Bossier Parish Community College
Physical Therapist Assistant Program

2010-2011
STUDENT PROGRAM HANDBOOK
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General Information

Purpose of the Program Handbook

The Bossier Parish Community College (BPCC) Physical Therapist Assistant Program Student Clinical Handbook serves to inform students about the curriculum, rules, regulations, and policies of the PTA Program at BPCC. It also serves to disseminate clear information and guidelines for use in decision-making. The information in this handbook is intended to provide each student with the knowledge of the intent and expectations of the PTA Program. This Handbook is not intended to replace the BPCC Catalog or the BPCC Student Handbook.

The student must abide by the policies established by this program, rules and policies of each clinical affiliate and the standards established by the physical therapy profession.

PTA Program Mission, Philosophy & Learning Outcomes

PTA Program Mission:
Consistent with the Division of Science and Allied Health and College’s mission, the PTA Program is committed:

to providing an accredited program of instruction in NW LA and the surrounding area for students who desire to pursue education in physical therapy at the associate degree level.
to serving the needs of the regional physical therapy community through preparing and graduating well-qualified physical therapist assistants.

PTA Program Philosophy:
The PTA Program at BPCC:

- values integrity and inquiry in students.
- values variety in instructional delivery strategies to meet the needs of diverse learning styles.
- establishes a learning environment that utilizes state of the art equipment and technology to prepare graduates to perform up to industry standards in the workplace
- emphasizes the assimilation of knowledge and skills from across the curriculum through case-based laboratory practicals and assignments.
- promotes excellence in the area of affective skills and professional behaviors
- encourages continued knowledge and skill development and service to the profession and consumers of physical therapy
emphasizes ongoing assessment and revision of curriculum and instructional methods to foster student achievement of course and program learning outcomes.

PTA Program Learning Outcomes:

Recipients of the associate of applied science in Physical Therapist Assistant will be able to demonstrate:

A. Adherence to the APTA core values and regulatory agency guidelines defining the PTA's role as it relates to social, professional, ethical, legal and administrative responsibilities and conduct.

B. Verbal and non-verbal communication strategies that are sensitive to diversity during interactions with patients, caregivers, coworkers and other medical professionals, including the ability to develop rapport, collaborate, inform, inquire, redirect and teach.

C. Use of current and emerging technologies and equipment required in the assessment and intervention of patients.

D. Ability to gather data through research of medical publications and patient records, observation, and performance physical therapy interim assessments.

E. Timely reporting of relevant changes in patients' status including preparation of accurate, logically sequenced documentation.

F. Implementation and safe progression of physical therapy interventions guided by patients' status and consistent with the goals and plan of care developed by the physical therapist.

G. Use of critical thinking based on foundational physical therapy knowledge to solve problems and develop appropriate clinical judgments.

H. Lifelong learning through continuing education, service as a clinical educator of PTA students, and analysis of health care literature to achieve and maintain licensure and expand knowledge and skills in physical therapy practice.

Faculty, Staff & Contact Information

Program Mailing Address:
Bossier Parish Community College PTA Program
Division of Science & Allied Health
6220 E. Texas St.
Bossier City, LA 71111

Web Address:
www.bpcc.edu/pta
PTA Program Director:
Ms. Laura Bryant, MEd., PT
Division of Science and Allied Health - Building B Room 203
Phone: (318) 678-6079
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Email: lbryant@bpcc.edu

PTA Program Academic Coordinator of Clinical Education (ACCE):
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Phone: (318) 678-6107
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Email: kcox@bpcc.edu

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Ms. Carolyn Burroughs
Division of Science and Allied Health - Building B Room 121
Phone: (318) 678-6082
Email: cburroughs@bpcc.edu

Program Coordinator:
Ms. Sandra Partain, MHS, RRT-NPS
Division of Science and Allied Health - Building B Room 149
Phone: (318) 678-6231
Fax: (318) 678-6199
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Program Administrative Assistant:
Ms. Wanda Buckley, Administrative Assistant
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Accreditation Information

Bossier Parish Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree and certificate. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bossier Parish Community College.

The PTA Program at Bossier Parish Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
Information regarding CAPTE or the accreditation process can be obtained at www.apta.org.

**Advisory Committee Information**

The BPCC PTA Program has an active advisory committee with the charge of providing broad-based input to the program. The committee consists of faculty, administrators, professionals, community representatives, and student representatives. Meetings are held annually to allow for discussions and decisions relative to programmatic curriculum modifications/ revisions, student academic and clinical performance, graduate examination results, employer feedback on graduate entry-level performance, and hiring trends.

Decisions made by the advisory committee requiring administrative action are presented to the Vice Chancellor for Academic Affairs, the Curriculum Committee, the governing board or other board or committee as deemed appropriate. Minutes of these meetings are maintained in the Division Office and distributed to the advisory committee membership and BPCC administration.
CLINICAL PRE-REQUISITES

Clinical Admissions Requirements

Upon selection to a program, the student will be required to submit the following items:

Health Status Statement – must be submitted on the form provided by the program director and must be signed by a physician
Immunization/Laboratory test results – must submit official immunization records and laboratory test reports (List of PTA Program specific immunizations and laboratory tests may be located in the section titled “Student Resources”)
Health Insurance documentation – must be maintained while in program
American Heart Association Healthcare Provider Basic Life Support Certification (commonly known as CPR card) – must be maintained while in program
OSHA Certification – current for the year
HIPAA Certification – current for the year

Upon selection to a program, the student will be required to read & sign the following forms/releases (located in section titled “Student Resources”):

Consent for Information Release in Preparation of Clinical Assignment Form
Consent for Background check
Drug/Alcohol Testing Consent form
Memorandum of Understanding
Patient/Client Confidentiality Statement
Student Information Release form
Image Release form
Acknowledgment of BPCC Clinical Handbook form
BPCC’s Under No Obligation Form
Essential Requirements
Computer Usage Policy

Upon selection to the clinical program, the student is required to:

Submit a written acceptance of his/her clinical position
Attend a mandatory Program orientation meeting
Comply with policies and standards set forth by the School, clinical program, and professional or accrediting agency that oversees the clinical program

Release of Information in Preparation for Clinical Assignment

Students are required to sign a Consent for Information Release in Preparation of Clinical Assignment form. This will allow BPCC and its representatives to release
information to clinical affiliate(s) for approval to schedule a student clinical experience and maintain a student’s clinical rotation. The information that will be released includes the following:

- Name
- Contact and identification information
- Background check results
- Drug/Alcohol Testing results
- Health information
- OSHA certification
- HIPAA certification
- BLS certification
- Health Insurance Information
- Academic and clinical performance status
- Emergency contact information
- Vehicle registration information

The ability to place a student in a clinical rotation is not possible without the sharing of this information; therefore, failure to authorize this release of information will result in a recommendation to the Office of Student Services for dismissal from the program. Clinical facilities will also be providing information to BPCC regarding all aspects of the student’s performance while in the program.

Contact Ms. Sandra Partain, Program Coordinator, (318-678-6231) room B149, for further information.

**Background Checks**

Background checks are a required prerequisite for BPCC’s clinical affiliates. Student consent to have a background check performed and for the results to be shared with school administration, clinical faculty, and clinical affiliates is required. Any and all findings will be released to the above named parties. Although positive findings do not immediately interfere with the student’s standing in the clinical program, the findings will be immediately released to the clinical affiliate and it is the clinical affiliate’s decision whether or not to permit a student to perform a clinical rotation in their facility.

Should a student be unable to complete all required rotations or assignments due to refusal of a clinical affiliate to accept the student, the student may be unable to complete the clinical course and may ultimately be unable to complete the program. Contact Ms. Sandra Partain, Program Coordinator, (318-678-6231) room B149, for further information.
Drug/Alcohol Testing

Upon acceptance into a program with a clinical component, each student will be required to sign an Authority to Release Drug and/or Alcohol Testing Records release form and is assessed a non-refundable drug screen fee. Drug testing can be performed randomly, selectively or as a group. Refusal of the program student to submit to a drug test or a positive drug screen indicating alcohol or drug use will result in the student's immediate dismissal from the program.

A student who has been dismissed from a program for a positive drug screen indicating alcohol or drug use may reapply to the program from which he/she was dismissed or to another clinical program after a period of one year with the understanding that the positive drug screen will remain on his/her record. Should a student have another positive drug screen, the student will be dismissed from the program immediately and shall not be permitted to apply to any Bossier Parish Community College allied health program.

Programs with a clinical component also abide by regulations set forth by accreditation agencies, state and federal regulatory boards/agencies, and state and federal law. Program specific management of positive drug/alcohol screen results may vary due to these external requirements. Contact Ms. Sandra Partain, Program Coordinator, (318-678-6231) room B149, for further information.

Essential Requirements

Allied health program admissions are based on academic achievement and additional program specific non-academic criteria that can be referenced in the catalog. Essential Requirements have been established by each program identifying the occupational specific technical standards required of students in the program. Decisions to apply for admission to a clinical program should be made after considering the program Essential Requirements.

It is the responsibility of this program to be concerned with the rights of patients and clinical sites and to only place students in clinical education that are capable of providing safe, high quality health care. The list of Essential Requirements for this program can be located in the section titled “Student Resources”. The Essential Requirements represent reasonable expectations for a student enrolled in a specific clinical program at BPCC.

It is the responsibility of the program applicants to carefully review the Essential Requirements and ask questions if not familiar with the standards and skills listed. Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with clinical training or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity,
character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program. All applicants to the program must have the ability to meet the standards and skills listed in the Essential Requirements if accepted to the program in order to complete the educational requirements for the certificate or degree sought.

If a student cannot demonstrate the standards and skills contained within a program’s Essential Requirements without accommodation, it is the responsibility of the student to request an appropriate accommodation with Career Services Provider, (Career Services, Building F, 318-678-6005) by the clinical program’s application deadline. The College is committed to the principle of equal opportunity as defined in the catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not compromise patient safety, or impose an undue hardship such as those that cause a significant expense or are unduly disruptive to the educational process.

A copy of essential requirements specific to the PTA program is located in the “Student Resources” section of this handbook.

**Student Competence Assessment Prerequisite**

As described on the syllabi for all PTA Clinical Practice courses (PTAP 206, PTAP 216, & PTAP 226), as an additional pre-requisite to placement in a clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty member coordinating/instructing the course. *Clinical Practice course syllabi available for reference in the “Student Resources” section of this handbook.*

<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th>Pre-requisite competence/safety (skills that faculty must evaluate &amp; deem student safe in executing in laboratory setting prior to clinical experience)</th>
</tr>
</thead>
</table>
| PTAP 206 (Clinical Practice I) – fall rotation | PTAP 202 – **Clinical Kinesiology** – goniometry, MMT, exercises for strengthening  
PTAP 203 – **Orthopedic Conditions** – exercises for ROM (PROM, AAROM, AROM), exercises for stretching (“manual” & ”self” stretching, static/LLLD/hold-relax types), selected special tests (vertebral artery, Homan’s, and muscle length assessments such as Ober’s/Thomas/SLR)  
PTAP 204 – **PT Procedures** – positioning/draping, vital sign assessment, gait training with assistive devices, transfers, infection control principles  
PTAP 205 – **Therapeutic Modalities** – heat (moist heat, paraffin, fluidotherapy) cold (ice massage, ice pack), ultrasound, e-stim (VMS/NMES, Tens, IF, high-volt, Russian), traction, and compression. (*students also assessed on patient interaction necessary to determine contraindications/precautions related to each modality)* |
PTAP 216 (Clinical Practice II) – spring rotation

PTAP 214 – Therapeutic Exercise – facilitation/inhibition techniques, PNF technique applications, NDT and functional training interventions in multiple postures and for each level of motor control

PTAP 215 – Special Areas of Practice – residual limb wrapping

PTAP 226 (Clinical Practice III) – final summer rotations

See above. Student by this point has completed all class/lab curriculum.

ADDITIONAL PROGRAM POLICIES & PROCEDURES

Safety, Accident/Injury and Insurance Information

Class/Laboratory Safety

Policies and rules related to safety in the PTA laboratory are posted on the safety bulletin board in the PTA lab, are located under “Student Resources” in this handbook, and are reviewed during orientation to the PTA Program. In the event of an accident resulting in injury to a PTA student during a PTA laboratory activity or field trip, the appropriate incident report form (also located on the safety bulletin board in the PTA lab) must be completed and submitted. PTA clinical student fees cover laboratory insurance for each PTA lab course. This insurance acts as secondary insurance in covering the expenses related to injuries sustained as a result of accidents during lab or field trips.

Student Safety/Injury during clinical experiences

During PTA clinical externships/rotations (PTAP 206, 216 and 226), in the event of an accident resulting in student injury the student should immediately notify the clinical instructor/preceptor of the accident and follow the policies of the facility including completing the appropriate incident report/documentation. Expenses related to student illnesses or injuries occurring during a clinical externship/rotation are covered by the student’s personal health insurance, which must be maintained throughout the clinical program.

Patient/client injury during clinical experiences

In the event of an accident resulting in patient injury during a clinical externship/rotation, the student should immediately notify the clinical instructor/preceptor of the accident and follow the policies of the facility including completing the appropriate incident report/documentation. The student is also required to notify the PTA Program Clinical Coordinator who will determine what documentation the student/preceptor must submit to the school related to the incident. Students are provided malpractice insurance while enrolled in the PTA program by the Louisiana Office of Risk Management in the amount of
$5,000,000 per occurrence. Coverage terminates when a student graduates or is no longer enrolled. This policy covers students only during assigned clinical practice.

**Clinical Fees and Other Expenses**

A clinical fee is charged, in addition to regular college tuition, for each clinical program. This fee is required each semester that a student is scheduled to practice in a clinical facility. The regular college tuition and fees are listed in the BPCC Academic Bulletin. Students may incur expenses in addition to tuition and fees for items including physical exam, laboratory testing, immunizations, health insurance, required uniform, books, and other program specific requirements. A cost-sheet estimating the student's expenses while enrolled in the clinical program is provided in the “Student Resources” section of this handbook.

**Attendance**

The BPCC attendance policy states that students are to attend all classes regularly and punctually. The college policy also acknowledges that in clinical and laboratory classes, with regard to both excused and unexcused absences, the student may be expected to abide by additional attendance policies. The PTA program has a more stringent attendance policy because of the condensed delivery format, demands of the PTA curriculum, and the problems encountered when class/laboratory/clinical activities are missed. Faculty are charged with ensuring and documenting safety of all skills, and there is a limit to both the quantity and quality of make-up work that faculty can provide. For these reasons, the PTA program has the following expectations regarding student attendance:

**Definitions**

“**Excused Absence**” - An absence can be excused **ONLY** if the student has notified the program office/program faculty member (and clinical affiliate if absent from clinical externship hours) **prior** to the scheduled class/clinical time of the missed day. Excused absences could include illness, ill family member, death of immediate family member, jury duty, military duty, or other circumstance with prior approval by faculty member. Excused absences require documentation at the discretion of the program director/instructor.

