Santa Cruz, CA 95060)

**Course Name:** Seminar I

**Course Abbreviation:** PTA 1911

**Classification:** Vocational-Technical Elective

**Description:** This course presents the opportunity for group assembly on a regular basis to work toward achievement of course objectives. Leadership skills, an understanding of group dynamics, community service, interaction with other health education students, and the practice of reading and interpreting professional literature are emphasized. A desire to continue development of knowledge and skills is stressed.

**Prerequisites:** Admission to Physical Therapist Assistant Program

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"> <li>1. Describe qualities needed for professional development.               <ol style="list-style-type: none"> <li>a. List components of group dynamics.</li> <li>b. Describe the importance of being a team player.</li> <li>c. Identify different types of community service activities.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>2. Interpret professional journal articles.               <ol style="list-style-type: none"> <li>a. Identify varied sources of scientific and research articles.</li> <li>b. Examine appropriate articles from scientific and research journals.</li> <li>c. Summarize a scientific or research article using a computer.</li> </ol> </li> </ol>

## STANDARDS

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*Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

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PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.

PTA16 Reads and understands the health care literature.

PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.

PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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*Related Academic Standards*


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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

**SUGGESTED REFERENCES**

- Journal of Orthopaedic and Sports Physical Therapy*. Milwaukee, WI: Orthopaedic and Sports Physical Therapy Sections of the American Physical Therapy Association. Retrieved October 3, 2005, from <http://www.jospt.org/>
- Purtilo, R. (2005). *Ethical dimensions in the health professions* (4<sup>th</sup> ed.). Philadelphia: Elsevier Saunders.
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- PT – Magazine of Physical Therapy*. Alexandria, VA: American Physical Therapy Association. Retrieved October 3, 2005, from [http://www.apta.org/AM/Template.cfm?Section=About\\_PT\\_Magazine](http://www.apta.org/AM/Template.cfm?Section=About_PT_Magazine)
- Purtilo, R., & Haddad, A. (2002). *Health professional and patient interaction* (6<sup>th</sup> ed.). Philadelphia: Elsevier Saunders.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F A. Davis.
- Venes, D., Thomas, C. L., & Taber, C. W. (Eds.). (2001). *Taber's cyclopedic medical dictionary* (19<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**Course Name:** Seminar II

**Course Abbreviation:** PTA 1921

**Classification:** Vocational-Technical Elective

**Description:** This course provides the opportunity for group assembly on a regular basis to work to achieve course objectives. Demonstration of leadership skills, an understanding of group dynamics, community service, interaction with other health education students, and the practice of reading and interpreting professional literature are further developed. A desire to continue development of knowledge and skills is emphasized.

**Prerequisites:** Fundamental Concepts of Physical Therapy (PTA 1123)

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"> <li>1. Exhibit qualities needed for professional development.               <ol style="list-style-type: none"> <li>a. Demonstrate components of group dynamics.</li> <li>b. Demonstrate the importance of being a team player.</li> <li>c. Participate in different types of community service activities.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>2. Analyze professional journal articles.               <ol style="list-style-type: none"> <li>a. Locate appropriate scientific and research articles.</li> <li>b. Analyze appropriate articles from scientific and research journals on assigned topics.</li> <li>c. Compare two or more scientific or research articles on the same topic using a computer.</li> </ol> </li> </ol>






## STANDARDS

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*Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

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- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA16 Reads and understands the health care literature.
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.



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*Related Academic Standards*


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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

**SUGGESTED REFERENCES**

- Journal of Orthopaedic and Sports Physical Therapy*. Milwaukee, WI: Orthopaedic and Sports Physical Therapy Sections of the American Physical Therapy Association. Retrieved October 3, 2005, from <http://www.jospt.org/>
- Purtilo, R. (2005). *Ethical dimensions in the health professions* (4<sup>th</sup> ed.). Philadelphia: Elsevier Saunders.
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- Venes, D., Thomas, C. L., & Taber, C. W. (Eds.). (2001). *Taber's cyclopedic medical dictionary* (19<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**Course Name:** Electrotherapy

**Course Abbreviation:** PTA 2234

**Classification:** Vocational-Technical Core

**Description:** This course emphasizes theory and practical application of electrotherapy and other therapeutic procedures. Indications and contraindications of modalities are also discussed. (4 sch: 3 hr. lecture, 2 hr. lab)

**Prerequisites:** Fundamental Concepts of Physical Therapy (PTA 1123), Fundamental Skills for Physical Therapist Assistants (PTA 1213), and Kinesiology (PTA 1314)

<b>Competencies and Suggested Objectives</b>
1. Demonstrate knowledge of principles and application of electrotherapeutic modalities. <ol style="list-style-type: none"> <li>Demonstrate procedure for utilization of electrical stimulation.</li> <li>Demonstrate procedure for utilization of TENS.</li> <li>Demonstrate procedure for utilization of interferential current.</li> <li>Demonstrate procedure for utilization of biofeedback.</li> <li>Demonstrate procedure for utilization of iontophoresis.</li> </ol>
2. Demonstrate knowledge of desired outcomes of therapeutic interventions. <ol style="list-style-type: none"> <li>Differentiate between pain control theories.</li> <li>Demonstrate procedure for interventions designed to reduce pain.</li> <li>Demonstrate procedures for interventions designed to reduce muscle guarding, splinting, and spasms.</li> <li>Demonstrate procedures for interventions designed to reduce edema.</li> <li>Demonstrate procedures for interventions designed for strengthening and muscle re-education.</li> <li>Demonstrate procedures for interventions designed to affect muscle tone.</li> </ol>

## **STANDARDS**

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional

- training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA16 Reads and understands the health care literature.
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant.
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance).
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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### *Related Academic Standards*

---

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues

- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

### **SUGGESTED REFERENCES**

- Kisner, C., & Colby, L. A. (2002). *Therapeutic exercise: Foundations and techniques*. Philadelphia: F. A. Davis.
- Lippert, L. (2000). *Clinical kinesiology for physical therapist assistants* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.
- Nelson, R. M., Currier, D. P., & Hayes, K. W. (1999). *Clinical electrotherapy* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2001). *Physical rehabilitation: Assessment and treatment* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**Course Name:** Therapeutic Exercise and Rehabilitation II

**Course Abbreviation:** PTA 2334

**Classification:** Vocational-Technical Core

**Description:** This course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for primarily neurological conditions. Methods of functional, motor, and sensory assessment and intervention techniques are included. Principles of prosthetics and orthotics, functional training, and other techniques are covered. (4 sch: 3 hr. lecture, 2 hr. lab)

**Pre/corequisites:** Fundamental Concepts of Physical Therapy (PTA 1123), Fundamental Skills for Physical Therapist Assistants (PTA 1213), Therapeutic Modalities (PTA 1224), Kinesiology (PTA 1314), Therapeutic Exercise and Rehabilitation I (PTA 1324), and Clinical Education I (PTA 2413)