“**Unexcused Absence**” - An absence which does not meet the definition of excused absence or one in which the program office/program faculty member (and clinical instructor/preceptor if absent from clinical externship hours) were not contacted prior to the scheduled clinical time is considered **unexcused**. Unexcused absences could include car trouble, routine doctor appointments, dentist appointments, child care issues, etc.
PTA Program Policy Regarding Unexcused Absences

For all PTA lecture/laboratory and clinical practice courses, one unexcused absence will result in a written programmatic counseling. Two unexcused absences will result in a referral to the Office of Student Services with the recommendation for dismissal from the PTA Program. Unexcused hours missed will be applied toward the maximum total contact hours a student may miss in any class as described below. Any assignments or exams missed because of an unexcused absence will be scored a zero. Unexcused missed clinical practice/externship hours must be made-up.

PTA Program Policy Regarding Excused Absences

For clinical practice/clinical externship absences, two (2) excused absences will result in a verbal programmatic counseling. Three (3) excused absences will result in a written programmatic counseling. Four (4) or more excused absences may result in a referral to the Office of Student Services with the recommendation for dismissal from the PTA Program.

For PTAP class/lab courses, when a student has missed 20% of the course contact hours in any PTAP lecture/lab course, the student will receive a written programmatic counseling. When a student has missed 25% of the course contact hours in any PTAP lecture/lab course, a grade of “F” will be assigned. Students should refer to individual PTAP course syllabi for specific information on the number of contact hours in that course equating to 20% and 25%. Make-up work/exams for excused absences will be delivered in an alternate format at the instructor’s discretion. Make-up work must be completed within three days of the excused absence.

*Students who are tardy are considered absent and the same procedures and policies apply.

*Students should be aware that if employment interferes with attendance and participation in clinical classes/externships these absences will be unexcused and students will be subject to disciplinary action or dismissal from the program.

Academic Standards

Students accepted into BPCC Allied Health programs are expected to succeed both clinically and academically. In order to successfully complete the Program phase of the PTA curriculum, students must earn at least a "C" or better in each of their programmatic curriculum courses and maintain a per semester GPA of at least 2.50**. If a student demonstrates difficulty academically, the following actions may result. (**not applicable for 1st summer clinical program semester)
Remediation

A remediation conference may occur any time a student scores below 75% on any written exam, laboratory skills examination, or other class assignment during the Program. The conference between the student and course instructor will likely involve identification of areas of weakness and establishment of a plan to improve the student's understanding of the material. This plan may involve assignment of additional activities, research, or practice in that area. A record of the conference will be completed, signed by both the student and instructor, and placed in the student's file. Continued counseling, assistance and remediation activities may be provided throughout each semester; however, none of the extra assignments will add bonus points to a student's original exam/assignment score. The purpose of remediation is to improve a student's proficiency in an area of identified weakness as early as possible in the learning process.

Programmatic Academic Dismissal

A student will be dismissed from the PTA Program if his/her semester grade point average falls below a 2.50 (**not applicable for 1st summer Program semester), or if a grade of "D" or "F" is received in any course. The student must reapply to the program and interview for the next class the following year if he/she wishes to continue to pursue the clinical phase of the program. If the student is selected for readmission with the next class, it will be the responsibility of the program director to determine which courses the student must repeat or audit. (With few exceptions, the student will be required to either repeat or audit all Program courses). In addition to the above occurrences, the student may be dismissed from the program for academic honesty violations (i.e. cheating, plagiarism). Further details of academic misconduct can be referred to in the BPCC Student Handbook.

Voluntary Withdrawal

A student in good standing may voluntarily withdraw from the Program for good cause (i.e. illness, injury, pregnancy, financial hardship, family hardship) and request special consideration for readmission to the Program with the following class. The student must submit such a request in writing to the PTA Program Director who will have discretion as to determining what circumstances constitute “good cause” and which courses the student must repeat or audit upon readmission. Readmission will only be considered in the class immediately following the one from which the student voluntarily withdrew.

Programmatic Counseling

BPCC is dedicated to the development of professionals. Programmatic Counseling is a means for an instructor to further educate a student about behavior or actions that are unbecoming for a professional. The programmatic
counseling documentation is maintained in the student’s file, but will be released to the Office of Student Services should the behavior require disciplinary action or intervention.

**Disciplinary Referral**

At any time unsatisfactory behavior in the clinical, laboratory, or classroom setting is identified as requiring disciplinary action, the following procedure will apply:

1. The instructor will immediately fax (318-678-6474) a completed Disciplinary Referral Form to the Office of Student Services. The instructor should also fax any supportive documentation.
2. The instructor does NOT contact the student regarding this referral. The student will be contacted by the Office of Student Services.
3. After review of the documentation and meeting with the student, the Vice Chancellor for Student Services will determine the course of disciplinary action.
4. The instructor will be notified by the Vice Chancellor for Student Services of the disciplinary action taken.

**Certain behaviors, including but not limited to the following, may result in immediate dismissal from the program:**

- Violation of patient’s rights
- Violation of patient’s confidentiality
- Falsifying data or records
- Illegal behavior or act
- Possession or use of intoxicants or narcotics
- Failure to follow the instructions of employees of the facility
- **Any conduct that results in dismissal from a clinical site or programmatic course**
- Positive drug test result
- Jeopardizing patient safety
- Failure to maintain personal health insurance
- Failure to consent to a background check, drug/alcohol screen, or Release of Information for Preparation of Clinical Rotation

**Clinical facilities do have the right, per the Affiliation Agreement with the College, to request the removal of a student from the site at any time due to behavior or performance deficits.**
Due Process

Students have the right to appeal any grade or disciplinary action. The process of appeal is described in BPCC student Handbook, available on-line at http://www.bpcc.edu/studenthandbook/index.html.

Counseling and Career Services

Effective March 22, 2010 personal counseling will now be outsourced to off campus locations. Please contact Career Services at 678-6005 for more information.

The office of Career Services seeks to empower students with the skills needed to excel at a four-year university or in entering the job market. Professional counselors assist students in developing career decision-making skills, in assessing ability, personality, interest, and values and in acquiring information about careers. Students are encouraged to meet with a counselor to discuss career exploration and academic programs.

Current students and alumni are assisted in locating employment which is compatible with their job needs and educational objectives. Job opportunities include full-time, part-time, and temporary employment for both on and off campus. The use of electronic applications for students and employers and OPTIMAL RESUME enables Career Services to be of greater assistance in the registration and employment process for students, alumni, and employers. On campus job interviews with prospective employees are held throughout the year in addition to the annual Career Fairs held each fall and spring. The office provides resume and cover letter writing and interview skills workshops.

Clinical Education Terminology

The Academic Coordinator of Clinical Education (ACCE) is the Program faculty member with the academic and administrative responsibility of overseeing the clinical education component of the Program.

Responsibilities:

- liaison between the Program and clinical sites/faculty.
- communicates regularly with clinical sites and clinical instructors in planning for student affiliations
- works with the Clinical Coordinator of the Division (Sandra Partain) to establish affiliation agreements that meet the needs of the College, student and facility
- Assigns students to sites for clinical experiences
- Provides or facilitates continuing education and training of clinical instructors in collaboration with the facility CCCE
• Monitors and facilitates student progress toward individual and course goals/objectives during clinical experiences
• Counsels students individually on clinical performance and professional behavior issues
• Determines the grade for clinical practice courses
• Evaluates the effectiveness of clinical instructors, clinical facility student programs, and the Program’s clinical education component
• Communicates information related to student clinical performance and the effectiveness of the clinical education program to the Advisory Committee

The Center Coordinator of Clinical Education (CCCE) the individual appointed by the clinical education site and designated as the primary contact person for the Program ACCE who is responsible for coordinating student clinical education experiences at the clinical education site.

Responsibilities:
• Serves as the key contact person for the Program ACCE in planning for upcoming clinical education rotations/experiences
• In collaboration with the Science & Allied Health Division Clinical Coordinator, facilitates on-site the completion of the Affiliation Agreement with the College
• Provides the Program with current information regarding student pre-requisite requirements (immunizations, laboratory tests, certifications, screenings, etc.)
• Provides or arranges for education and training of clinical instructors in collaboration with Program ACCE
• Delegates clinical supervision of students to approved physical therapy clinical instructors
• Oversees the orientation of the student to the clinical facility
• Acts as a liason between the student and clinical instructor
• Evaluates, in consultation with the ACCE, the effectiveness of the clinical education program and the facility’s clinical instructors
• Maintains necessary/appropriate documentation related to the site’s clinical education program

The Clinical Instructor (CI) is the physical therapist or physical therapist assistant selected by the CCCE with at least one year of clinical experience who directly supervises the student in the clinical environment. It is preferred, but not required, that the CI have completed the APTA CI Certification Course and that the CI be a member of the APTA.

Responsibilities:
• in collaboration with the CCCE and ACCE, plans appropriate learning experiences for the student
• works with the student and Program to identify appropriate objectives for the clinical experience
• supervise the student appropriately in order to provide quality learning experiences in the areas of professional skills, data collection, interventions, and site-specific skills
• provides both formal and informal feedback to the student regarding his/her performance on a regular basis
• communicates with the CCCE and ACCE regarding student performance
• completes Program required documentation in a timely manner
• makes an effort to address the varying needs of clinical students in terms of experience, learning style, progress within the curriculum and interpersonal communication characteristics
• serves as a role model for legal, ethical, and professional behavior

Procedure for Clinical Education Placement

During the PTA Program, students complete four clinical experiences of 4-5 weeks in length each. Officially, these experiences are divided into:

• PTAP 206 (Clinical Practice I) – (fall) - four week full-time (40 hrs/week) clinical experience
• PTAP 216 (Clinical Practice II) - (spring) - five week full-time (40 hr/week) clinical experience
• and PTAP 226 (Clinical Practice III) – (final summer) - two (2) full-time (40 hrs/week) experiences of 4.5 weeks each

Through communication with the Science & Allied Health Program Coordinator, the PTA Program ACCE maintains a record of clinical sites/affiliates with current clinical education agreements (contracts) with the School/Program. Additionally the ACCE tracks the “available” clinical placements/slots for each upcoming clinical experience. This record is updated regularly through (1) returned Student Commitment Forms (annual request for placements) and (2) informal communications with sites regarding available student placements (email, phone calls).

During the first summer semester of the Program, students are prompted to give input into the selection of the sites for their clinical rotations through completion of a Clinical Rotation Choices Form. Students are instructed to reference the Clinical Site Binders (located in the PTA classroom B-236) in completing this form. These binders (for active/available clinical sites) contain:

• the Clinical Site Information Form for the facility (if available)
• Evaluations of the Clinical Site/Experience Forms from students who have previously been assigned to the facility
• the Clinical Site Report Form which summarizes “logistical” information on the facility (parking, dress code, etc.)
• a color code indicating the “setting” category of the facility with “Acute” = red, “Rehab/Neuro” = green, “Outpatient” = blue and “Specialty” = yellow

Students are instructed to make clinical site requests in categories of Acute Care, Rehab/Neuro and Outpatient with fourth selection either a Specialty selection or repeat of a required category (3 choices per category) and to list a minimum of one out-of-town clinical site (outside of Shreveport-Bossier) on the Clinical Rotation Choices Form.

If a student is interested in a clinical rotation at a facility not currently contracted with the school, then a Request for Clinical Site Development Form must be submitted (*form available on Blackboard during PTAP 200). The ACCE corresponds with the requested site to investigate the option of placing a student in the facility. If the site/clinical instructors are deemed appropriate for clinical experiences, the Science & Allied Health Programs Coordinator is then contacted to facilitate execution of a Clinical Education Agreement prior to the student’s clinical experience.

The ACCE, who is ultimately responsible for the decisions related to student clinical placements, takes into consideration multiple factors in making those clinical assignments. Those factors include:
• a student’s prior experiences before entering the program and strengths/weaknesses identified during previous clinical rotations;
• requirement that students are provided experiences in a variety of practice settings;
• location of the clinical facilities;
• communication and learning style of the student;
• environment and teaching style of the facility/clinical instructor(s);
• educational and personal goals of the student;
• consideration of student requests.

Students are notified of clinical placement decisions a minimum of 4 weeks prior to the start of the rotation in order to arrange transportation/housing if necessary. Complaints and/or appeals of clinical placement decisions should be presented directly to the ACCE and are handled on a case-by-case basis.

Students should be aware that depending upon clinical site availability, any or all of their clinical experiences may be scheduled outside the Shreveport-Bossier area. Potential hardships related to travel should be presented to the ACCE who may factor in those circumstances when making placement considerations.

Students are typically not placed in facilities in which they are (or have been) employed, in which a family member is employed, or in other settings in which
the ACCE deems there is a conflict of interests. Such conditions pose a risk of undue subjectivity in grading.

Students are responsible for the arrangement and cost of transportation and housing for each clinical practice course.

**Professional Appearance (during clinical practice experiences)**

PTA students must follow the facility-specific dress code policies of each clinical site to which they are assigned. If lab coats and/or scrubs are required by the facility, then the student will be responsible for securing those items. Hair will be fashioned as to not fall forward or over the sides of the face when working with patients/clients. Nails will be keep short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered or removed. A BPCC name badge (or facility badge) identifying the student as a “student” or “SPTA” must be worn during all patient interactions (more information below).

**Student Identification**

While in clinical rotations students must display facility appropriate identification as specified by the clinical site such as a hospital issued ID badge or BPCC issued clinical student ID badge. Students must return this security badge/card to the program director by a specified date. Failure to submit the badge/card will result in the immediate release of the student’s name to Bossier Parish Community College’s Office of Student Services. A “Hold” will be placed on the student’s file preventing the release of the student’s records. This will interfere with graduation, registration, or obtaining a copy of official transcripts (transferring to another school). If a “Hold” is placed for this reason, it will be removed once the security badge/card has been returned to the Program Coordinator, Ms. Sandra Partain (B149).

**Affective Skills Expectations**

In addition to requirements related to technical skill development during clinical practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional”. Students are expected to conduct themselves in a professional manner at all times during clinical experiences. The policies and procedures of the Program and of the Clinical Facility must be adhered to and additionally the student should conform to the principles outlined in the APTA Guide for Professional Conduct and the APTA
Code of Ethics. Specifically, the Program has defined the expected affective behaviors/skills as:

- Commitment to Learning
- Interpersonal Skills
- Communication Skills
- Effective Use of Time & Resources
- Use of Constructive Feedback
- Problem Solving
- Critical Thinking
- Professionalism
- Responsibility
- Stress Management

Preceding the first clinical experience, students will receive from the ACCE more detailed descriptions, expectations and examples related to each of the affective skills. Following this lecture series, students will be required to complete a self-assessment of affective behaviors (sample available in “Student Resources”) and participate in a one-on-one meeting with the ACCE to discuss that assessment and set goals related to affective skill development for the clinical experience(s).

Clinical instructor feedback is solicited during each clinical experience on the student’s professional skills and course requirements related to which skills must be “checked off” during the rotation(s) are outlined on each clinical practice course syllabus.