<b>Competencies and Suggested Objectives</b>
1. Identify the components and functions of the central and peripheral nervous systems. <ol style="list-style-type: none"> <li>Identify the structure and function of the various components of the CNS.</li> <li>Identify the structure and function of the various components of the PNS.</li> </ol>
2. Implement the use of the developmental sequence in the treatment of neurological disorders. <ol style="list-style-type: none"> <li>Describe the developmental sequence.</li> <li>Describe the stages of mobility, stability, controlled mobility, and skill in the development of motor control.</li> <li>Demonstrate the use of the developmental sequence in the treatment of neurologically involved pediatric patients.</li> <li>Demonstrate the use of the developmental sequence in the treatment of neurologically involved adult patients.</li> </ol>
3. Implement specific techniques in the treatment of neurological disorders. <ol style="list-style-type: none"> <li>Demonstrate PNF (proprioceptive neuromuscular facilitation) techniques in the treatment of neurologically involved patients.</li> <li>Demonstrate NDT (neurological developmental techniques) in the treatment of patients.</li> </ol>
4. Describe the etiology, symptoms, and clinical course of specific neurological disorders. <ol style="list-style-type: none"> <li>Describe the etiology, symptoms, and clinical course of cerebral palsy.</li> <li>Describe the etiology, symptoms, and clinical course of a CVA.</li> <li>Describe the etiology, symptoms, and clinical course of a head injury.</li> <li>Describe the etiology, symptoms, and clinical course of spina bifida.</li> <li>Describe the etiology, symptoms, and clinical course of an SCI.</li> <li>Describe the etiology, symptoms, and clinical course of peripheral nerve disorders.</li> </ol>
5. Perform selected patient assessment and treatment activities. <ol style="list-style-type: none"> <li>Describe normal pathological reflexes and tone.</li> <li>Perform therapeutic exercise treatments for each of the diagnoses listed in competency #4.</li> <li>Demonstrate knowledge in management and teaching of the permanently disabled</li> </ol>

<p>person including transfers, positioning, gait, and activities of daily living (ADL).</p> <p>d. Perform balance assessment and training.</p> <p>e. Perform righting and equilibrium reaction assessment.</p> <p>f. Perform sensory assessment.</p>
<p>6. Identify specific prosthetic and orthotic devices for specific conditions.</p> <p>a. Identify orthotic devices commonly used in the treatment of patients.</p> <p>b. Identify prosthetic devices commonly used in the treatment of patients with amputations.</p>

## STANDARDS

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- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.



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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R3 Recall Information (details, sequence)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues

## **SUGGESTED REFERENCES**

- Cook, C., Stickley, L., Ramey, K., & Knotts, V. J. (2005). Variables associated with occupational and physical therapy stroke rehabilitation utilization and outcomes. *Journal of Allied Health, 34*(1), 3-10.
- Kisner, C., & Colby, L. A. (2002). *Therapeutic exercise: Foundations and techniques*. Philadelphia: F. A. Davis.
- Lippert, L. (2000). *Clinical kinesiology for physical therapist assistants* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.
- Martin, S., & Kessler, M. (2000). *Neurologic intervention for physical therapist assistants*. Philadelphia: W. B. Saunders.
- O'Sullivan, S. B., & Schmitz, T. J. (2001). *Physical rehabilitation: Assessment and treatment* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.

Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F A. Davis.

Sullivan, P. E., & Markos, P. D. (1996). *Clinical procedures in therapeutic exercise* (2<sup>nd</sup> ed.). Stamford, CT: Appleton & Lange.

Tamparo, C. D., & Lewis, M. A. (2000). *Diseases of the human body* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.

**Course Name:** Clinical Education I

**Course Abbreviation:** PTA 2413

**Classification:** Vocational-Technical Core

**Description:** This course provides supervised clinical experiences in demonstrating the attributes and applying the skills for which students have been deemed competent for the clinical setting.  
(3 sch: 9 hr. clinical)

**Prerequisite:** Core Physical Therapist Assistant Courses

<b>Competencies and Suggested Objectives</b>	
1.	Practice selected skills in a clinical setting. <ol style="list-style-type: none"> <li>a. Practice the knowledge of:               <ol style="list-style-type: none"> <li>(1) The rationale and effectiveness of selected physical therapy interventions</li> <li>(2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member</li> <li>(3) State and federal laws</li> <li>(4) Ethical principles</li> <li>(5) The scope of their abilities in the delivery of care</li> </ol> </li> <li>b. Implement components of a comprehensive treatment plan developed by a Physical Therapist which may include but is not limited to use or application of:               <ol style="list-style-type: none"> <li>(1) Gait training with assistive devices</li> <li>(2) Transfer training</li> <li>(3) Standard precautions</li> <li>(4) Vital signs</li> </ol> </li> </ol>
2.	Begin to appropriately communicate the patient's status on a timely basis with the supervising Physical Therapist. <ol style="list-style-type: none"> <li>a. Practice verbal and nonverbal communication with the patient, the Physical Therapist, and Physical Therapist Assistants.</li> <li>b. Begin documentation of data collection and intervention.</li> <li>c. Practice sensitivity to individual and cultural differences in limited aspects of Physical Therapy services.</li> </ol>

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
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- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist.
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
- PTA13 Takes appropriate action in an emergency situation.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist.
- PTA16 Reads and understands the health care literature.
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant.
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance).

- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

---

### *Related Academic Standards*

---

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
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- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

**SUGGESTED REFERENCES**

- American Physical Therapy Association. (1998). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: Author.
- American Physical Therapy Association. (1999). *A normative model of physical therapist assistant education*. Alexandria, VA: Author.
- American Physical Therapy Association. (2001). *Guide to physical therapist practice*. Alexandria, VA: Author.
- Mendez, F., Babbitt, A., Lavine, C., Myers, J. & Jacobs, K. (2003). *PTA MACS*. San Antonio, TX: Medrec.

**Course Name:** Clinical Education II

**Course Abbreviation:** PTA 2424

**Classification:** Vocational-Technical Core

**Description:** This is the first of three culminating clinical education experiences (identified in A Normative Model of PTA Education as the first full time clinical experience) which provide supervised clinical experiences in demonstrating the attributes and applying the skills which prepare students for entry into the physical therapy profession. (4 sch: 12 hr. clinical)

**Prerequisite:** Core Physical Therapist Assistant courses

### Competencies and Suggested Objectives

1. Demonstrate selected skills in a clinical setting.
  - a. Demonstrate knowledge of:
    - (1) The rationale and effectiveness of physical therapy treatment procedures
    - (2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member
    - (3) State and federal laws
    - (4) Ethical principles
    - (5) The scope of their abilities in the delivery of care
  - b. With guidance, implement a comprehensive treatment plan developed by a Physical Therapist which may include but is not limited to use or application of:
    - (1) Activities of daily living and functional training
    - (2) Assistive and adaptive devices
    - (3) Biofeedback
    - (4) Balance and gait training
    - (5) Developmental activities
    - (6) Electric current
    - (7) Electromagnetic radiations
    - (8) External compression
    - (9) Hydrotherapy
    - (10) Orthoses and prostheses
    - (11) Patient and family education
    - (12) Postural training and body mechanics
    - (13) Pulmonary hygiene techniques
    - (14) Therapeutic exercise
    - (15) Therapeutic massage
    - (16) Thermal agents
    - (17) Topical application (including iontophoresis)
    - (18) Traction
    - (19) Ultrasound
    - (20) Standard precautions/infection control
    - (21) Wound care

- c. Practice appropriate data collection skills to assist the supervising physical therapist in monitoring and modifying the plan of care within the knowledge and limits of practice. These techniques identify the patient's status with respect to such things as:
- (1) Architectural barriers and environmental modifications
  - (2) Endurance
  - (3) Flexibility and joint range of motion and muscle length
  - (4) Functional activities
  - (5) Gait and balance
  - (6) Pain
  - (7) Posture
  - (8) Righting and equilibrium reactions
  - (9) Segmental length, girth, and volume
  - (10) Skin and sensation
  - (11) Strength
  - (12) Vital signs
- d. Recognize the roles and responsibilities of PTAs in a way that reflects an understanding of:
- (1) Authority and levels of responsibility
  - (2) Planning and time management skills
  - (3) Policies and procedures

2. Practice appropriate communication of the patient's status on a timely basis with the supervising Physical Therapist.
- a. Practice verbal and nonverbal communication with the patient, the Physical Therapist, and health care delivery personnel.
  - b. Practice documentation of data collection and intervention.
  - c. Demonstrate sensitivity to individual and cultural differences in limited aspects of Physical Therapy services.

## STANDARDS

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- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)  
R2 Words in Context (same and opposite meaning)

- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
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- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

## **SUGGESTED REFERENCES**

American Physical Therapy Association. (1998). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: Author.

American Physical Therapy Association. (1999). *A normative model of physical therapist assistant education*. Alexandria, VA: Author.

American Physical Therapy Association. (2001). *Guide to physical therapist practice*. Alexandria, VA: Author.

Mendez, F., Babbitt, A., Lavine, C., Myers, J. & Jacobs, K. (2003). *PTA MACS*. San Antonio, TX: Medrec.

**Course Name:** Clinical Education III

**Course Abbreviation:** PTA 2434

**Classification:** Vocational-Technical Core

**Description:** This is the second of three culminating clinical education experiences which provide supervised clinical experiences in demonstrating the attributes and applying the skills which prepare students for entry into the Physical Therapy profession. (4 sch: 12 hr. clinical)

**Prerequisite:** Core Physical Therapist Assistant courses

<b>Competencies and Suggested Objectives</b>
<p>1. Demonstrate skills in a clinical setting.</p> <p>a. Integrate a knowledge of:</p> <ol style="list-style-type: none"> <li>(1) The rationale and effectiveness of physical therapy treatment procedures</li> <li>(2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member</li> <li>(3) State and federal laws</li> <li>(4) Ethical principles</li> <li>(5) The scope of their abilities in the delivery of care</li> </ol> <p>b. With minimal guidance, implement a comprehensive treatment plan developed by a Physical Therapist which may include but is not limited to use or application of:</p> <ol style="list-style-type: none"> <li>(1) Activities of daily living and functional training</li> <li>(2) Assistive and adaptive devices</li> <li>(3) Biofeedback</li> <li>(4) Balance and gait training</li> <li>(5) Developmental activities</li> <li>(6) Electric current</li> <li>(7) Electromagnetic radiations</li> <li>(8) External compression</li> <li>(9) Hydrotherapy</li> <li>(10) Orthoses and prostheses</li> <li>(11) Patient and family education</li> <li>(12) Postural training and body mechanics</li> <li>(13) Pulmonary hygiene techniques</li> <li>(14) Therapeutic exercise</li> <li>(15) Therapeutic massage</li> <li>(16) Thermal agents</li> <li>(17) Topical application (including iontophoresis)</li> <li>(18) Traction</li> <li>(19) Ultrasound</li> <li>(20) Standard precautions/infection control</li> <li>(21) Wound care</li> </ol> <p>c. Perform data collection skills to assist the supervising Physical Therapist in monitoring</p>

and modifying the plan of care within the knowledge and limits of practice. These techniques identify the patient's status with respect to such things as:

- (1) Architectural barriers and environmental modifications
  - (2) Endurance
  - (3) Flexibility and joint range of motion and muscle length
  - (4) Functional activities
  - (5) Gait and balance
  - (6) Pain
  - (7) Posture
  - (8) Righting and equilibrium reactions
  - (9) Segmental length, girth, and volume
  - (10) Skin and sensation
  - (11) Strength
  - (12) Vital signs
- d. Participate in discharge planning and follow-up care.
- e. Recognize the roles and responsibilities of Physical Therapist Assistants by:
- (1) Utilizing planning and time management skills
  - (2) Providing assistance in performance evaluations
  - (3) Adhering to policies and procedures
  - (4) Recognizing the impact of fiscal considerations for physical therapy providers and consumers
  - (5) Participating in continuous quality improvement
  - (6) Reading and interpreting professional literature
  - (7) Participation in continued development of knowledge and skills

2. Demonstrate appropriate communication of the patient's status on a timely basis with the supervising Physical Therapist.
- a. Demonstrate verbal and nonverbal communication with the patient, the Physical Therapist, and health care delivery personnel.
  - b. Synthesize pertinent information needed for documentation of data collection and intervention.
  - c. Demonstrate sensitivity to individual and cultural differences in limited aspects of Physical Therapy services.
  - d. Begin to participate in teaching other health care providers, patients, and families.
  - e. Participate in reporting patient progress in team conferences.

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist.
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
- PTA13 Takes appropriate action in an emergency situation.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist.
- PTA16 Reads and understands the health care literature.
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant.
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance).

- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**SUGGESTED REFERENCES**

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- American Physical Therapy Association. (1998). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: Author.
- American Physical Therapy Association. (1999). *A normative model of physical therapist assistant education*. Alexandria, VA: Author.
- American Physical Therapy Association. (2001). *Guide to physical therapist practice*. Alexandria, VA: Author.
- Mendez, F., Babbitt, A., Lavine, C., Myers, J. & Jacobs, K. (2003). *PTA MACS*. San Antonio, TX: Medrec.