**Summary of Role/Responsibilities of the Student During Clinical Experiences**

While individual clinical practice course syllabi describe requirements for each clinical experience specifically, PTA students participating in clinical education courses have the following global responsibilities:

- submit requests to the ACCE for clinical education placements on the Clinical Rotation Choices Form by the established deadline
- secure and wear appropriate uniform/dress designated by each site
- assume travel and accommodation expenses related to each assigned clinical site
- read and abide by the policies, procedures and standards of the College, the Program, the clinical facility and the profession.
- Complete a biography form preceding each clinical experience which includes a list of specific goals/objectives
- fulfill and maintain all prerequisite requirements for clinical education identified by the Program and the clinical site
- actively participate in the clinical learning process
Physical Therapist Assistant Program Student Program Handbook 2010-2011

- complete all assignments requested by the Program or the clinical site
- complete a Student Assessment of the Clinical Education Site/Clinical Experience form and submit to the ACCE electronically (sample in “Student Resources” section)
- complete a Student Assessment of the Clinical Instructor form and submit to the ACCE electronically (sample in “Student Resources” section)
- complete self-assessments of clinical performance and affective/professional skills in the PTA MACS

**Clinical Performance Evaluation**

Clinical Practice courses in the PTA Program curriculum are “pass/fail” in nature. The primary tool utilized by the Program for the evaluation of student clinical performance is the PTA MACS. Learning outcomes on the clinical course syllabi (PTAP 206, PTAP 216 & PTAP 226) describe the expectations for what or how many specific skills from the MACS must be deemed “entry-level” (checked) in order for the student to receive a passing grade for the course.

| PTAP 206 (Clinical Practice I) - fall rotation | Student is expected achieve “entry-level” skill with:
| Skill 1 – Commitment to Learning |
| Skill 2 – Interpersonal Skills |
| Skill 3 – Communication Skills: Oral & Written |
| Skill 5 – Use of Constructive Feedback |
| Skill 7 – Professionalism |
| Skill 8 – Responsibility |
| Skill 10 – Stress Management |
| Skill 11 – Safety |
| Progress toward a minimum of 15 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions & Site Specific Skills) |
| “Checking” (entry-level performance) on a minimum of 10 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions & Site Specific Skills) |

| PTAP 216 (Clinical Practice II) – spring rotation | Student is expected achieve “entry-level” skill with (must be re-checked):
| Skill 1 – Commitment to Learning |
| Skill 2 – Interpersonal Skills |
| Skill 3 – Communication Skills: Oral & Written |
| Skill 5 – Use of Constructive Feedback |
| Skill 7 – Professionalism |
| Skill 8 – Responsibility |
| Skill 10 – Stress Management |
| Skill 11 – Safety |
| Progress toward a minimum of 20 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions & Site Specific Skills) |
| “Checking” (entry-level performance) on a minimum of 15 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions & Site Specific Skills) |
combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions & Site Specific Skills)

| PTAP 226 (Clinical Practice III) – summer rotation | Student must be “checked” (deemed entry-level) on all skills from the MACS areas of Professional Behaviors, Data Collection, & Interventions (Site Specific Skills are optional) |

In addition to data collected from the PTA MACS, student performance during clinical experiences is also assessed using:

**Clinical Instructor Evaluation of Student Performance** form (sample in “Student Resources” section) completed by the CI at the end of the experience and submitted to the ACCE electronically. This form identifies both student-specific strengths/weaknesses and perceived Program strengths/weaknesses.

Midterm conference/communication between ACCE, CI and student during the clinical experience which provides qualitative information regarding student performance.

Formal evaluations of the student by the clinical instructor in consultation with the ACCE should occur at “midterm” and at/near the end of each clinical rotation. Identified deficits in student performance occurring during these assessments may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

While information related to student performance is gathered from the clinical instructor’s comments, documentation and grading/scoring, the responsibility for assigning the clinical education course grade ultimately lies with the ACCE who uses that input to objectively assign the pass or fail grade as appropriate.

**BPCC Resources and Electronic Communication**

BPCC Library Website:  [www.bpcc.edu/library](http://www.bpcc.edu/library)

BPCC Blackboard Link:  [http://blackboard.bpcc.edu](http://blackboard.bpcc.edu)

Username: Your student ID number (example: 10011111)
Password: Your 6 digit birthday (example: 011188)
For additional information about BPCC’s Blackboard, contact Gary Ware at 318-678-6370.

**Student Web-mail**

Your log-on information for your **BPCC student email account** is the first initial of your first name, all of your last name, and the last three digits of your student ID number. Your password is your birth date in the six-digit format. For additional information about BPCC’s student web-mail, contact Computer Services at 318-678-6418.

**Computer Usage**

BPCC encourages and embraces technology and the opportunities for learning it provides. However, students must behave in a manner that is ethical and legal when utilizing the computers, internet, and wireless internet connection at School and in a clinical setting. Students are only permitted to perform activities that are academic in nature when using these resources. The computer and internet usage is monitored to ensure these resources are not abused. Failure to act in a manner that is ethical and/or legal will result in disciplinary action.

**Complaints**

**Students**

A complaint from an outside source about a student enrolled in the BPCC PTA program, that at the time of the complaint is acting in a capacity to represent the College or Program, will be dealt with according to the Program/College’s discipline policies and procedures.

**Other Complaints**

A complaint received by a representative of the BPCC PTA Program which falls outside of existing policies for discipline or due process will be documented and forwarded to the Dean of Science & Allied Health. Actions taken related to these complaints will vary depending upon the nature of the complaint. Documentation of the complaint and action(s) taken will be kept in the division office.

**Reporting to CAPTE**

If the Program/College’s actions related to the complaint does not bring about a satisfactory resolution, then the complainant is welcome to contact the Commission on Accreditation in Physical Therapy Education (CAPTE). Contact information for CAPTE can be accessed through the APTA website at www.apta.org or by calling the Department on Accreditation of APTA at 703-706-3245.
BPCC’s Under No Obligation

BPCC strives to provide the best education for all of its students. The School’s attention and compliance with regulatory and accreditation agencies is continuous. However, a student’s graduation or completion of a course or program does not ensure a student’s ability to successfully pass a national credentialing or certification examination or approval for licensure that may be required to practice. It is the student’s responsibility to maintain his/her adequate academic and clinical skill and to further improve them to a mastery level if passing a national credentialing or certification examination is one’s goal. It is the student’s responsibility to meet the criteria set forth by the licensure board or organization if obtaining a license is one’s goal. Graduation or successful completion of a BPCC course or program only indicates a student has met the minimum requirements set forth by BPCC and/or its regulatory and accreditation agencies.

STUDENT RESOURCES (APPENDIX)

Student Resources

The following documents and forms are included as a reference for the student. The student’s signed original release forms are maintained in the student’s Science and Allied Health Division clinical student file while enrolled in the clinical program.
PTA Student Disclosure of Clinical Requirements

After selection/enrollment into the CLINICAL PHASE of the PTA Program, you will be required to complete and provide documentation of the following immunizations/laboratory tests:

- Hepatitis B vaccination series
- Hepatitis B titer*
- Varicella titer*
- Rubella and Rubeola titer*
- Negative TB skin test or negative chest x-ray report (current for the year)
- 2 MMR (2 MMR if born after 1957, only 1 MMR if born before 1957)
- Tetanus (within 10 years)

*A negative titer may require additional vaccinations and titers to be performed.

After selection/enrollment into the CLINICAL PHASE of the PTA Program, you will be additionally required to provide documentation of following:

- General physical examination – with physician documenting results on the PTA Program specific form
- Health insurance verification** (must be maintained during enrollment in clinical phase of the program)
- HIPAA certification (earned during ALHT 109; must be updated annually)
- OSHA certification (earned during ALHT 109; must be updated annually)
- American Heart Association Healthcare Provider Basic Life Support certification (earned during ALHT 109; must be kept current)
- Copy of Driver’s License or State Issued Identification Card
- TB Mask Fit Test performed at Willis Knighton Health System Workcare, if performing a clinical rotation in that system
- Certificate of Completion of online modules for the Veteran’s Administration (VA) Hospital, if performing a clinical rotation in that system

After selection/enrollment into the CLINICAL PHASE of the PTA Program, you will be required to complete/sign the following:

- Consent form for Background Checks (To include a minimum of the following: Criminal history, Social Security number trace, residency history, Office of Inspector General Sanction Report, Medicare/Medicaid excluded lists, and General Services Administration, and State and National Sexual Predator Registry)
• Consent form for Drug / Alcohol screening (Random testing may be performed at any time)
• Image release form
• Student information release form
• Memo of Understanding form
• Clinical Student Handbook Acknowledgement
• Essential Requirements (Technical Requirements) form
• BPCC Under No Obligation form
• Consent for Information Release in Preparation for Clinical Assignment form

PTA Students should also be aware that certain behaviors, including but not limited to the following, may result in immediate dismissal from the PTA clinical program:

• Violation of patients right/confidentiality
• Falsifying data and/or records
• Illegal behavior or act
• Possession or use of intoxicants or narcotics
• Failure to follow the instructions of employees of the facility
• Any conduct that results in dismissal from a clinical site or programmatic course
• Positive drug test result
• Jeopardizing patient safety
• Failure to remain “current” with required immunizations, laboratory tests, certifications, or personal health insurance
• Failure to consent to a background check, drug/alcohol screen, or Release of Information for Preparation of Clinical Rotations

Additional documentation or procedures may be required at any time. Changes to documentation requirements would be in response to mandates administered by accrediting agencies, clinical affiliates, or administration. If you have any questions, please contact the Allied Health Program Coordinator, Sandra Partain, at 318-678-6231 (Building B, Room 149).
Consent for Information Release in Preparation for Clinical Assignment

I, _______________________________________________________, authorize Bossier Parish Community College (BPCC) and its agents to release my name, contact information, social security number, date of birth, background check results, drug/alcohol screen results, health information, OSHA certification, HIPAA certification, American Heart Association Health Care Provider Basic Life Support Certification, health insurance information, and information regarding my performance as necessary to a third party for the sole purpose of obtaining and maintaining approval for clinical assignment while enrolled in the Physical Therapist Assistant Program. I know it is my responsibility to inform BPCC of any changes or updates in the above named information.

______________________________________________    ________________
Student's Signature        Date

______________________________________________________
Student’s Printed Name
As part of the requirements for clinical participation through **Bossier Parish Community College**, I authorize an investigation of my personal information. The investigation might include, but is not limited to criminal history records (from state, federal and other agencies), social security number trace, residency history, Office of Inspector General Sanction Report (OIG), Medicare/Medicaid excluded lists, and General Services Administration (GSA). I understand that these records may be used for the participation of clinical into the aforementioned school’s medical or nursing program. I authorize without reservation the full release of these records and for American DataBank and/or its agents contacted by American DataBank to obtain information.

In addition, I release and discharge American DataBank, and all of its agents and associates, any expenses, losses, damages, liabilities, or any other charges or complaints for the investigative process. I also authorize the full release of the information described above, without any reservation, throughout any duration of my enrollment at **Bossier Parish Community College**. I also certify that all information provided is correct on the application to the best of my knowledge. Any false statements provided will be considered just cause for denial of acceptance.

Upon Request, American DataBank will supply a copy of my report and my rights under the Fair Credit Reporting Act. Requests may be directed to: American DataBank, 820 Sixteenth St. 8th Fl., Denver, CO 80202 or by contacting us at 1-800-200-0853.

< Please Print >

**Applicant’s Name:**

_______________________________________________________  First                                                  M.I.                                           Last

Signature:____________________________ Date: _____mm/______dd/______ yy

**Date of Birth:** _____mm/______dd/__________ yy (this is used for only criminal and driving records retrieval.)

**Social Security Number:** _____________ - ____________ - _______________

**Driver’s License Number:** ___________________________________ State: _______

**Current Address:**

______________________________________________________________  Street Address

City                                               State                        Zip

**Length of Residency:** _____Yr      **Phone Number:** ____________

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American DataBank
820 Sixteenth St., 8th Fl., Denver, CO 80202 Tel: 800-200-0853
Fax: 1-303-573-1779
Bossier Parish Community College
Authority to Release Drug and / or Alcohol Testing Records

As part of the drug policy for clinical students at Bossier Parish Community College, I, ____________________________, do hereby voluntarily consent to drug/alcohol testing. I also authorize and give full written permission to the testing agency to release the results to Bossier Parish Community College. Information may be released for the purpose of confirming eligibility to continue in the program, as required by regulating agencies, and for participation in clinical classes, as required by clinical affiliates. Except as permitted by the testing program, the College will exercise its best effort to assure that all test results remain confidential. Bossier Parish Community College may also advise others, within the normal reporting lines, of a positive result for illegal drugs or for banned legal drugs, where such disclosure is appropriate.

I understand that as a student, if I test positive for drugs, I will be immediately dismissed from the program.

________________________________________
Student Name (print)

_______________________________________ _______________
Student Signature      Date

Information may be released to the following:

Bossier Parish Community College:
Program Director, Division Chair, Administration, Clinical Affiliates, Clinical Faculty and Program Coordinator
Physical Therapist Assistant Program Student Program Handbook 2010-2011

Bossier Parish Community College
Memorandum of Understanding

I understand that a portion of my education in the Physical Therapist Assistant Program at Bossier Parish Community College (BPCC) will include clinical placements in health care facilities. One purpose of clinical education is to acquaint students with the reality of clinical practice of a health care profession. I understand that during clinical placement, I will be subject to the known and unknown risks those members of my profession experience in the provision of health care. These may include exposure to people with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment. I realize however that as a student, I am not eligible for coverage under the College’s or facility’s workmen’s compensation insurance, and there is no mechanism for compensation in the event I am injured during my clinical placement.

Every attempt has been made by the Bossier Parish Community College’s Physical Therapist Assistant Program to protect my interests. I have been provided basic instruction in prevention procedures and in the application of reasonable and prudent clinical practices, which can serve to limit unnecessary exposure and constitute a measure of safety for me and the patients I treat. I understand that it is my responsibility to apply these procedures and to take appropriate steps to protect my patients and myself. As a condition of placement in a clinical affiliation, I will be required by the facility and the College to show proof of health insurance. I also understand that another condition of placement in a clinical affiliation is completion and submission of immunizations and laboratory testing. Further, I will be expected to abide by whatever policy (ies) the facility has regarding risk exposure management for its employees, even though I am not considered by the College or the facility to be an employee of the facility.

The program director, for the program in which I am enrolled, has offered to answer any questions that I may have about these risks and the precautions I can take to avoid them. If I have any questions before, during, or after the clinical affiliations, I will contact my program director. Also, I understand that I may stop any participation in the clinical affiliation at any time I think my personal safety, or that of the patients I treat, is in jeopardy and agree to contact my program director immediately should this occur.

I have a right to privacy, and all information obtained in connection with this affiliation that can be identified with me will remain confidential as far as possible within state and federal laws.

I voluntarily agree to participate in clinical affiliations arranged by the Bossier Parish Community College Physical Therapist Assistant Program.