**Course Name:** Clinical Education IV

**Course Abbreviation:** PTA 2444

**Classification:** Vocational-Technical Core

**Description:** This is the third of three culminating clinical education experiences (identified in A Normative Model of PTA Education as the last full time clinical experience) which provide supervised clinical experiences in demonstrating the attributes and applying the skills which prepare students for entry into the Physical Therapy profession. (4 sch: 12 hr. clinical)

**Prerequisite:** All Core Physical Therapist Assistant and Clinical Education courses

<b>Competencies and Suggested Objectives</b>
<p>1. Demonstrate entry-level mastery of skills in a clinical setting.</p> <p>a. Demonstrate entry-level mastery of:</p> <ol style="list-style-type: none"> <li>(1) The rationale and effectiveness of physical therapy treatment procedures</li> <li>(2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member</li> <li>(3) State and federal laws</li> <li>(4) Ethical principles</li> <li>(5) The scope of their abilities in the delivery of care</li> </ol> <p>b. Implement a comprehensive treatment plan developed by a Physical Therapist which may include but is not limited to use or application of:</p> <ol style="list-style-type: none"> <li>(1) Activities of daily living and functional training</li> <li>(2) Assistive and adaptive devices</li> <li>(3) Biofeedback</li> <li>(4) Balance and gait training</li> <li>(5) Developmental activities</li> <li>(6) Electric current</li> <li>(7) Electromagnetic radiations</li> <li>(8) External compression</li> <li>(9) Hydrotherapy</li> <li>(10) Orthoses and prostheses</li> <li>(11) Patient and family education</li> <li>(12) Postural training and body mechanics</li> <li>(13) Pulmonary hygiene techniques</li> <li>(14) Therapeutic exercise</li> <li>(15) Therapeutic massage</li> <li>(16) Thermal agents</li> <li>(17) Topical application (including iontophoresis)</li> <li>(18) Traction</li> <li>(19) Ultrasound</li> <li>(20) Standard precautions/infection control</li> <li>(21) Wound care</li> </ol>

- c. Demonstrate entry-level mastery of data collection skills to assist the supervising Physical Therapist in monitoring and modifying the plan of care within the knowledge and limits of practice. These techniques identify the patient's status with respect to such things as:
  - (1) Architectural barriers and environmental modifications
  - (2) Endurance
  - (3) Flexibility and joint range of motion and muscle length
  - (4) Functional activities
  - (5) Gait and balance
  - (6) Pain
  - (7) Posture
  - (8) Righting and equilibrium reactions
  - (9) Segmental length, girth, and volume
  - (10) Skin and sensation
  - (11) Strength
  - (12) Vital signs
- d. Interact with patients and families in a manner which provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
- e. Provide suggestions to the PT for discharge planning and follow-up care.
- f. Reflect an entry-level mastery of the following in performance:
  - (1) Understanding levels of authority and responsibility
  - (2) Utilizing planning and time management skills
  - (3) Providing assistance in performance evaluations
  - (4) Adhering to policies and procedures
  - (5) Recognizing the impact of fiscal considerations for physical therapy providers and consumers
  - (6) Participating in continuous quality improvement
  - (7) Reading and interpreting professional literature
  - (8) Participation in continued development of knowledge and skills

- 2. Demonstrates entry-level mastery of communication of the patient's status on a timely basis with the supervising Physical Therapist.
  - a. Demonstrate verbal and nonverbal communication with the patient, the Physical Therapist, and health care delivery personnel.
  - b. Synthesize pertinent information needed for documentation of data collection and intervention.
  - c. Demonstrate sensitivity to individual and cultural differences in limited aspects of Physical Therapy services.
  - d. Teach other health care providers, patients, and families.
  - e. Participate in reporting patient progress in team conferences.

**STANDARDS***Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist.
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
- PTA13 Takes appropriate action in an emergency situation.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist.
- PTA16 Reads and understands the health care literature.
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials

commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant.

- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance).
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP5 Selects, applies, and maintains/troubleshoots technology.

- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

### **SUGGESTED REFERENCES**

- American Physical Therapy Association. (1998). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: Author.
- American Physical Therapy Association. (1999). *A normative model of physical therapist assistant education*. Alexandria, VA: Author.
- American Physical Therapy Association. (2001). *Guide to physical therapist practice*. Alexandria, VA: Author.
- Mendez, F., Babbitt, A., Lavine, C., Myers, J. & Jacobs, K. (2003). *PTA MACS*. San Antonio, TX: Medrec.

**Course Name:** Medical Conditions and Related Pathology

**Course Abbreviation:** PTA 2513

**Classification:** Vocational-Technical Core

**Description:** This course provides a basic knowledge of selected diseases and conditions encountered in physical therapy practice. Emphasis is on etiology, pathology, and clinical picture of diseases studied. Various physical therapy procedures in each disability are discussed. (3 sch: 3 hr. lecture)

**Pre/corequisites:** Fundamental Concepts of Physical Therapy (PTA 1123), Fundamental Skills for Physical Therapist Assistants (PTA 1314), Kinesiology (PTA 1314), Therapeutic Modalities (PTA 1224), Electrotherapy (PTA 2234), Clinical Education I (PTA 2413), Therapeutic Exercise and Rehabilitation I (PTA 1324), and Therapeutic Exercise and Rehabilitation II (PTA 2334)

<b>Competencies and Suggested Objectives</b>	
1.	Demonstrate an introductory knowledge of disease processes, traumatic disorders, and medical conditions which affect various body systems. <ol style="list-style-type: none"> <li>a. Explain the etiological factors and prognoses of selected disease processes and conditions.</li> <li>b. List the incidence of various diseases and medical conditions.</li> </ol>
2.	Demonstrate knowledge of common surgical procedures. <ol style="list-style-type: none"> <li>a. Discuss indications and contraindications for various surgical procedures.</li> <li>b. List postoperative procedures for various surgical procedures including precautions to be followed.</li> </ol>
3.	Explain and differentiate among diagnostic procedures. <ol style="list-style-type: none"> <li>a. Discuss various tests and procedures utilized in differential diagnosis for various conditions.</li> <li>b. Differentiate among various diagnostic procedures performed in physical therapy.</li> </ol>
4.	Discuss treatment procedures for specific conditions. <ol style="list-style-type: none"> <li>a. Utilize an understanding of the incidence, pathology, and systemology of specific conditions discussed.</li> <li>b. Correlate possible psychological and psychosocial implications that are associated with various conditions and treatments.</li> </ol>

## **STANDARDS**

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.

- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA16 Reads and understands the health care literature.
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**SUGGESTED REFERENCES**

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- Kisner, C., & Colby, L. A. (2002). *Therapeutic exercise: Foundations and techniques*. Philadelphia: F. A. Davis.
- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2001). *Physical rehabilitation: Assessment and treatment* (4<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- Tamparo, C. D., & Lewis, M. A. (2000). *Diseases of the human body* (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.



**Course Name:** Physical Therapy Seminar

**Course Abbreviation:** PTA 2523

**Classification:** Vocational-Technical Core

**Description:** This course represents a synthesis of previous didactic, laboratory, and clinical experiences. Students are directed to explore a topic or area of interest in physical therapy practice. Recognition of the importance of employability skills after graduation is included. (3 sch: 3 hr. lecture)

**Prerequisite:** 4 semesters of core Physical Therapist Assistant coursework

<b>Competencies and Suggested Objectives</b>	
1.	Present a topic of interest and/or case study in physical therapy. <ol style="list-style-type: none"> <li>Review current professional literature.</li> <li>Identify a particular interest in an aspect of physical therapy treatment to be targeted for development.</li> <li>Utilize clinical experiences, didactic instruction, patient and therapist interviews, and other resources in addition to a review of all pertinent literature to develop a clinical expertise.</li> <li>Compose a paper and present to a peer audience the body of knowledge gained during the development of the selected topic.</li> <li>Identify patients from clinical education experiences with an interesting diagnosis and a clinical course that includes physical therapy intervention.</li> </ol>
2.	Complete a mock licensure exam. <ol style="list-style-type: none"> <li>Attain a passing score on a mock exam.</li> <li>Utilize test results to identify areas of knowledge that should be targeted for further study in preparation for licensure exam.</li> </ol>
3.	Demonstrate the skills required for successful employment. <ol style="list-style-type: none"> <li>Demonstrate effective planning and time management skills.</li> <li>Describe the supervisory process and performance evaluations.</li> <li>Delineate the importance of policies and procedures in the provision of patient care.</li> <li>Delineate the importance of continuous performance improvement activities.</li> </ol>

## STANDARDS

### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.

- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA16 Reads and understands the health care literature.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

- T5 Technology research tools  
T6 Technology problem-solving and decision-making tools

### SUGGESTED REFERENCES

- Erickson, M. L. (2004). Examining the presence of computer-assisted instruction in physical therapy education. *Journal of Allied Health, 33*(4), 255-266.
- Hoppes, S., Bender, D., & DeGrace, B. W. (2005). Service learning is a perfect fit for occupational and physical therapy education. *Journal of Allied Health, 34*(1), 47-50.
- Moffat, M. (2004). Braving new worlds. *Physical Therapy, 84*(11), 1056-1086.
- Reese, S. (2004, October). The brave new world of biotechnology. *Techniques, 79*(7), 18-22.
- Sandmire, D. A., & Boyce, P. F. (2004). Pairing of opposite learning styles among allied health students. *Journal of Allied Health, 33*(2), 156-163.

**Course Name:** Seminar III

**Course Abbreviation:** PTA 2911

**Classification:** Vocational-Technical Elective

**Description:** This course further develops the principles and characteristics presented in PTA 1911 and PTA 1921.

**Prerequisites:** Seminar I (PTA 1911) and Seminar II (PTA 1921)

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"> <li>1. Begin to prepare for the licensure exam.               <ol style="list-style-type: none"> <li>a. List test-taking strategies for multiple choice questions.</li> <li>b. Identify components of the licensure exam.</li> <li>c. Write practice licensure exam questions.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>2. Complete a research paper on an assigned topic.               <ol style="list-style-type: none"> <li>a. Perform research on a topic to locate appropriate sources.</li> <li>b. Compile and assess information gathered.</li> <li>c. Prepare a college-level paper with correct documentation of sources.</li> </ol> </li> </ol>

## **STANDARDS**

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### *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

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- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA16 Reads and understands the health care literature.
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)

- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

## **SUGGESTED REFERENCES**

Federation of State Boards of Physical Therapy. (n.d.). Retrieved October 3, 2005, from <http://www.fsbpt.org/>

*Journal of Orthopaedic and Sports Physical Therapy*. Milwaukee, WI: Orthopaedic and Sports Physical Therapy Sections of the American Physical Therapy Association. Retrieved October 3, 2005, from <http://www.jospt.org/>

- Purtilo, R. (2005). *Ethical dimensions in the health professions* (4<sup>th</sup> ed.). Philadelphia: Elsevier Saunders.
- Physical Therapy*. Alexandria, VA: American Physical Therapy Association. Retrieved October 3, 2005, from [http://www.ptjournal.org/info/pt\\_abs.cfm](http://www.ptjournal.org/info/pt_abs.cfm)
- PT – Magazine of Physical Therapy*. Alexandria, VA: American Physical Therapy Association. Retrieved October 3, 2005, from [http://www.apta.org/AM/Template.cfm?Section=About\\_PT\\_Magazine](http://www.apta.org/AM/Template.cfm?Section=About_PT_Magazine)
- Purtilo, R., & Haddad, A. (2002). *Health professional and patient interaction* (6<sup>th</sup> ed.). Philadelphia: Elsevier Saunders.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3<sup>rd</sup> ed.). Philadelphia: F A. Davis.
- Venes, D., Thomas, C. L., & Taber, C. W. (Eds.). (2001). *Taber's cyclopedic medical dictionary* (19<sup>th</sup> ed.). Philadelphia: F. A. Davis.

## Recommended Tools and Equipment

### CAPITALIZED ITEMS

1. Exercise Mat, Floor-type (1 per 2 students)
2. Freezer, Cold Pack (1 per program)
3. Hydrocollator (2 per program)
4. Ice Machine (1 per program)
5. Parallel Bars (1 per program)
6. Ramp (1 per program)
7. Stairs (1 per program)
8. Stimulator, Electrical, Combination Electrotherapy Unit (2 per program)
9. Stimulator, Electrical, Microcurrent (1 per program)
10. Stimulator, Electrical, Ultrasound Combo Unit (1 per 4 students)
11. Stimulator, Electrical, High Voltage Pulse Current Unit (2 per program)
12. Stimulator, Electrical, Russian (1 per program)
13. Stimulator, Electrical, Portable FES (1 per 4 students)
14. Stimulator, Electrical, DC Current (1 per 12 students)
15. Stimulator, Electrical, Interferential (2 per program)
16. Stretcher, Rolling Gurney with Mattress (1 per program)
17. Table, Mat (1 per 5 students)
18. Table, Tilt, Electric (1 per program)
19. Traction, Device (2 per program)
20. Traction Table with Split Section (1 per program)
21. Bed Traction (1 per program)
22. Ultrasound Unit with Cart (1 per 4 students)
23. UV/Infrared Light (1 per program)
24. Fluidotherapy (1 per program)
25. Shortwave Diathermy (1 per program)
26. Pulsavac (1 per program)
27. Wheelchair, Hemi-drive (1 per program)
28. Wheelchair, Standard Unit (1 per 4 students)
29. Wheelchair, Reclining (1 per program)
30. Whirlpool, Extremity (1 per program)
31. Whirlpool, Mobile with Bench Seat (1 per program)
32. High-Low Table (1 per program)
33. Sequential Circulator (1 per program)
34. Stairmaster (1 per program)
35. Treadmill (1 per program)
36. Stationary Bike (1 per program)
37. Computer (2 per program)
38. Printer, Laser (1 per 2 computers)
39. Skeleton, Articulated Model (1 per program)
40. Skeleton, Disarticulated Model (1 per program)
41. TV, Color 25" with Remote (1 per program)
42. VCR (1 per program)