In addition, I acknowledge that I have read, understand and will abide by clinical policies as established by the BPCC Allied Health Division as presented to me in the Program Handbook.

______________________________________________  __________________
Signature of Student  Date

________________________________________________
Printed name of Student

Updated 6/10 kcox 34
Patient/Client Confidentiality Statement

I acknowledge that I have received training in protecting patient/client confidentiality and HIPAA guidelines. In the course of my clinical training I will have access to confidential information related to patients/clients of the facilities that I enter. I have been informed that it is my **responsibility** as a student enrolled in a clinical program at Bossier Parish Community College to maintain confidential any information related to patients and/or clients. I specifically understand that per HIPPA guidelines, the following behaviors are prohibited:

- **Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information**
- **Unauthorized use, copying, or reading of patient medical records**
- **Unauthorized use, copying or reading of employee/hospital records**
- **Taking patient records outside the clinical facility**
- **Any tampering of patient information**

I understand that this policy/agreement applies not only to patients/clients with whom I have direct contact, but for **any** personal/confidential information I may have access to while in the clinical setting.

I further understand that I must use discretion when discussing patient/client information with other **appropriate** individuals to assure that the nature of the discussion remains professional and pertains only to information clinically relevant. I will make every effort to assure that such conversations cannot be overheard by those not involved in the patient’s care.

I am aware that violations of this policy/agreement may result in sanctions and may be grounds for dismissal from the clinical program.

I understand that some clinical facilities will have additional policies related to protecting patient/client information that I will be expected to follow.

___________________________________________                ___________________
Student Signature                                                                   Date
BOSSIER PARISH COMMUNITY COLLEGE

Student Information Release Form

I, ______________________________, ______________________________

Student Name                                                         Student Identification Number

Hereby give my permission to discuss or disclose information from my personal records regarding the following:

_____ grades/transcripts                        _____ attendance

_____ financial aid                               _____ discipline records

_____ other:____________________________________________________

These records may be disclosed by the following means:

_____ in person                 ____  by fax   _____  by phone

The purpose for this disclosure is the following:

________________________________________________________________

________________________________________________________________

________________________________________________________________

Release information to:

__________________________________ on _____ / ______ /____________

Person/relationship                                                                      Month          Day                  Year

________________________________________________________________

Student signature                                                                                                    Date

________________________________________________________________

Witness                                                                                                                   Date

________________________________________________________________

Witness                                                                                                                   Date
Bossier Parish Community College
Authorization for Imaging Release

I do hereby irrevocably authorize Bossier Parish Community College, and employees thereof to copyright, publish, and use in all forms and media and all manners for advertising, trade, promotion, education, exhibition, or any other lawful purpose whatsoever, still, single, multiple of moving photographic portraits, pictures, or videos in which I may be included in whole or in part, or composite or distorted in character, or form, in conjunction with or without my own name, or reproductions thereof in color or otherwise or other derivative works made through any medium.

I do hereby waive any right that I may have to inspect or approve the finished product or the advertising or other copy that maybe used in connection therewith or the use to which it may be applied.

I do hereby warrant that I am of full age and have every right to grant release in my own name in the above regard. Further, I have read the above authorization and release, prior to its execution, and I am fully familiar with the contents thereof.

Signed: __________________________  Date: _______________
I, _______________________________________________________, acknowledge receipt of a Student Program Handbook for the Physical Therapist Assistant Program.
I accept the responsibility of abiding by the rules and procedures contained in the Student Program Handbook. My signature below also indicates my understanding that the policies are contained in the Student Clinical Handbook do not replace the policies and procedures found in the Bossier Parish Community College Student Handbook or Catalog. In addition, I understand that I will also be responsible for abiding by the policy and procedure of a specific clinical affiliate while in their facility.

__________________________________________________    ___________
Student’s Signature        Date

______________________________________________________
Student's Printed Name
I, _______________________________________________________,
understand that my graduation from or completion of the Physical Therapist
Assistant Program does not ensure my ability to successfully pass a national
credentialing or certification examination or obtain approval for licensure that may
be required to practice. I know it is my responsibility to maintain adequate
academic and clinical skill and to further improve them to a mastery level if
passing a national credentialing or certification examination is my goal. I accept
the responsibility for initiating and completing the credentialing or certification
process.

I know it is my responsibility to meet the criteria set forth by the licensure board
or organization if obtaining a license to practice is my goal. I accept the
responsibility for initiating and completing the licensure process.

I understand that graduation or successful completion of a BPCC course or
program only indicates that I have met the minimum requirements set forth by
BPCC and/or its regulatory and accreditation agencies.

__________________________________________________    ____________
Student’s Signature        Date

______________________________________________________
Student’s Printed Name
Essential Requirements for the Physical Therapist Assistant Program

Allied health program admissions are based on academic achievement and additional program specific non-academic criteria that can be referenced in the catalog. Essential Requirements have been established by each program identifying the occupational specific technical standards required of students in the program. Decisions to apply for admission to the Physical Therapist Assistant Program should be made after considering the program Essential Requirements.

It is the responsibility of this program to be concerned with the rights of patients and clinical sites and to only place students in clinical education that are capable of providing safe, high quality health care. The following list represents reasonable expectations for the student enrolled in the PTA Program at BPCC.

It is the responsibility of the program applicants to carefully review the essential requirements and ask questions if not familiar with the standards and skills listed. Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with physical therapy training or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program. All applicants to the program must have the ability to meet the standards and skills listed below if accepted to the program in order to complete the educational requirements for the Associate of Applied Science in Physical Therapist Assistant.

If a student cannot demonstrate the following standards and skills without accommodation, it is the responsibility of the student to request an appropriate accommodation with the Career Services Provider (Career Services, Building F, 318-678-6005) by the application deadline. The College is committed to the principle of equal opportunity as defined in the catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not compromise patient safety, or impose an undue hardship such as those that cause a significant expense or are unduly disruptive to the educational process.

### Mandatory Prerequisite Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current American Heart Association for Healthcare Providers Basic Life Support Certification (CPR card)</td>
</tr>
<tr>
<td>Satisfactory Physical Examination</td>
</tr>
<tr>
<td>Current OSHA and HIPAA education verification</td>
</tr>
<tr>
<td>Completed Application Packet submitted by deadline</td>
</tr>
<tr>
<td>Health Insurance maintained throughout program clinicals</td>
</tr>
<tr>
<td>GPA 2.5 or better</td>
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<tr>
<td>&quot;C&quot; or higher on prerequisite courses</td>
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<tr>
<td>Completion of a minimum of 40 observation hours in two different settings with two different licensed physical therapy providers</td>
</tr>
<tr>
<td>Interview with Program Admissions Committee during scheduled appointment</td>
</tr>
<tr>
<td>Absence of criminal history or record</td>
</tr>
<tr>
<td>Negative drug/alcohol screen (may also be performed randomly or ordered if student is under suspicion)</td>
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</tbody>
</table>

### Special Requirements and Considerations

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are selected by committee to enter clinicals</td>
</tr>
<tr>
<td>Students who are selected for the PTA program must be available for daytime, evening, and occasional weekend classes</td>
</tr>
<tr>
<td>Based on site availability, PTA students will be required to complete one or more clinical rotations (4-5 weeks in duration) at an out-of-town facility</td>
</tr>
<tr>
<td>Students selected for the PTA program will pay a clinical fee and drug screen fee, in addition to standard tuition and fees each clinical semester</td>
</tr>
</tbody>
</table>

### Immunizations
Hepatitis B series and titer (Booster or additional series may be required if immunity not achieved)
Tetanus (within 5 years)
2 MMR (only 1, if born before 1957)
TB skin test or negative chest radiograph (current for the year)
Varicella Zoster titer (vaccine may be required if immunity not achieved)
Rubella titer (vaccine may be required if immunity not achieved)

Mobility/Motor Skills

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNEEL OR STOOP FREELY</td>
</tr>
<tr>
<td>KNEEL, HALF-KNEEL, CRAWL</td>
</tr>
<tr>
<td>REACH ABOVE HEAD</td>
</tr>
<tr>
<td>LIFT; PULL; GUIDE; TRANSFER</td>
</tr>
<tr>
<td>LIFT; PULL GUIDE; TRANSFER</td>
</tr>
<tr>
<td>BEND, STAND, KNEEL, SIT, WALK OR CRAWL FOR 90 MINUTES WITHOUT REST</td>
</tr>
<tr>
<td>GUIDE; RESIST AND ASSIST</td>
</tr>
<tr>
<td>PUSH/PULL</td>
</tr>
<tr>
<td>WALK</td>
</tr>
<tr>
<td>CLIMB</td>
</tr>
<tr>
<td>BILATERAL DEXTERITY</td>
</tr>
<tr>
<td>COORDINATION</td>
</tr>
<tr>
<td>SPEED AND AGILITY</td>
</tr>
<tr>
<td>ASSUME A WIDE BASE OF SUPPORT, BALANCE</td>
</tr>
<tr>
<td>PERFORM</td>
</tr>
<tr>
<td>WORK CAPACITY</td>
</tr>
</tbody>
</table>

Sensory Abilities and Observational Skills

<table>
<thead>
<tr>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPTH PERCEPTION</td>
</tr>
<tr>
<td>SEE (with or without corrective lenses)</td>
</tr>
<tr>
<td>FEEL</td>
</tr>
<tr>
<td>HEAR</td>
</tr>
<tr>
<td>SMELL</td>
</tr>
<tr>
<td>POSITION, MOVEMENT AND BALANCE SENSATION</td>
</tr>
</tbody>
</table>

Communication Standards

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAK AND EXPRESS</td>
</tr>
<tr>
<td>READ</td>
</tr>
<tr>
<td>UNDERSTAND; INTERPRET</td>
</tr>
</tbody>
</table>
**Cognitive and Intellectual Standards**

| THINK CRITICALLY | To identify and solve problems; identify cause/effect relationships; to apply reading, lecture and laboratory information to case study preparation; to employ effective teaching, learning and test taking strategies |
| COMPREHEND | Relevant information regarding patient diagnoses, physical therapy interventions, indications and contraindications, human pathology and impairments from textbooks, medical records and professional literature |
| PRIORITIZE | Events to provide for patient safety; appropriate patient interventions; multiple tasks; integrate information and make decisions about sequence and progression |
| CALCULATE | To collect and/or interpret accurate patient data |
| MAKE CLINICAL DECISIONS | To respond quickly and appropriately to changes in patient status; to analyze written, observed or verbal data about patients and make decisions to terminate, modify, progress or cancel patient treatment; act safely and ethically in the physical therapy lab and clinic. |
| SHORT-TERM AND LONG-TERM MEMORY | To accurately and quickly remember data from the chart and information relayed in verbal exchanges with the PT and other members of the health care team; to access learned knowledge to include but not limited to diagnoses, weight-bearing status, indications, contraindications for interventions, safety precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the physical therapy curriculum. |
| THINK QUICKLY AND CLEARLY | To execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment |

**Behavioral Standards**

| FLEXIBILITY | To adjust to a constantly changing and very demanding full-time schedule |
| COMPASSION | To respect and show empathy for patients and their families; for people of all personality types, backgrounds, ethnic, race or socioeconomic backgrounds including but not limited to individuals with neurological disorders, physical disfigurement, mental health or complex medical problems |
| COOPERATION | To work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patients |
| RECOGNIZE LIMITATIONS | To request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively |
| TOLERANCE | For close physical contact with patients, peers and classmates during the provision of interventions and in lab; for close proximity and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence or other potential exposure to bodily fluids or pathogens during treatment. |
| WILLINGNESS | To wear scrub top/pants as the assigned uniform for clinical rotations; To wear required lab attire that will allow for visualization of body contours and exposure of all major joints and muscles; to participate in lab activities that require palpation, measurement, massage and other forms of therapeudic touching of joints, muscles and bony landmarks; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect physical therapy skills. |
| POSITIVE ATTITUDE | To demonstrate initiative, enthusiasm and appropriate peer and patient interactions |
| WORK ETHIC | To attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to display industrious behavior; to submit to all classroom and clinical rules/policies; to demonstrate respect for other health care providers and the profession of physical therapy; to comply with all legal and ethical standards of practice |
| STRESS MANAGEMENT | Coping skills for fast-paced clinical situations; to manage multiple academic deadlines; deal effectively with psychosocial issues of catastrophic illness, disability and death; respond appropriately and defensively in a stressful environment and during impending deadlines; manage personal matters outside of class/work day |
| PLANNING AHEAD | To arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical center |
| SELF CARE | To maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings |
Acknowledgement of Essential Requirements for the Physical Therapist Assistant Program

I, ________________________________, have been informed of the Essential Requirements of the Bossier Parish Community College Physical Therapist Assistant program. I have carefully reviewed the Essential Requirements and have asked questions if I was unfamiliar with the standards and skills listed. If I believe I require accommodation, I will request an appropriate accommodation with Career Services Provider, (Career Services, Building F, 318-678-6005) by the application deadline. I am aware that certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with physical therapy training or clinical practice. I have also considered any conditions that I may have that may lead to a high likelihood of absenteeism. I have been informed that deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program. I have the ability to meet the standards and skills listed in the Essential Requirements and agree to complete the educational requirements for the Associate of Applied Science in Physical Therapist Assistant, if accepted to the program.

Signature ________________________________ Date ________________________________

Name Printed ________________________________
Computer Usage

I, __________________________________________, understand that when I utilize the computers, internet, and wireless internet connection I must behave in a manner that is ethical and legal. I agree to perform only activities that are academic in nature when using these resources. I am aware that my computer and internet usage are monitored and failure to act in the manner described will result in disciplinary action.

___________________________________________  ________________
Student Signature       Date
BOSSIER PARISH COMMUNITY COLLEGE PTA PROGRAM
Classroom & Laboratory Safety Policies & Procedures

The BPCC PTA Program has established the following safety rules/policies to be followed in addition to the College’s published rules/policies regarding classroom/campus/lab safety for students enrolled in PTAP courses. Violation of any of these policies may result in disciplinary action or dismissal from the PTA Program.