43. Washer (1 per program)
44. Dryer (1 per program)
45. Refrigerator (1 per program)
46. High-Low Mat (1 per program)

#### NON-CAPITALIZED ITEMS

1. Ball, Large Exercise (1 per program)
2. BAPS Board (1 per program)
3. Bed, Hospital, Electric (1 per program)
4. Biofeedback, EMG (1 per 4 students)
5. Biofeedback, Temperature, Pulse, Muscle (1 per program)
6. Chair, Traction (1 per program)
7. Cutaneous Sensory Kit (1 per 4 students)
8. Dynamometer, Hand (1 per program)
9. Exercise Board with Legs (1 per program)
10. Goniometer Set (1 per 2 students)
11. Hand Evaluation Kit (1 per program)
12. Inclinator (2 per program)
13. Iontophoresor (1 per 4 students)
14. Microwave (1 per program)
15. Mirror, Free Standing (2 per program)
16. Overhead Hospital Bed Frame (1 per program)
17. Paraffin Bath (2 per program)
18. Pinch Dynamiter (1 per 4 students)
19. Postural Evaluation Kit (2 per program)
20. Pulley Weights (1 per program)
21. Pump, External Compression (2 per program)
22. Scales, Digital (1 per program)
23. Skin Fold Fat Calipers (1 per program)
24. Stimulator, Electrical, TENS (1 per 2 students)
25. Table, Small Adjustable (2 per program)
26. Vestibular Board (1 per program)
27. Volumometer, Hand-arm (2 per program)
28. Volumometer, Foot (1 per program)
29. Weight Cart with Cuff Weights (1 per program)
30. Wheelchair Cushion (2 per program)
31. Call Bells (1 per 2 students)
32. Plinths (1 per 2 students)
33. Lift, Hydraulic (1 per program)
34. Splints, Wrist, Knee Immobilizer (1 assorted set per program)
35. Braces: Back, Knee, Ankle (1 assorted set per program)
36. Prone Positioner (1 per 4 students)
37. Pulleys (1 per program)
38. Rowing Machine (1 per program)
39. Theraputty, Variety Set (1 per 10 students)



40. Powder Board (2 per program)
41. Hot Packs (20 per program)
42. Strength Evaluator (1 per program)
43. Exercise Ball (2 per program)
44. ASP “Sharps” Container (1 per program)
45. Back Support, Lumbosacral Corset (1 per program)
46. Ball, Therapeutic (Small) (1 per program)
47. Bolster, Pediatric (1 set per program)
48. Cane, Standard Adjustable (1 per 3 students)
49. Cane, Quad (1 per 6 students)
50. Cold Pack (20 per program)
51. Crutches, Axillary (1 pair per 2 students)
52. Crutches, Loftstrand (2 pair per program)
53. Dumbbell Rack with Dumbbells (1 per program)
54. Exercise Skate (4 per program)
55. Gait Belts (1 per 2 students)
56. Goggle (2 per program)
57. Goniometer, Finger (1 per 4 students)
58. Goniometer, Large (1 per 2 students)
59. Goniometer, Small (1 per 3 students)
60. Hand Splint, Resting Hand Splint (2 pair per program)
61. Towels (3 per student)
62. Pillows (15 per 10 students)
63. Hip Abduction Pillow (1 per program)
64. Knee Brace, Swedish Knee Cage (1 per program)
65. Pillowcases, Standard (3 per student)
66. Platform Attachment (1 set or pair per program)
67. Reach Extender (1 per program)
68. Reflex Hammer (1 per student)
69. Sliding Board (1 per 4 students)
70. Sling, Arm (1 per program)
71. Sock Aide (1 per program)
72. Sphygmomanometer (1 per 2 students)
73. Stethoscope (1 per 2 students)
74. Stop Watch (2 per program)
75. Tape Measure (1 per student)
76. Terminal Knee Extension Boards (2 per program)
77. Thermometer, Glass (1 per student)
78. Walker, Standard Adjustable (1 per 2 students)
79. Walker, Standard Rolling with Brakes (2 per program)
80. Ankle Model (1 per program)
81. Brain Model (1 per program)
82. Elbow, Model Deluxe (1 per program)
83. Hand Model (1 per program)
84. Hip Model (1 per program)
85. Knee Model (1 per program)

86. Knee Model, Deep Dissection (1 per program)
87. Cart, VCR/TV (1 per program)
88. Chart, Anatomical (1 set per program)
89. Lumbar Model, 4th & 5th (1 per program)
90. Shoulder Model (1 per program)
91. Spine Model (1 per program)
92. Synovial Joint Model (1 per program)
93. Vertebral Column, Deluxe (1 per program)
94. Desks (1 per student)
95. Chairs (1 per student)
96. File Cabinets (3 per program)
97. Bookshelves (2 per program)
98. Flat Sheet (2 per student)

#### RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Overhead Projector

## Student Competency Profile for Physical Therapist Assistant

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Health Care Experience I (PTA 1111)

- \_\_\_\_\_ 1. Describe roles of various personnel within the physical therapy department.
- \_\_\_\_\_ 2. Describe the health care delivery system.

### Fundamental Concepts of Physical Therapy (PTA 1123)

- \_\_\_\_\_ 1. Demonstrate knowledge of medical terminology.
- \_\_\_\_\_ 2. Demonstrate knowledge of desired psychosocial support for patients and their families.
- \_\_\_\_\_ 3. Demonstrate knowledge of the history of physical therapy.
- \_\_\_\_\_ 4. Demonstrate understanding of legal and ethical responsibilities for health care providers.
- \_\_\_\_\_ 5. Demonstrate knowledge of the health care delivery system.
- \_\_\_\_\_ 6. Demonstrate knowledge of reimbursement mechanisms.
- \_\_\_\_\_ 7. Demonstrate knowledge of medical records.
- \_\_\_\_\_ 8. Analyze current issues related to physical therapy.
- \_\_\_\_\_ 9. Demonstrate knowledge of history, structure, and function of the APTA.
- \_\_\_\_\_ 10. Summarize the roles of members of the health care team including Physical Therapists, Physical Therapist Assistants, and aides.
- \_\_\_\_\_ 11. Demonstrate an awareness of the importance of appropriate interpersonal interaction in providing health care.

### PTA Practicum I (PTA 1132)

- \_\_\_\_\_ 1. Participate in selected patient focused activities.
- \_\_\_\_\_ 2. Identify the organizational structure of the PT department.

### PTA Practicum II (PTA 1143)

- \_\_\_\_\_ 1. Describe rehabilitative services other than PT.
- \_\_\_\_\_ 2. Participate in basic research on a specified topic.

### Health Care Experience II (PTA 1151)

- \_\_\_\_\_ 1. Differentiate among the roles of various personnel within the physical therapy department.
- \_\_\_\_\_ 2. Describe services provided in the physical therapy setting.

### Fundamental Skills for Physical Therapist Assistants (PTA 1213)

- \_\_\_\_\_ 1. Determine proper body mechanics.
- \_\_\_\_\_ 2. Perform proper transfer techniques when handling patients.
- \_\_\_\_\_ 3. Instruct patient in correct utilizations of assistive devices for gait.
- \_\_\_\_\_ 4. Utilize appropriate safety measures for patient treatment.
- \_\_\_\_\_ 5. Demonstrate selected bed mobility activities.
- \_\_\_\_\_ 6. Demonstrate specific positioning techniques.
- \_\_\_\_\_ 7. Demonstrate proper use of wheelchair.
- \_\_\_\_\_ 8. Summarize OSHA standards for standard precautions.
- \_\_\_\_\_ 9. Demonstrate knowledge of patient assessment skills.
- \_\_\_\_\_ 10. Utilize appropriate first aid techniques for selected emergency situations.