PTA students are required to:

- Be aware that for the safety of students and faculty, class/lab doors will be locked when classes begin. The intent of this BPCC policy is for safety and not for locking students out who are no later than 5 minutes tardy. Once class has started, only the instructor may open the door to admit a tardy student. Students leaving the class/lab are expected to close the door so that it remains locked behind them.
- Be familiar with the location and proper use of emergency and first aid equipment within/near the PTA lab (fire extinguisher, first aid kit, etc..) and abide by the College’s emergency procedures/policies (posted on the safety bulletin board in the PTA lab) related to severe weather, fire, or civil disobedience.
- Notify Program faculty of any medical conditions which could be of concern in the laboratory situation and report all accidents to the instructor immediately, completing the appropriate incident report (located on safety bulletin board in PTA lab).
- Follow all written and oral instructions carefully and not begin a laboratory exercise without an understanding of fundamental safety procedures.
- Practice physical therapy assessments/interventions and utilize PTA lab equipment only for the development and refinement of procedural skills and not for the purpose of evaluating or treating any pathological condition and not allow any individual who is not enrolled in the Program to participate in any laboratory activity or utilize any equipment.
- Practice skills only when there is a licensed physical therapy provider (PT/PTA) in the building and not utilize any equipment that has not been covered in class.
- Keep work area neat and clean at all times. Clean and replace equipment in its original location prior to leaving the laboratory. Put all dirty or used linen in the linen hamper.
- Participate fully during laboratory activities both in the practice of skills and by serving as a patient simulator. This will involve being both the “PTA” and the “patient” during such activities as:
  - Identifying (finding) specific exposed bony landmarks and soft tissue anatomy
  - Palpating (touching) specific anatomical landmarks
• Performing manual skills such as massage, manual stretching, transfers/lifting of patients
• Utilizing therapeutic modalities such as heat, cold, electrical stimulation, compression, traction
• Interact with classmates and instructors in the PTA laboratory professionally at all times.
• Be aware that visitors to BPCC classrooms are not allowed unless approved by the course instructor and that per BPCC policy, children are not allowed in the classrooms/labs.
• Be aware that cell phones and pagers are to be silenced and out of view while in BPCC classrooms/labs. Ear phones (blue tooth) are not allowed to be worn in the classroom and text messaging is not allowed in the classroom.
• Utilize the ADL kitchen area and kitchen equipment/tools for supervised laboratory practice only. No student food/drink items are to be stored, heated or prepared in the kitchen. No utensils are to be removed from the area.
## Projected Costs (to student) of the 2010-2011 BPCC PTA Program *(Program Year)*

<table>
<thead>
<tr>
<th></th>
<th>1st Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>2nd Summer</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Resident</td>
<td>$329</td>
<td>$1035</td>
<td>$1035</td>
<td>$552</td>
<td>$2951</td>
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<tr>
<td>Non-Resident</td>
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<td>$2105</td>
<td>$2105</td>
<td>$1122</td>
<td>$5821</td>
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<tr>
<td>Clinical Fee</td>
<td>Ø</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$1500</td>
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<tr>
<td>Science &amp; Allied Health Lab Fee</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
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<tr>
<td>Allied Health Lab <em>Insurance</em></td>
<td>$2</td>
<td>$2</td>
<td>$2</td>
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<td>$6</td>
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<tr>
<td>Drug Screen Fee</td>
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<td>$30</td>
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<tr>
<td><strong>Physical Exam</strong></td>
<td>$45</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>Hepatitis B Vaccine (series of 3 vaccines)</strong></td>
<td>$45/shot</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$135</td>
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<tr>
<td><strong>Hepatitis B Antibody Titer</strong></td>
<td>$21</td>
<td>N/A</td>
<td>$21</td>
<td>N/A</td>
<td>$21</td>
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<tr>
<td><strong>TB Test (annual)</strong></td>
<td>$13</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>Tetanus Booster</strong></td>
<td>$25</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>Varicella Titer</strong></td>
<td>$57</td>
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<td>N/A</td>
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<td>$57</td>
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<tr>
<td><strong>Rubella Titer</strong></td>
<td>$12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$12</td>
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<tr>
<td><strong>Lab Jacket</strong></td>
<td>N/A</td>
<td>$50</td>
<td>N/A</td>
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<tr>
<td><strong>Books</strong></td>
<td>~$150</td>
<td>~$450</td>
<td>~$50</td>
<td>Ø</td>
<td>~$650</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Health Insurance (maintained throughout program)</td>
<td>$ varies</td>
<td>$ varies</td>
<td>$ varies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scrubs</strong></td>
<td>Ø</td>
<td>~$60 (2 sets)</td>
<td>~$60 (2 sets)</td>
<td>Ø</td>
<td>~$120</td>
</tr>
<tr>
<td>APTA Membership (optional)</td>
<td>$75 (not required, but strongly encouraged; cost not included in totals)</td>
<td>$75 (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Totals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>In-State Resident</td>
<td>$839</td>
<td>$2117</td>
<td>$1667</td>
<td>$1102</td>
<td>$5725</td>
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<tr>
<td>Non-Resident</td>
<td>$999</td>
<td>$3187</td>
<td>$2737</td>
<td>$1672</td>
<td>$8595</td>
</tr>
</tbody>
</table>

*Tuition* includes:

- $75 fee which is dedicated to security, student activities, academic enhancement, and building use.
- $5 per credit hour technology fee (maximum of $60)
- $7 per credit hour academic excellence fee (maximum of $84)
- $7 for 1st 3 credit hours and $2 each additional credit hour “operational fee” (maximum of $25)
- $16.00 fee for LCTCS enterprise resource planning

**Estimate**

For information on loans, grants and scholarships available through the American Physical Therapy Association, refer to [www.apta.org/AM/Template.cfm?Section=Scholarships_Aid&Template=TaggedPage/TaggedPageDisplay.cfm&TPLID=275&ContentID=34687](http://www.apta.org/AM/Template.cfm?Section=Scholarships_Aid&Template=TaggedPage/TaggedPageDisplay.cfm&TPLID=275&ContentID=34687)

For information on scholarships available through BPCC, refer to [www.bpcc.edu/financialaid/scholarships.html](http://www.bpcc.edu/financialaid/scholarships.html)
Bossier Parish Community College Waiver

I, _____________________________, hereby, for myself, my heirs, executors, administrators and assigns, waive and release any and all rights and claims for damages I may have against Bossier Parish Community College, the Louisiana Community and Technical College System, the State of Louisiana and any and all agents, employees, representatives, successors and assigns of said parties for any and all injuries which may be suffered by me in connection with my participation in attending, completing or participating in any field trip associated with Bossier Parish Community College.

_________________________________  _________________________
Date                                    Student's Signature

_________________________________
Student's Printed Name
Bossier Parish Community College
Professional Behavior/ Affective Skills Self-Assessment

Referencing the Affective Skills Criteria for Beginning/Developing/Entry Levels of performance, *mark the scale/line with an X* to indicate where along the spectrum you feel you are at this time for each item below.

<table>
<thead>
<tr>
<th>Affective Skills</th>
<th>B = Beginning Level</th>
<th>D = Developing Level</th>
<th>E = Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Learning</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Effective Use of Time and Resources</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Use of Constructive Feedback</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Professionalism</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Responsibility</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Stress Management</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

Student Signature ___________________ Date ____________ Clinical Coordinator Signature ___________________ Date ____________

Updated 6/10 kcox
PTA Program Didactic Course Syllabi

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: PTAP 200
Credit Hours: 2

Course Title: Functional Anatomy

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks: Muscolino; Kinesiology, 1st edition.
Kapit; The Anatomy Coloring Book, 3rd Edition.

Course Description:
Study of human musculoskeletal anatomy with emphasis on major bones, bony landmarks, joint anatomy, and origin/insertion/action/innervation of selected muscles. Lab activities include palpation of selected bony and soft tissue landmarks and basic analyses of human movement.

Learning Outcomes:
At the end of this course the student will

A. communicate appropriately in the clinical environment, both verbally and in written form, using correct terminology related to human musculoskeletal anatomy and basic biomechanics;
B. demonstrate proficiency in the clinical skill of identifying selected bony landmarks, joints, muscles, nerves and ligaments by observation and/or palpation; and
C. appropriately apply foundational knowledge of regional musculoskeletal anatomy/physiology, basic neuromuscular anatomy, and human biomechanics to the analysis of patient positions/movements and the correct interpretation and execution of a PT plan of care.

To achieve the learning outcomes, the student will:

• describe the anatomic position of the human body as a basis for reference of movement.(A,C)
• utilize directional terminology to describe locations on and about the body.(A,C)
• identify the cardinal planes of the human body.(A,C)
• categorize joint movements based on knowledge of cardinal planes of the body.(A,C)
• categorize bones based on type, shape and makeup.(C)
• categorize joints based on structure and movement.(C)
• define movement terminology and apply to analysis of human movement.(A,C)
• identify and define the components of skeletal muscle.(C)
• describe elements of a skeletal muscle contraction.(C)
• compare and contrast isometric, concentric and eccentric muscle contractions.(C)
• identify the position/movement of each joint for given static postures.(C)
• describe the movements of each joint during given functional activities and exercises.(C)
• identify spectrum of variation among classmates with regard to locations of landmarks, muscle mass, and gross posture/joint position in a respectful and professional manner.(B)
• demonstrate on a laboratory competency entry level skill with basic palpation as indicated by
  • correctly positioning classmate/ “patient” for palpation including effectively communicating desired posture/position/movement(B)
  • exposing selected landmark for palpation while draping for modesty(B)
  • using appropriate pressure/handling skill to confirm position of landmark(B)
  • locating landmarks with confidence and within reasonable amount of time(B)
  • exhibiting professional behavior/conduct during procedure(B)
• identify selected bones and bony landmarks of the human body by visual recognition on skeletal model and diagram and palpation of classmates.(B)
• identify by visual recognition from a diagram and by palpation major accessory structures of selected joints of the human body.(B,C)
• discuss each joint of the human body in terms of joint type, motion available, major ligamentous support and basic biomechanics.(C)
• identify selected muscles of the human body by visual recognition on model and diagram and palpation of classmates.(B,C)
• label a diagram of the brachial plexus.(C)
• list the origin, insertion, action and innervation (peripheral nerve) of each selected muscle.(C)
• identify nerve root innervation of selected UE & LE muscles by myotome level.(C)
• discuss the significance of each selected muscle as it relates to functional movement/exercises.(C)
• label the lumbar plexus and sacral plexus.(C)

Course Requirements

minimum 75% average on lab skills tests

Course Grading Scale:

A: 94% or more of total possible points including the comprehensive final exam and a minimum of 75% average on lab skills tests
B: 87-93% of total possible points including the comprehensive final exam and a minimum of 75% average on lab skills tests

C: 75-86% of total possible points including the comprehensive final exam and a minimum of 75% average on lab skills tests

D: 69-74% of total possible points including the comprehensive final exam and a minimum of 75% average on lab skills tests

F: Less than 68% of total possible points including the comprehensive final exam or less than 75% average on lab skills tests

Reviewed by K. Cox/May 2010
Bossier Parish Community College  
Master Syllabus  

Course Prefix and Number: PTAP 201 Number of Credits: 1  

Course Title: Introduction to Physical Therapy  

Course Prerequisites: Completion of the PTA qualification courses and selection into the Physical Therapist Assistant Program.  

Textbooks: Kettenbach; Writing SOAP Notes, 3rd edition  
APTA; Guide to Physical Therapist Practice, 2nd edition  
Louisiana State Board of Physical Therapy Examiners Practice Act  

Course Description:  
Introduction to the physical therapy profession for the PTA student. Topics include history and trends, licensure, standards of practice, orientation to professional organizations, professional literature review, and development of documentation skills.  

Learning Outcomes:  

At the end of this course, the student will:  

A. prepare thorough, accurate, logical, concise, timely, and legible documentation;  
B. remain current in a dynamic clinical environment aware that historical and current events and trends impact and often precipitate changes in the delivery of care;  
C. demonstrate self-directed research necessary to prepare and present professional in services in the workplace;  
D. deliver physical therapy services legally and ethically in accordance with the guidelines found in the Louisiana State Practice Act with regard to all patient care settings; and  
E. remain current regarding the functions of regulatory agencies and professional organizations of physical therapy and how these impact clinical practice standards and licensure of the PTA.  

To achieve the learning outcomes, the student will:  

- tour the library and TRC to locate physical therapy holdings and identify search engines and databases available.(B,C)  
- receive instruction and assistance in the computer lab to become familiar with the use of PowerPoint software.(C)  
- perform a literature review on a selected topic, prepare a bibliography and begin development of a multimedia presentation that will be developed into a professional in-service during a subsequent course.(C)  
- identify important historical events that occurred with the evolution of physical therapy as a profession.(B)
• recognize recent and current education and practice trends in the profession of physical therapy.(B,C,D,E)
• recognize present standards of practice, code of ethics, and guide for professional conduct.(B,D,E)
• differentiate between acceptable and unacceptable standards of practice for the PTA.(D,E)
• distinguish between roles and responsibilities of the PT and PTA.(D,E)
• effectively problem-solve given workplace role/responsibility dilemmas.(D,E)
• recognize and discuss the agency responsible for regulating practice and licensure of PTA’s in the State of Louisiana.(D,E)
• read, discuss and know the Practice Act, Rules and Regulations provided by the Louisiana State Board of Physical Therapy Examiners.(D,E)
• review appropriate medical terminology and abbreviations common to physical therapy note writing.(A)
• demonstrate effective note writing skills and awareness of documentation standards.(A,D,E)
• understand the role of the American Physical Therapy Association, and the benefits of membership.(E)
• begin exploration of the Guide to Physical Therapist Practice to become familiar with standard terminology and preferred practice patterns.(B,E)

Course Requirements

• completion of discussion board questions
• minimum 75% average on assignments, quizzes and tests
• satisfactory PowerPoint and bibliography assignment
• 100% accuracy on assignment on Louisiana State Practice Act Rules and Regulations

Course Grading Scale:

A: 94% or more of total possible points including the comprehensive final exam; and 100% accuracy on Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.

B: 87-93% of total possible points including the comprehensive final exam; and 100% accuracy on Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.

C: 75-86% of total possible points including the comprehensive final exam; and 100% accuracy on Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.
D: 69-74% of total possible points including the comprehensive final exam; and 100% accuracy on Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.

F: less than 68% of total possible points including the comprehensive final exam; or less than 100% accuracy on Louisiana State Practice Act Rules and Regulations assignment or failure to complete PowerPoint and bibliography assignment or discussion board questions.

Reviewed by Laura Bryant / May 2010
Bossier Parish Community College  
Master Syllabus

Course Prefix and Number: PTAP 202                 Credit Hours: 4

Course Title: Clinical Kinesiology

Textbooks: Muscolino; Kinesiology, 1st edition.  
            Reese & Bandy; Joint Range of Motion and Muscle Length Testing, 1st edition.  
            Reese; Muscle and Sensory Testing, 1st edition.

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Application of physics principles, musculoskeletal anatomy, and muscle physiology to the biomechanics of human motion (on a regional basis). Laboratory component includes instruction in joint ROM measurement (goniometry), and muscle strength assessment (manual muscle testing) and selected PT interventions (exercise).

Learning Outcomes:

At the end of this course the student will:

A. communicate effectively (verbally/nonverbally/written) with both patients and clinicians using appropriate terminology related to musculoskeletal/neuromuscular anatomy and biomechanics;
B. perform interim clinical assessments and simple analyses of postures and movements based on foundational knowledge of musculoskeletal anatomy/physiology, kinematics and kinetics;
C. reliably and accurately measure and document joint ROM and muscle strength for selected regions, recognizing abnormal findings and describing common causes and consequences of such abnormalities;
D. appropriately select, implement, modify, progress and document common conditioning, strengthening, ROM, posture and balance/coordination activities/exercises based upon a PT evaluation and plan of care.

To achieve the learning outcomes the student will:

- describe and differentiate between kinematics and kinetics. (A,B)
- categorize given joints based on design, function, and/or components. (A,B)
- define and differentiate terms: intratester/intertester reliability; closed/open kinetic chain; arthrokinematic/osteo kinematic. (A,C)
• identify arthrokinematics that occur during given joint movements with understanding of convex/concave rule. (A,B,C,D)
• discuss effects of gravity, friction, resistances and muscle force on given lever movements. (A,B,C)
• differentiate between 1st, 2nd, and 3rd class lever systems and give examples. (A,B)
• describe mechanical advantage and torque and give examples of how to affect patient function by altering the MA of the muscle or the resistance. (A,B,C,D)
• describe and identify the contractile and non-contractile components of muscle. (A,B)
• discuss the categories of muscle fibers and their primary function. (A,B)
• recognize the general effects of disease, injury, and immobilization on joint and muscle structures. (A,B,C,D)
• define and differentiate terms and give examples of: active/passive insufficiency; isokinetic/isoinertial; tonic/phasic muscle fibers. (A,B,C,D)
• compare the primary categories of muscles contractions to include isometric, concentric, and eccentric and apply these concepts to analysis of human movements/exercises. (A,B,D)
• categorize muscles according to their action and/or role. (B,D)
• discuss the purpose of goniometry and the 0-180 system of recording measurements. (C)
• differentiate between active, active assisted and passive ROM. (C,D)
• list and define normal and abnormal joint end-feels. (C)
• describe manual muscle testing and identify the criteria for grades 0-5. (C)
• demonstrate on a laboratory competency entry level skill with measurement of muscle strength using manual muscle testing. (C)
• demonstrate on a laboratory competency entry level skill with implementing selected exercises for AROM/AAROM/muscle strengthening. (D)
• demonstrate on a laboratory competency entry level skill with measurement of ROM for given joints. (C)
• accurately identify, label and palpate selected bones and landmarks of the vertebral column. (B,C,D)
• discuss unique anatomical and mechanical features of given regions of the spine. (B)
• identify ligamentous structures that support the vertebral column and describe their individual functions. (B,D)
• describe normal curves of the spine. (B,D)
• accurately name scoliosis curves based on region and location of convexity. (A,D)
• discuss principle joints of the vertebral column and their structure and movement. (A,B)
• describe motions of the spine, degrees of freedom of spine movement and the phenomenon of coupling by region. (B,D)
• discuss the structure, function, response to loading and effects of aging on the intervertebral disc. (B,D)
• identify nerve roots that supply upper and lower extremity muscles including recall of myotome levels. (A,B,C,D)
• identify muscles of the vertebral column and trunk and name origin, insertion, action and innervation of selected muscles. (A,B,C)
• describe normal postural alignment in sitting and standing and discuss consequences of abnormal habitual postures. (B)
• identify muscles that would theoretically be shortened and those lengthened with selected common postural deviations, activities or habitual positions. (B,D)
• list normal ROM’s and capsular pattern for spine. (C)
• utilize the rule of 3’s to locate thoracic spinous and transverse processes. (B,C)
• describe articulation of ribs with sternum and vertebral column, differentiating between true, false and floating ribs. (A,B,D)
• discuss coupling in thoracic and lumbar spine and its effect on scoliosis presentation. (B)
• describe the structure and function of the thoracolumbar fascia. (A,B)
• discuss the lumbosacral angle and closed chain pelvic motions as they relate to associated trunk and hip motions. (B)
• discuss function of hip and trunk muscles in balancing against gravity. (B,D)
• describe appropriate technique for bending and lifting (to include ADLs) related to protecting lumbar spine. (A,D)
• identify possible malalignments of the sacroiliac joint and common related findings. (B,D)
• demonstrate appropriate exercises to address abnormalities in strength, ROM or common muscle imbalances/ postural abnormalities of the neck/trunk region (to include diaphragmatic breathing and trunk/neck balance-stabilization exercises). (D)
• accurately identify and palpate selected bones and landmarks of the UE; (B,C)
• list ligamentous structures that support selected UE joints and describe their individual functions. (A,B)
• discuss the effect of active and passive insufficiency of the 2-joint UE muscles on measurements of ROM, strength and exercise prescription; (B,C,D)
• describe scapulohumeral rhythm and discuss implications of faulty rhythms on observed shoulder joint motions, ROM measurements and exercise. (B,C,D)
• discuss principle joints of the UE and their structure and movement. (B,C)
• identify selected muscles of the UE and name origin, insertion, action and innervation of each; (B,C,D)
• identify for a given UE or posture, muscles that are in a lengthened position and muscles that are in a shortened position. (B,D)
• discuss the functional significance of selected UE muscle’s length and strength as it relates to surrounding structures. (B,C)
• describe normal and typical abnormal postures of the shoulder or scapulae. (B)
• demonstrate exercises to address strength or ROM abnormalities of the shoulder complex. (D)
• discuss the normal carrying angle of the elbow. (B)
• define cubitus varus and valgus. (A,B)
• describe the arthrokinematics of selected UE joints applying the convex/concave rule. (B,C,D)
• describe synergistic function of wrist/hand muscles. (B,C,D)
• discuss consequences of selected peripheral nerve injuries on hand function. (B,C,D)
• correctly select and perform/instruct in commonly prescribed exercises to address limitations in strength, ROM, or coordination of the shoulder, elbow, wrist and hand to include ADL activities. (D)
• identify the articular components of selected LE joints. (A,B)
• discuss common terminology with reference to angulation at the hip, knee and ankle joints; (B,C)
• correlate osteokinematic and arthrokinematic motions at the hip, knee and ankle joints applying the convex/concave rule. (B,C)
• identify and discuss the function of the joint capsules, ligaments, and muscles of selected LE joints. (B,D)
• discuss the effects of active and passive insufficiency of selected 2-joint LE muscles on strength testing, ROM assessment and exercise prescription. (C,D)
• recognize common deviations from normal posture, structure and function at selected LE joints. (B,D)
• correctly select and perform/instruct in commonly prescribed exercises to address decreased strength or ROM of the hip, knee or ankle/foot to include closed chain activities for balance/proprioception and ADL activities. (D)
• discuss effect of open chain vs closed chain on specific joint motion or muscle action in the lower extremity. (D)
• define the terms q-angle, genu varus, genu valgus and genu recurvatum. (B)
• describe factors affecting the q-angle. (B)
• define and describe the "screw home mechanism" of the knee. (B,D)
• discuss the role of the patellofemoral joint, its structure and the forces that act upon it. (A,B,D)
• differentiate actions/motions of the talocrural, subtalar and midtarsal joints. (B,C)

**Course Requirements**

• pass all lab competencies.
• minimum 75% average on laboratory practical tests
• minimum 75% average on integrated lab practicals

**Course Grading Scale:**

A: 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals

B: 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals
C: 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals

D: 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals

F: less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or failing grade on any lab competencies; and minimum 75% average on integrated lab practicals

Reviewed by K. Cox/May 2010
Bossier Parish Community College  
Master Syllabus

Course Prefix and Number: PTAP 203  
Credit Hours: 3

Course Title: Orthopedic Conditions


Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:  
Pathophysiology, etiology, clinical signs and symptoms, medical management and physical therapy management of selected orthopedic and soft-tissue related injuries or pathologies commonly treated in physical therapy. Laboratory activities using integrated patient case studies.

Learning Outcomes:  
At the end of this course the student will:

A. recognize abnormal musculoskeletal function and signs of pathophysiology by comparing/contrasting them to normal physiology and function;
B. communicate effectively in the clinical environment using terminology appropriate in and common to the treatment of orthopedically involved patient;
C. correctly interpret PT examination findings related to selected orthopedic special tests, modifying intervention selections appropriately based upon such;
D. demonstrate entry-level clinical skill with performance of those selected musculoskeletal, cardiovascular and neuromuscular interim assessments, special tests and interventions commonly utilized by the licensed PTA in orthopedic patient care settings; and
E. appropriately select, justify, and document interim assessments, interventions and progressions based upon accurate interpretation of physical therapy evaluations and plans of care of orthopedic patients.

To achieve the learning outcomes, the student will:

- describe the inflammatory response to injury. (A)
- list and define the five cardinal signs of inflammation. (A)
- describe management of inflammation using the PRICE method. (B,E)
- list the effects of immobilization on selected musculoskeletal structures. (A,B)
- compare and contrast the stages of tissue healing. (A,B)
- using the collagen stress-strain curve as a reference, describe the elastic and plastic phases of collagen deformation as it applies to stretching exercises. (A,B)
• identify recommended treatment/intervention approaches in terms of therapeutic exercise and modalities to facilitate ligamentous healing, muscle/tendon healing, cartilage healing, or bone healing in general terms. (A,B,E)
• describe the typical mechanisms of injury for selected musculoskeletal tissues. (A,B)
• describe the function and composition of bone. (A,B)
• describe osteoporosis in terms of pathophysiology, incidence and implications for PT intervention. (B,E)
• classify fractures based upon site/extent of injury, direction of abnormality, relationship and complications. (A,B)
• compare and contrast isometric, concentric and eccentric muscle contractions. (A,B,E)
• describe the parameters for exercise dosage and the factors influencing. (B,E)
• define delayed onset muscle soreness and describe the pathophysiology of the condition. (A,B,E)
• define and identify the appropriate use of open chain vs. closed chain activities. (C,E)
• define end-feel and categorize given joint end-feels as normal or abnormal. (A)
• describe common causes for abnormal end-feels. (A,C)
• compare and contrast passive, active, and active-assistive range of motion. (D,E)
• identify indications and contraindications for passive and active range of motion. (D)
• demonstrate on a laboratory competency entry level skill with performing PROM and manual stretching of selected joints as indicated by: (D)
• correctly describing the rationale for the exercise/procedure.
• appropriately communicating with classmate/patient exercise(s) to be performed, and expected behaviors/actions including demonstration.
• appropriately positioning and draping the patient.
• utilizing correct hand placement and force delivery if appropriate to achieve desired motion.
• providing appropriate verbal cuing during exercise to elicit desired action.
• correctly identifying and including necessary accessory movements to allow normal biomechanics to occur.
• accurately identifying end-range position and holding position for appropriate length of time to meet criteria of static stretch.
• identifying any contraindications or precautions to the procedure.
• using good body mechanics throughout procedure.
• appropriately documenting intervention and any changes in patient status.
• identifying muscle(s)/tissues being affected/targeted.
• describing/demonstrating appropriate modification of techniques.
• able to describe appropriate sequencing of related exercises during a single treatment session and over the course of an episode of care following the PT's plan of care.
• exhibiting confidence, efficiency during procedure; safe/professional behavior throughout procedure.
• define, compare and contrast static stretching, ballistic stretching, low load – long duration stretching, dynamic stretching and hold-relax (PNF) stretching. (D,E)
• recognize the indications, goals, precautions, and contraindications to stretching. (D,E)
• define and discuss the differences between aerobic and anaerobic activity. (A,D,E)
• discuss the effect of endurance training on selected systems of the body. (A,E)
• calculate maximum heart rate and target heart rate. (D,E)
• discuss the common protocols the PT may use in prescribing aerobic conditioning programs. (E)
• define the 4 components of Health-related Fitness and discuss how they are measured. (C,D)
• accurately measure gross grip strength using a dynamometer. (D)
• perform measurements of HR and BP on a resting and an exercising individual. (D)
• discuss ACSM guidelines for fitness for the healthy adult in terms of modality, frequency, intensity and duration. (D,E)
• identify the normal responses that occur during exercise in the cardiovascular and pulmonary systems. (A,E)
• identify selected abnormal responses to exercise and appropriate actions to take when identifying these responses. (A,C,E)
• define and differentiate the terms coordination, proprioception, kinesthesia and balance. (A,B,E)
• discuss in general terms a progression of activities to address balance and coordination goals. (E)
• describe the rationale for utilizing isometric, concentric or eccentric muscle contractions as components of therapeutic exercise interventions. (E)
• identify indications and precautions of strength training programs for the elderly. (D,E)
• describe general goals and indications for resistance exercise. (D,E)
• discuss fundamental principles of peripheral joint mobilization. (A,D,E)
• apply the convex-concave rule to identify normal arthrokinematics that should occur during selected joint movements. (A,D,E)
• define and differentiate grades of joint mobilization. (D)
• define capsular pattern and recall such for selected peripheral joints. (A,C,E)
• recognize indications and contraindications for peripheral joint mobilization. (D,E)
• with supervision, demonstrate the assessment of normal joint mobility and application of selected peripheral joint mobilizations on classmates using safe technique. (D)
• demonstrate entry-level skill with performance of selected orthopedic special tests by: (D)
• appropriately communicating with classmate/patient test to be performed, and expected behaviors/actions including demonstration.
• appropriately positioning and draping the patient.
• carrying out mechanics of test appropriately by utilizing correct hand placement and force delivery if appropriate to achieve desired motion.
• carrying out mechanics of test appropriately by providing appropriate verbal cuing during test to elicit desired action.
• carrying out mechanics of test appropriately by providing necessary stabilization or manual assistance during test.
• accurately identifying criteria for + test.
• making measurements/assessments that are accurate.
• using good body mechanics throughout procedure.
• appropriately documenting results of test.
• identifying specific anatomic structures involved in test.
• accurately describing typical causes for + tests.
• accurately describing implications of + test on intervention including identifying appropriate responses to identifying + findings.
• exhibiting confidence, efficiency during procedure; safe/professional behavior throughout procedure.
• demonstrate on a laboratory competency or integrated lab practical, based upon a hypothetical PT evaluation (case study), competence in (E)
• describing accurately the rationale for the PT’s plan of care in achieving short term/long term goals.
• identifying any interventions within the plan of care that are inappropriate for a PTA and describing an appropriate response to such.
• selecting and prioritizing therapeutic exercise interventions appropriate for today’s session.
• identifying and prioritizing exercises appropriate for a home program including description of proper instructions for the patient and/or family.
• properly sequencing interventions for a single session and giving correct rationale for the sequencing.
• identifying any precautions or contraindications to components of the therapeutic exercise plan.
• accurately describing the appropriate actions to take when identifying changes in patient status.
• properly documenting a hypothetical session in SOAP note format.
• describing an appropriate adjustment to or progression of therapeutic exercise interventions over the course of an episode of care working within the PT’s plan of care giving correct rationale for the progression.
• recall the basic anatomy and biomechanics of normal movement of the cervical, thoracic and lumbar spine. (A,B)
• discuss and apply principles of fundamental mechanics of lifting to protecting spine. (A,D)
• identify common mechanism of injury, pathophysiology of, and clinical presentation of sprains and strains of the spine. (A,E)
• discuss common methods of medical management and rehabilitation of spine sprains and strains. (C,E)
• identify and describe mechanism of injury, pathophysiology of, and clinical presentation of patients with injuries to the intervertebral disc. (C,E)
• discuss methods of medical management and rehabilitation for injuries to the lumbar intervertebral disc. (C,E)
• define spinal stenosis and describe clinical presentation of and common methods of management and rehabilitation. (C,E)
• define and contrast the diagnoses of spondylolysis and spondylolisthesis. (C)
• differentiate methods of medical management and rehabilitation for spondylolysis and spondylolisthesis. (C,E)
• describe methods of management and rehabilitation for spine fractures. (C,E)
• identify and describe methods of management and rehabilitation for abnormally occurring or excessive spinal kyphosis and/or lordosis. (C,E)
• describe common clinical presentation of and exercise prescription for selected presentations of scoliosis. (C,E)
• identify characteristics of common postural deviations in each region of the spine. (A)
• describe for given orthopedic conditions, the effect of selected positions of the cervical and lumbar regions on the integrity of the intervertebral foramen, the derangement of the intervertebral disc, and the potential for referred symptoms. (A,C)
• discuss common techniques and interventions used for treating postural impairments in the cervical, thoracic, and lumbar regions. (C,E)
• based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, postural correction and/or balance/stabilization to manage selected orthopedic conditions (including post surgical procedures) of the spine/trunk/neck. (E)
• accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of spurling's test, vertebral distraction test, selected thoracic outlet syndrome tests, straight leg raise/dural stretch test, sacroiliac alignment tests. (C,D)
• accurately and correctly performs vertebral artery test and leg length measurements. (D)
• demonstrate entry-level skill with performance of selected dermatome, myotome and reflex integrity assessment techniques by: (D)
• appropriately communicating with classmate/patient test to be performed, and expected behaviors/actions including demonstration .
• appropriately positioning and draping the patient.
• carrying out mechanics of dermatome test appropriately by selecting and utilizing correct equipment/instrument.
• carrying out mechanics of dermatome test appropriately by giving proper verbal instructions, testing appropriate areas of skin and comparing both sides.
• carrying out mechanics of myotome test appropriately by giving proper verbal instruction, utilizing correct hand placement and force delivery for strength assessment and comparing both sides.
• carrying out mechanics of reflex test appropriately by giving proper verbal instruction and utilizing reflex hammer correctly.
• accurately identifying criteria for normal and abnormal findings for dermatome, myotome and/or reflex test.
• using good body mechanics throughout procedure.
appropriately documenting results of tests.
- correctly correlating myotome, dermatome or reflex test to its respective nerve root level.
- accurately describing common causes of and implications for abnormal findings on myotome, dermatome or reflex test identifying appropriate responses to findings.
- exhibiting confidence, efficiency during procedure; safe/professional behavior throughout procedure.
- recall the basic anatomy and biomechanics of normal motion of the shoulder complex. (A)
- identify the common mechanisms of injury for, typical clinical presentation of, and common rehabilitative and medical management of rotator cuff pathologies, glenohumeral instability, adhesive capsulitis, AC joint injury, total shoulder arthroplasty and fractures affecting the GH complex. (C, E)
- recall arthrokinematics of glenohumeral motion and implications for the PT’s selection of mobilization techniques at the shoulder. (A,E)
- recall the normal ratios of glenohumeral to scapulothoracic movement during arm elevation and discuss the typical affect on those ratios of selected pathologies/postures involving the shoulder. (A,C)
- based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, postural correction and/or coordination to manage selected orthopedic conditions (including post surgical procedures) in the shoulder girdle region. (D, E)
- accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of drop arm test, yergason’s/speed’s test, apprehension test, and impingement test. (C)
- recall the basic anatomy and biomechanics normal motion of the elbow complex. (A)
- identify and describe common overuse, soft tissue injuries of the elbow. (A,E)
- discuss common mechanisms of injury for, clinical presentations of and methods of management and rehabilitation of overuse, ligamentous, fractures, dislocations, and soft tissue injuries of the elbow. (A,C,E)
- recall arthrokinematics of elbow/forearm motion and implications for the PT’s selection of mobilization techniques. (A,D,E)
- based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, and/or coordination to manage selected orthopedic conditions (including post surgical procedures) in the elbow/forearm region. (E)
- accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of tennis elbow tests, medial epicondylitis tests. (C)
- recall the basic anatomy and biomechanics of normal motion of the wrist/hand. (A)
- identify the common mechanisms of injury for, typical clinical presentation of, and common rehabilitative and medical management of wrist compression neuropathies, wrist ligament injuries, selected wrist/hand fractures, Dupuytren’s contracture, and selected hand tendon injuries. (C,D,E)
• recall normal arthrokinematics for wrist/hand motions and implications for the PT’s selection of mobilization techniques. (A,D)
• based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, and/or coordination to manage selected orthopedic conditions (including post surgical procedures) in the wrist/hand region. (E)
• accurately describes general mechanics of, criteria for “+”, implications for treatment of and common causes for + results of phalen’s test, tinel’s sign test and finkelstein’s test. (C)
• recall the basic anatomy and biomechanics of normal motion of the hip/pelvis. (A)
• identify the common mechanisms of injury for, typical clinical presentation of, and common rehabilitative and medical management of hip fractures, soft tissue hip injuries, osteoarthritis of the hip. (C, E)
• recall normal arthrokinematics for the hip and implications for the PT’s selection of mobilization techniques. (A,D)
• based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, postural correction and/or balance/stabilization to manage selected orthopedic conditions (including post surgical procedures) in the hip region. (E)
• accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of patrick’s test, trendelenburg test, craig’s test/ryder test. (C)
• accurately and correctly performs ober’s test, leg length measurements, Thomas test, Ely’s test, and hamstring length tests. (D)
• recall the basic anatomy and biomechanics of normal motion of the knee. (A)
• identify the common mechanisms of injury for, typical clinical presentation of, and common rehabilitative and medical management of knee ligament injuries, knee meniscal injuries, patellofemoral pathologies, total knee replacements and fractures about the knee. (A,C,E)
• recall the normal arthrokinematics of knee motion and implications for the PT’s selection of mobilization techniques. (A,D)
• based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, postural correction and/or balance/stabilization to manage selected orthopedic conditions (including post surgical procedures) in the knee region. (E)
• accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of anterior drawer test, lachman test, posterior drawer test, apley test, McMurray test, valgus/varus stress tests, pivot-shift test, Clark’s test and apprehension test. (C)
• recall the basic anatomy and biomechanics of normal motion of the ankle/foot. (A)
• identify the common mechanisms of injury for, typical clinical presentation of, and common rehabilitative and medical management of ankle sprains/strains, tendonitis/overuse syndromes of the ankle/foot, compartment syndrome, morton’s neuroma, plantar fasciitis, achille’s ruptures and ankle-foot fracture/immobilization. (A,C,E)
• recall normal arthrokinematics of ankle/foot motions and discuss implications for the PT's selection of mobilization techniques. (A,D)
• based upon a physical therapy evaluation, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, postural correction, and/or balance/proprioception to manage selected orthopaedic conditions (including post surgical procedures) in the foot/ankle region. (E)
• accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results inversion-eversion stress tests, anterior drawer test and Thompson test. (C)
• correctly performs and interprets findings from a Homan test. (D)