### Therapeutic Modalities (PTA 1224)

- \_\_\_\_\_ 1. Demonstrate knowledge of principles and application of selected therapeutic modalities.
- \_\_\_\_\_ 2. Perform selected assessment and measurement techniques.

### Kinesiology (PTA 1314)

- \_\_\_\_\_ 1. Identify biomechanical principles relating to the human body.
- \_\_\_\_\_ 2. Identify principles and characteristics of muscle.
- \_\_\_\_\_ 3. Demonstrate knowledge of selected joints and perform related joint activities.
- \_\_\_\_\_ 4. Demonstrate knowledge of normal components of gait.
- \_\_\_\_\_ 5. Differentiate between normal posture and postural deviations.
- \_\_\_\_\_ 6. Determine accurate range of motion measurements using goniometry.

### Therapeutic Exercise and Rehabilitation I (PTA 1324)

- \_\_\_\_\_ 1. Perform specific therapeutic exercise treatments.
- \_\_\_\_\_ 2. Explain concepts of therapeutic exercise.
- \_\_\_\_\_ 3. Assess accurately the strength of various muscle groups.
- \_\_\_\_\_ 4. Implement exercise programs for specific musculoskeletal disorders.
- \_\_\_\_\_ 5. Perform additional assessment and measurement techniques.

### Seminar I (PTA 1911)

- \_\_\_\_\_ 1. Describe qualities needed for professional development.
- \_\_\_\_\_ 2. Interpret professional journal articles.

### Seminar II (PTA 1921)

- \_\_\_\_\_1. Exhibit qualities needed for professional development.
- \_\_\_\_\_2. Analyze professional journal articles.

### Electrotherapy (PTA 2234)

- \_\_\_\_\_1. Demonstrate knowledge of principles and application of electrotherapeutic modalities.
- \_\_\_\_\_2. Demonstrate knowledge of desired outcomes of therapeutic interventions.

### Therapeutic Exercise and Rehabilitation II (PTA 2334)

- \_\_\_\_\_1. Identify the components and functions of the central and peripheral nervous systems.
- \_\_\_\_\_2. Implement the use of the developmental sequence in the treatment of neurological disorders.
- \_\_\_\_\_3. Implement specific techniques in the treatment of neurological disorders.
- \_\_\_\_\_4. Describe the etiology, symptoms, and clinical course of specific neurological disorders.
- \_\_\_\_\_5. Perform selected patient assessment and treatment activities.
- \_\_\_\_\_6. Identify specific prosthetic and orthotic devices for specific conditions.

### Clinical Education I (PTA 2413)

- \_\_\_\_\_1. Practice selected skills in a clinical setting.
- \_\_\_\_\_2. Begin to appropriately communicate the patient's status on a timely basis with the supervising Physical Therapist.

### Clinical Education II (PTA 2424)

- \_\_\_\_\_1. Demonstrate selected skills in a clinical setting.
- \_\_\_\_\_2. Practice appropriate communication of the patient's status on a timely basis with the supervising Physical Therapist.

### Clinical Education III (PTA 2434)

- \_\_\_\_\_1. Demonstrate skills in a clinical setting.
- \_\_\_\_\_2. Demonstrate appropriate communication of the patient's status on a timely basis with the supervising Physical Therapist.

### Clinical Education IV (PTA 2444)

- \_\_\_\_\_1. Demonstrate entry-level mastery of skills in a clinical setting.
- \_\_\_\_\_2. Demonstrates entry-level mastery of communication of the patient's status on a timely basis with the supervising Physical Therapist.

### Medical Conditions and Related Pathology (PTA 2513)

- \_\_\_\_\_ 1. Demonstrate an introductory knowledge of disease processes, traumatic disorders, and medical conditions which affect various body systems.
- \_\_\_\_\_ 2. Demonstrate knowledge of common surgical procedures.
- \_\_\_\_\_ 3. Explain and differentiate among diagnostic procedures.
- \_\_\_\_\_ 4. Discuss treatment procedures for specific conditions.

### Physical Therapy Seminar (PTA 2523)

- \_\_\_\_\_ 1. Present a topic of interest and/or case study in physical therapy.
- \_\_\_\_\_ 2. Complete a mock licensure exam.
- \_\_\_\_\_ 3. Demonstrate the skills required for successful employment.

### Seminar III (PTA 2911)

- \_\_\_\_\_ 1. Begin to prepare for the licensure exam.
- \_\_\_\_\_ 2. Complete a research paper on an assigned topic.

## Baseline Competencies

The following competencies and suggested objectives are taken from the publication *Mississippi Curriculum Framework for Secondary Allied Health*. These competencies and objectives represent the baseline which was used to develop the community/junior college Physical Therapist Assistant courses. Students enrolled in postsecondary courses should either (1) have documented mastery of these competencies, or (2) be provided with these competencies before studying the advanced competencies in the Physical Therapist Assistant program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special “Introduction” courses. The “Introduction” courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as “Introduction” courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

**Course Name(s):** Introduction to Physical Therapist Assistant Technology, Introduction to Physical Therapist Assistant Technology I, or Introduction to Physical Therapist Assistant Technology II

**Course Abbreviation(s):** PTA 100(3-6), PTA 1013, PTA 1023

**Classification:** Vocational-Technical Core

**Description:** These courses contain the baseline competencies and suggested objectives from the high school Allied Health curriculum which directly relate to the community college Physical Therapist Assistant program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3-6 semester hours based upon existing skills for each student. May be divided into 2 courses for a maximum total of 6 hours of institutional credit.)

### Competencies and Suggested Objectives

1. Review material related to course and professional organizations.
  - a. Identify student and course expectations.
  - b. Identify allied health professional student organizations and their roles in individual career development.
  - c. Compare the timeline of medical history.
2. Recognize safety procedures and policies.
  - a. Describe basic safety procedures.
  - b. Describe accident prevention methods and disaster plans of the local school district.
  - c. Discuss a safe and clean environment.
  - d. Follow state and facility guidelines, including dress requirements for clinical-type experiences.
3. Explain effective communication skills.
  - a. Identify the main factors required for the communication process.
  - b. Identify factors which can interfere with the communication process.