Course Requirements

• pass all lab competencies.
• minimum 75% average on laboratory practical tests
• minimum 75% average on integrated lab practicals

Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; pass all lab competencies; and minimum of 75% average on integrated lab practicals

B: 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; pass all lab competencies; and minimum of 75% average on integrated lab practicals

C: 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; pass all lab competencies; and minimum of 75% average on integrated lab practicals

D: 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; pass all lab competencies; and minimum of 75% average on integrated lab practicals

F: less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; unsuccessful completion of one or more lab competencies; or less than 75% average on integrated lab practicals

Reviewed by K. Cox/ May 2010
Bossier Parish Community College
Master Syllabus

Course Prefix and Number: PTAP 204 Credit Hours: 3

Course Title: Physical Therapy Procedures

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.


Course Description:
Lecture and laboratory activities to facilitate student skill development and competency with the application of physical therapy procedures related to patient care. Patient case studies are used to promote student-centered problem solving.

Learning Outcomes:
At the end of this course, the student will

A. demonstrate proficiency with maintaining good body mechanics while providing physical assistance and patient/equipment handling to work safely in an acute-care physical therapy environment;
B. adjust, demonstrate and justify the use of selected assistive devices, positioning aids, wheelchairs and wound care products;
C. demonstrate safe infection control and wound care practices;
D. monitor patient performance, make assessments and measurements, modify treatments and recognize selected emergent situations when indicated by the patient’s response; and
E. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation.

To achieve these learning outcomes, the student will:

- safely transport patients in a variety of settings and prepare them for treatment with regard to positioning and turning, management of the environment, equipment, positioning devices and body mechanics. (A,B)
- prepare for, list principles of and demonstrate application of AROM and PROM using diagonal patterns. (A,E)
- accurately assess vital signs and recognize normal and abnormal values and responses to treatment. (C,D)
• identify some common emergency situations that may occur with patients in a therapy environment and determine appropriate actions to take. (D,E)
• demonstrate aseptic technique with regard to hand washing, sterilizing, wound care, dressing removal and application, waste disposal, standard precautions and OSHA regulations. (B,C)
• demonstrate an understanding of and ability to perform a variety of transfer techniques using good body mechanics. (A,B)
• properly adjust assistive devices and assist patients with gait training using various gait patterns. (A,B)
• be able to properly adjust, name and manage wheelchair parts and provide instructions to patients regarding use. (A,B,E)
• recognize and navigate architectural boundaries as they apply to the use of wheelchairs, assistive devices and the ADA. (A,B)
• explain the purpose of special equipment/monitors and lines and summarize precautions associated with care of acutely or critically ill patients in special care environments. (A,B,C,D,E)
• prepare a wound care portfolio that consists of instructor provided lecture material and independently researched materials to include: categories of wound etiologies, assessment techniques, summary of products, sample products, cleansing methods and interventions. (B,C,D,E)
• practice selected wound care cleansing and assessment skills in the laboratory (B,C)
• examine and apply a variety of wound care products. (B,C)
• translate medical and physical therapy terminology into understandable language suitable for giving patient instructions. (E)
• practice giving verbal instructions for patients, family members and other health care providers in appropriate activities to aid in patient care during laboratory activities. (E)

Course Requirements

• pass all lab competency tests
• minimum 75% average on lab practical tests
• minimum of 75% on wound care portfolio

Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment

B: 80% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment
C: 70% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment

D: 60% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment

F: less than 60% of total possible points including the comprehensive final exam; or failing grade on at least one lab competency; less than 75% average on laboratory practical tests; or less than 75% score on wound care portfolio assignment

Reviewed by L. Bryant / May 2010
Course Prefix and Number: PTAP 205  
Credit Hours: 3

Course Title: Therapeutic Modalities

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbook: Behrens, B.J. and Michlovitz, S.L.; Physical Agents: Theory and Practice for the Physical Therapist Assistant

Course Description:
Lecture and laboratory activities on the principles of physics applied in physical therapy. Discussion includes indications, contraindications, clinical decision making and application of physical agents for the physical therapist assistant student.

Learning Outcomes:

At the end of this course, the student will:

A. competently and safely apply physical therapy modalities in a clinical setting to promote therapeutic outcomes;
B. demonstrate critical thinking with the implementation of modalities for a variety of pathophysiological conditions and goals of treatment based on a physical therapy plan of care;
C. organize and demonstrate the skills of preparing and positioning the patient, managing equipment and setting up the physical environment for a variety of modality applications;
D. monitor the patient’s condition and response to the intervention and justify modifications in modality or parameters as needed in response to interim assessments; and
E. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation.

To achieve the learning outcomes, the student will:

- provide explanations of physical agents that are age and understanding appropriate to patients regarding the modality’s use, expected sensations and possible results of treatment as well as instructions for home use where indicated within the plan of care. (B,C,E)
- list indications and contraindications for use of each modality. (B)
- discuss the principles of mechanical forces, light, sound, heat and electricity and how these can achieve specific physiological changes within biological tissues. (B,D)
- differentiate between transmission of painful and non-painful sensory stimuli, types of pain and illustrate a basic understanding of how modalities and other factors can modify perception of pain. (A,B)
- question patients and listen attentively to responses that might indicate precautions or contraindications to the use of this modality or changes in the patient’s condition since the last treatment. (A,B,E)
- make appropriate judgments to report to the PT when contraindications exist or are suspected, or there is new information regarding the patient’s condition. (A,B,D,E)
- check and prepare equipment to ensure proper operation and intensity prior to patient use. (A,C)
- position patient with regard to modesty, comfort and accessibility of the area to be treated. (C,E)
- assess the patient's gross sensation, pain and integrity of the skin over the area to be treated. (A,C,D,E)
- adjust positioning of patient and/or equipment during treatment as needed to ensure proper intensity and therapeutic effect. (A,B,D,E)
- monitor patient response at appropriate intervals during application of all modalities. (A,D,E)
- discuss with the therapist the appropriate frequency and duration of modalities for a variety of patient conditions and report adjustments to these interventions made within the plan of care as the patient progresses with therapy. (B,D,E)
- master safe use of each modality as demonstrated in lab on classmates and during competency checks and integrated laboratory practicals. (A-E)
- informally evaluate and critique the performance of classmates when experiencing each modality serving as model patients. (C,D)
- familiarize self with different types of equipment in the clinical settings and prepare for use before delivery of treatment to patients. (C)

Course Requirements

- pass all lab competencies.
- minimum 75% average on laboratory practical tests

Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests.

B: 80% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies and minimum of 75% average on all laboratory practical tests.
C: 70% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests.

D: 60% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies and minimum of 75% average on all laboratory practical tests.

F: less than 60% of total possible points including the comprehensive final exam; or failing grade on one or more lab competencies; or less than 75% average on laboratory practical tests

Reviewed by L. Bryant/ May 2010
Course Prefix and Number: PTAP 212  
Credit Hours: 2

Course Title: Clinical Neuroanatomy

Textbooks: Kapit; Anatomy Coloring Book 3rd edition.

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Correlates the structure and function of the CNS, ANS and PNS with the functional aspects of human motion and normal posture. Introductions to neurological pathways and their influences on sensation, reflexes, muscle tone, coordination and balance.

Learning Outcomes:
At the end of this course the student will:

A. communicate appropriately in the clinical environment, both verbally and in written form, using correct terminology related to neuroanatomy, neurophysiology and neurologic pathologies;
B. demonstrate clinical proficiency in the performance of selected physical therapy assessment and intervention skills commonly utilized in the treatment of the neurologically involved patient; and
C. appropriately apply foundational knowledge of neuroanatomy/physiology, and neurologic pathologies during interim analyses of patient positions/movements and the correct interpretation and execution of a PT plan of care.