- c. Demonstrate effective teamwork skills.
  - d. Explore professional literature and medical references.
4. Discuss education and credentials required for health care careers.
  - a. Discuss educational levels for health careers, including certification, associate degree, bachelor's degree, master's degree, and doctoral degree.
  - b. Compare the credentials needed for careers in health care, including certification, registration, and licensure.
5. Discuss professional ethics.
  - a. Explain professional ethics.
  - b. Discuss confidentiality.
  - c. Discuss HIPAA, the Health Insurance Portability and Accountability Act of 1996.
6. Discuss legal responsibility and clients' rights.
  - a. Explain torts and legal responsibility.
  - b. Identify ways to promote clients' rights and privacy.
  - c. Discuss the requirement for health care workers to undergo a background check.
7. Explain standard precautions.
  - a. Explain importance of standard precautions in life practices and health care.
  - b. Explain the state and federal government's role in standard precautions.
  - c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
8. Utilize standard precautions.
  - a. Demonstrate hand-washing technique.
  - b. Demonstrate donning and removing clean gloves.
9. Perform basic emergency procedures.
  - a. Explain first aid procedures for sudden illness.
  - b. Explain first aid procedures for accidents.
10. Perform advanced emergency procedures.
  - a. Perform CPR.
  - b. Demonstrate first aid for an obstructed airway.
11. Explain medical terminology.
  - a. Spell designated medical terms correctly.
  - b. Demonstrate the use of medical references to spell medical terms correctly.
  - c. Define and divide medical terms into root words, prefixes, and suffixes.
12. Recognize and use medical terminology.
  - a. Interpret the common medical abbreviations and symbols including meanings and uses.
  - b. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.
13. Review the relationship among cells, tissues, organs, and systems.
  - a. Review the main parts of a cell.
  - b. Review the functions of the main parts of a cell.
  - c. Compare types of tissues and their relationships to body organs and systems.
14. Identify the body planes, directions, and cavities.
  - a. Identify the names of the planes and the directional terms.
  - b. Locate the body cavities.
  - c. Identify the body organs in each cavity.
  - d. Describe the abdominal regions.



15. Interpret the basic structures and functions of the integumentary system.
  - a. Identify the parts of the integumentary system.
  - b. Explain the functions of the integumentary system.
  - c. Discuss related diseases and disorders.
16. Perform the patient care procedures related to the integumentary system.
  - a. Demonstrate patient hygiene.
  - b. Perform bed-making skills.
  - c. Perform patient positioning to prevent pressure areas.
17. Interpret the basic structures and functions of the muscular system.
  - a. Identify major muscles.
  - b. Explain the function of the muscles.
  - c. Discuss related diseases and disorders.
  - d. Demonstrate active range of motion exercises and indications for use.
18. Interpret the basic structure and function of the skeletal system.
  - a. Identify the bones of the body.
  - b. Explain functions of the skeletal system.
  - c. Discuss related diseases and disorders.
  - d. Demonstrate procedures for patient transfer using a stretcher, wheelchair, or a pneumatic lift.
19. Interpret the basic structures and functions of the circulatory system.
  - a. Identify components of blood and their function.
  - b. Identify the types of blood vessels and the action of each.
  - c. Identify the anatomy of the heart.
  - d. Explain the flow of blood through the heart.
  - e. Discuss related diseases and disorders.
20. Measure vital signs.
  - a. Measure oral temperature.
  - b. Explain procedures for measuring axillary, rectal, and tympanic temperatures.
  - c. Identify the body's pulse points.
  - d. Demonstrate radial pulse measurement.
  - e. Measure blood pressure.
21. Interpret the basic structures of the respiratory system.
  - a. Identify the structures of the respiratory system.
  - b. Discuss related diseases and disorders.
  - c. Auscultate lung sounds.
22. Interpret the basic functions of the respiratory system.
  - a. Discuss how gas exchange occurs in the lungs.
  - b. Recognize factors that cause respiratory disorders.
  - c. Count respirations.
23. Interpret the basic structures and functions of the digestive system.
  - a. Identify organs of the digestive system.
  - b. Discuss the functions of organs of the digestive system.
  - c. Discuss related diseases and disorders.
24. Interpret the basic structures and functions of the urinary system.
  - a. Identify structures of the urinary system.
  - b. State the functions of each structure of the urinary system.

- c. Discuss related diseases and disorders.
25. Interpret the basic structures and functions of the nervous system.
  - a. Identify the major structures and functions of the nervous system.
  - b. Recognize procedures for neurological exam.
  - c. Perform neurological exams.
  - d. Discuss related diseases and disorders.
26. Interpret basic structure and functions of the sensory systems.
  - a. Label the basic structures of the sensory organs.
  - b. Identify the functions of the sensory organs.
27. Interpret the basic structures of the endocrine system.
  - a. Define key terms related to the endocrine system.
  - b. Label structures of the endocrine system.
28. Interpret the basic functions of the endocrine system.
  - a. Analyze the actions of hormones on various body functions.
  - b. Recognize diseases and disorders of the endocrine system.
29. Identify ways pathogenic microorganisms are spread in relation to the infection cycle.
  - a. Review the integumentary system.
  - b. Define terms related to infection control and asepsis.
  - c. Define general principles, purposes, and types of isolation.
  - d. Demonstrate how to don and remove isolation garments and equipment.
  - e. Describe basic methods of sterilization and disinfection.
  - f. Discuss concurrent and terminal cleaning of a patient unit.
30. Explain procedures related to infection control.
  - a. Demonstrate a sterile procedure maintaining a sterile field.
  - b. Describe basic techniques to prepare, wrap, and sterilize instruments.
  - c. Observe a surgical scrub.
  - d. Discuss repair of medical equipment by biomedical personnel.
31. Discuss stages of growth and development.
  - a. Review the reproductive system.
  - b. Identify physical, mental, emotional, and social development characteristics of each of Erikson's stages of development from infancy through late adulthood.
  - c. Identify Maslow's Hierarchy of Human Needs.
  - d. Discuss cultural practices that affect needs.
32. Explain concepts related to death and dying.
  - a. Describe the five stages of grief.
  - b. Discuss hospice care.
  - c. Define living will, advance directives, and organ donation.
33. Describe careers available in rehabilitative health care.
  - a. Compare job descriptions in the field of rehabilitative health care.
  - b. Differentiate educational levels and credentials required.
34. Explain procedures related to rehabilitative health care.
  - a. Review the musculoskeletal system.
  - b. Demonstrate the use of assistive devices for activities of daily living and ambulation.
  - c. Perform passive and resistive range of motion exercises.
  - d. Apply hot, cold, and moist compresses.

## Appendix A: Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants<sup>1</sup>

- PTA1 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- PTA3 Exhibits conduct that: reflects a commitment to meet the expectations of members of society receiving health care services and the expectations of members of the profession of physical therapy; reflects practice standards that are legal, ethical and safe.
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management.
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; muscle performance; neuromotor development; pain; posture; range of motion; ventilation, respiration and circulation examination.
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist.
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
- PTA13 Takes appropriate action in an emergency situation.
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies.
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist.
- PTA16 Reads and understands the health care literature.

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<sup>1</sup> Commission on Accreditation in Physical Therapy Education. (2000). *Evaluative criteria for accreditation of education programs for the preparation of physical therapist assistants*. Alexandria, VA: American Physical Therapy Association.

- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant.
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance).
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

## Appendix B: Related Academic Standards<sup>2</sup>

### Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

### Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

### Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

### Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

### Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

<sup>2</sup> CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

## Appendix C: Workplace Skills for the 21<sup>st</sup> Century<sup>3</sup>

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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<sup>3</sup> Secretary's commission on achieving necessary skills. (1991). Retrieved July 13, 2004, from <http://wdr.doleta.gov/SCANS/>

## Appendix D: National Educational Technology Standards for Students<sup>4</sup>

- T1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students use technology tools to process data and report results.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

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<sup>4</sup> ISTE: *National educational technology standards (NETS)*. (2000). Retrieved July 13, 2004, from <http://cnets.iste.org/>