To achieve the learning outcomes, the student will:

- define common descriptive terms associated with the nervous system. (A)
- discuss the fundamental organizational units of the central and peripheral nervous systems. (A)
- label various anatomical structures associated with a neuron and the neuromusculoskeletal junction. (A,C)
- differentiate the functional and anatomical structure of axons and dendrites. (A, C)
- differentiate the primary roles of the supporting cells of the nervous system. (A,C)
- identify and locate supporting membranes of the nervous system. (A,C)
- discuss the primary subdivisions of the cerebral cortex. (A,C)
- recognize fundamental histological features of the cerebral cortex. (A)
- discuss the normal sequence of cortical processing. (A,B,C)
• differentiate the roles of neuronal fibers which form cortical connection. (A,C)
• label the principal functional areas of the cerebral cortex. (A,B)
• differentiate the primary functions of selected Broadman’s Areas of the lateral and medial cortical surfaces. (A,C)
• identify the functional loss associated with lesions at various areas of the cerebral cortex. (A,B,C)
• discuss the basic organization structure of the forebrain (A)
• label the anatomical structures which make up the diencephalon. (A)
• recognize clinical implications and common causes of CSF flow blockage. (A,B,C)
• discuss the role of the blood-brain barrier. (A)
• label the primary arterial vasculature of the CNS. (A,C)
• differentiate the clinical significance of occlusion or hemorrhage at primary arteries of the CNS. (B,C)
• recognize the primary function of the anatomical components of the brainstem. (A,C)
• label basic anatomical structures of the brainstem. (A,C)
• identify the role of each cranial nerve and the effects of pathology on these nerves. (A,B,C)
• identify the principal brainstem centers which influence spinal motor activity. (A,C)
• recognize the effects of brainstem impairment on posturing. (A,B,C)
• differentiate the signs and symptoms of brainstem lesions and syndromes. (B,C)
• identify the most common areas of dislocation and injury to the spine. (A,C)
• recognize how pathology at selected areas of the spinal cord affect function. (B,C)
• label gross anatomical structures of the spine and spinal cord. (A)
• discuss primary anatomical regional differences of the spinal cord. (A)
• discuss in general terms the complex system of neuronal control over motor activity. (A,B)
• differentiate the roles of alpha and gamma motor neurons on movement. (A,B)
• generally locate spinal cord lower motor neurons based on their influence on extremity movement (B,C)
• discuss the functional roles of selected peripheral nerves. (B,C)
• differentiate the effects of pathology or injury on selected peripheral nerves. (B,C)
• correlate selected nerve roots with their respective dermatomes, myotomes and myotatic reflexes. (B,C)
• demonstrate dermatome, myotome and reflex testing on a lab partner using correct technique. (B)
• label the primary anatomical components and connections of the basal ganglia. (A,C)
• identify the chief input to and output from the basal ganglia. (A,C)
• discuss common neurological disease processes seen with abnormalities of the basal ganglia. (C)
• recognize common clinical manifestations of basal ganglia disorders. (B,C)
• discuss the neurophysiological basis for movement abnormalities seen with basal ganglia disorders. (B,C)
• label the principal anatomical structures of the cerebellum. (A)
• identify the primary functions of the cerebellum. (A,C)
• differentiate between the three most common cerebellar syndromes based on clinical presentation. (B,C)
• describe commonly utilized balance-coordination tests and categorize each as nonequilibrium or equilibrium tests. (B)
• correctly demonstrate and grade interim coordination and balance assessments on lab partner. (B)
• recognize fundamental anatomical differences between the autonomic sympathetic and parasympathetic nervous systems. (A)
• discuss principal features of the autonomic nervous system. (A)
• label basic anatomical structures of the sympathetic and parasympathetic nervous systems. (A,B)
• differentiate the influence of the sympathetic and parasympathetic nervous systems on selected organs. (A,C)
• identify and locate common body areas of referred visceral pain. (B,C)
• identify the roles of the primary ascending and descending pathways. (A,C)
• recognize common somatosensory senses. (B,C)
• differentiate the primary categories and functions of somatosensory receptors. (A,B)
• compare the anatomical structure and function of somatosensory nerve fibers. (B,C)
• discuss the fundamental role that the major categories of pathways play in motor control. (A,C)
• recognize the functional impact which occurs with pathology or injury of selected ascending or descending pathways. (B,C)
• compare classical clinical signs and symptoms of upper and lower motor neuron injuries. (B,C)
• recognize the key functional centers of the limbic system. (A,C)
• discuss the fundamental functional roles of the limbic system. (C)
• describe the Papez Circuit (A,C)
• identify common clinical disease processes seen with pathology of the limbic system. (C)
• compare clinical signs and symptoms of selected disorders of the limbic system. (B,C)
• label the primary structures associated with the ventricular system. (B,C)
• recognize the role of the choroid plexus with CSF production. (C)
• describe the physiological mechanism which results in the development of hydrocephalus. (C)
• identify common signs and symptoms associated with hydrocephalus. (C)
• recognize the principal functions of the hypothalamus. (A)
• discuss common signs and symptoms associated with pathology of the hypothalamus. (A,C)

Course Requirements

minimum 75% average on integrated laboratory practical examination
Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

B: 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

C: 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

D: 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

F: less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests

Reviewed by K. Cox/ May 2010
Course Prefix and Number: PTAP 213   Number of Credits: 3

Course Title: Neurological Conditions

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks: O’Sullivan, S.B. and Schmitz, T.J.; Physical Rehabilitation: Assessment and Treatment, 4th edition

Course Description:
Exploration of the impact of selected neurological conditions on normal life span motor development and motor control with emphasis on pathophysiology and physical therapy management of these conditions.

Learning Outcomes:
At the end of this course, the student will

A. recognize abnormal neurological function and motor development in patients by comparing/contrasting them to normal function and development;
B. communicate an understanding of typical sites of damage or dysfunction within the nervous system, pathophysiology, clinical signs and symptoms, and physical impairments for selected neurological conditions and how these factors impact the common PT goals and expected functional outcomes for the neurological patient;
C. demonstrate selected therapy intervention skills in the laboratory as they apply to neurological impairments;
D. appropriately select, justify, sequence, and show progression of interventions for neurological patients in a variety of clinical settings using a PT plan of care;
E. read and understand health care literature through self-directed research activities to prepare and present professional in-services in the workplace; and
F. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation.

To achieve the learning outcomes, the student will:

- discuss normal growth and movement from birth through maturation and aging. (A)
• recognize primitive reflexes and postural reactions and know the significance these play in the development of voluntary skills and motor milestones. (A)
• recognize the typical signs and symptoms and terminology associated with a variety of neurological conditions. (A,B)
• discuss the etiology and pathophysiology responsible for many common neurological conditions. (A,B)
• recognize the name and purpose of some diagnostic tests and assessment procedures used to evaluate neurological disorders. (A,B)
• understand and be able to discuss the clinical significance of the evaluative procedures utilized by the physical therapist to create the problem list and establish the plan of care for neurologically involved patients. (B,D)
• identify common motor control, sensory, reflex, autonomic and cognitive deficits present with neurological impairment. (A,B,E)
• apply a variety of treatment interventions and assessment techniques for the purpose of improving motor control and promoting functional outcomes in the neurologically involved patient. (C)
• analyze a case study including a physical therapy evaluation and plan of care; select appropriate progression of interventions to meet the therapeutic goals and discuss the elements of discharge planning and home exercise program. (D)
• educate patients and family members on processes how they can be involved in the management of selected disease processes through regular participation in an appropriate physical therapy program. (D,F)
• discuss the typical physical therapy management of individual neurological diseases or conditions. (B,C,D,E)
• research, read and demonstrate understanding of current professional literature related to an assigned neurological condition. (B,E)
• develop and provide a professional in-service presentation to classmates on an assigned neurological condition. (B,D,E,F)

Course Requirements

• satisfactory completion of developmental lab assignments
• minimum 75% average on laboratory practical test
• minimum 75% average on three written case studies
• satisfactory in-service presentation on neurological condition

Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

B: 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75%
average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

C: 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

D: 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

F: less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or less than 75% average on three written case studies; or failure to satisfactorily complete the developmental lab assignments or the neurological conditions in-service.

Reviewed by L. Bryant/ May 2010
Physical Therapist Assistant Program Student Program Handbook 2010-2011

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: PTAP 214   Credit Hours: 3

Course Title: Therapeutic Exercise

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

O’Sullivan; S.B. and Schmitz, T.J.; Physical Rehabilitation: Assessment and Treatment 3rd edition

Course Description:
Principles and techniques of therapeutic exercise in the management of patients with selected neurological, cardiovascular, metabolic and chronic disease problems. Emphasis on the application of selected exercise interventions and patient/family education to improve functional outcomes.

Learning Outcomes:
At the end of this course, the student will:

A. select, apply and modify intervention strategies, treatment environments, and feedback based upon motor control and motor learning theories;
B. utilize the stimulus and response pathways of the proprioceptive and sensory systems to influence the motor systems of the neurologically impaired patient;
C. assess patient response to interventions to determine if an activity is too easy or too difficult and progress motor activities based upon level of difficulty;
D. demonstrate competent hands-on application of a variety of therapeutic exercise intervention techniques;
E. think critically and creatively to design and discuss treatment options for selected problems or goals within a plan of care;
F. read and understand health care literature through self-directed research activities; and
G. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation.

To achieve the learning outcomes, the students will:
• compare and contrast different theories of motor control with regard to therapeutic model, strengths and limitations. (A)
• define and utilize appropriate neurological, developmental, motor control and motor learning terminology in order to compare and contrast the presentation of neurological deficits commonly treated in a variety of physical therapy environments. (A,B,F,G)
• identify from a given patient problem the stage of motor control where the interventions should begin. (A,C,E)
• discriminate where a patient is in the stages of motor learning and provide the necessary modifications to feedback and other factors to promote the best learning outcome at that stage. (A,C)
• give examples of different intervention strategies typically used in rehabilitation and point out how these relate to different theories of motor control, or motor learning. (A,B,C,D)
• illustrate and describe the stimulus and response of the muscle spindle, GTO and joint receptors (B,C)
• explain how the proprioceptive, vestibular and exteroceptive pathways impact tone, reflexes, inhibition and facilitation of muscles. (B,C)
• demonstrate hands on activities, techniques and elements of PNF. (A,B,C,D,E,G)
• demonstrate fundamental NDT skills. (A,B,C,D,E,G)
• practice application of preambulation mat activities, functional training and gait activities to improve the functional outcomes of the neurologically impaired patient. (A,B,C,D,E,G)
• demonstrate the progression of interventions from simple to more complex by changing one or more modifiable factors. (C,D,E)
• utilize the BPCC library, the internet and other resources to complete research and independent readings to research and summarize clinical signs/symptoms, pathophysiology and common physical therapy interventions for cardiovascular, metabolic, physiologic, and chronic medical illnesses. (E,F,G)
• discuss and demonstrate the application, limitations and benefits of exercise programs and typical physical therapy interventions to improve conditioning of patients with cardiovascular, pulmonary, metabolic, physiologic and chronic medical illnesses. (E,F,G)
• compile and/or present appropriate assessments, intervention choices, progression of activities, necessary family and patient education and home exercise program for a patient within a plan of care established by the physical therapist. (A,C,E,F,G)
• discuss with the PT the appropriate considerations to prepare for a patient's discharge. (E,G)

Course Requirements

• pass all lab competencies
• minimum average score of 75% on laboratory practical test
• minimum average score of 75% on homework assignments

Course Grading Scale:
A: 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

B: 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

C: 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

D: 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

F: less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or failing grade on any lab competency; or failure to complete homework assignments or less than a 75% average on homework assignments

Reviewed by L. Bryant/ May 2010
Course Prefix and Number: PTAP 215  Credit Hours: 2

Course Title: Special Areas of Practice

Textbooks: No required text

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Exploration of special practice areas in physical therapy through guest lectures, field trips and small group research/presentations. Course may include but is not limited to such topics as pediatrics, amputees, geriatrics, burn care, FIM scale, cultural competency, home health, posture/gait assessment, and selected orthotic/prosthetic devices.

Learning Outcomes:
At the end of this course the student will:

A. communicate effectively with patients/families and other clinicians, both verbally and in written form, using the terminology appropriate to selected specialized areas of physical therapy practice;
B. appropriately interpret and carry out a physical therapy plan of care for patients in selected specialized areas of physical therapy practice;
C. accurately utilize the FIM scale to document patient functional independence;
D. appropriately adjust, monitor and train patients in the use of selected orthotic and prosthetic devices;
E. practice in the clinical environment with sensitivity to and appropriate behavior related to the cultural differences among patients, families and other clinicians/health care providers; and
F. perform and document an interim assessment of patient posture and gait, recognizing abnormalities and describing common causes and consequences of such.

To achieve the learning outcomes, the student will

- identify major etiological factors leading to amputation surgery. (A,B)
- describe the major concepts involved in lower extremity amputation surgery. (B)
- describe the major considerations in prosthetic prescription. (B,D)
- identify what components may be a part of an initial PT evaluation for an individual with a lower extremity amputation. (A,B)
• correctly describe the appropriate positioning and schedule of positioning for a person status post AK or BK surgery. (B)
• describe and demonstrate proper residual limb wrapping for the above knee and below knee amputee. (B)
• compare and contrast various methods of residual limb edema management. (B)
• based upon a PT’s initial evaluation and plan of care, describe an appropriate progressive exercise program for the AK or BK patient in various stages of rehabilitation. (B)
• discuss the psychological impact of lower extremity amputation. (A,B)
• identify the factors influencing PT goals and outcomes for the lower extremity amputee. (A,B)
• recall components of normal gait and describe gait deviations of the AK and BK prosthetic wearer and identify conditions of prosthetic fit/design and/or of the amputee commonly associated with each gait deviation. (A,B,D,F)
• identify normal and abnormal integumentary changes in the residual limb with LE prosthetic training based upon the pressure tolerant areas for weight bearing and pressure sensitive areas for avoidance of weight bearing forces (A,B,D)
• describe the process used by the prosthetist in evaluating/prescribing/fabricating/ and modifying the above or below knee prosthesis. (D)
• compare and contrast various types of suspension mechanisms for the above and below knee prostheses. (D)
• compare and contrast various types of foot and knee components used in lower extremity prostheses. (D)
• compare in structure and functional use myoelectric vs. cable-driven upper extremity prosthetics. (D)
• recognize the role of the PTA in providing physical therapy interventions and patient education to the patient in various stages of LE prosthetic preparation/use. (D)
• research selected prosthetic & orthotic devices (AK/BK protheses, AFO, knee orthoses, TLSO, cervical spine orthoses, wrist/hand splints and orthoses, RGO, Dynasplint – type orthoses) for in-class presentation. Present and recall for each device: (D)
  • description of the device and it’s primary purposes.
  • common diagnoses the device may be prescribed for.
  • variety available and where they can be obtained.
  • exercises (or other PT interventions) which are commonly prescribed to prepare patient for the device, to be used in conjunction with wearing the device or to be used when device is no longer necessary.
  • proper alignment/fit and donning/doffing of the device including demonstration.
  • traditional rehab progression with the device.
  • relevant pressure area considerations with the device and other safety precautions with device.
  • instructions which should be given to the patient/family on care of and use of the device.
  • insurance considerations and reimbursement issues for the selected device.
• describe biomechanics of foot during normal gait. (A,B,F)
• differentiate between common biomechanical foot abnormalities (to include rearfoot varus, forefoot varus and forefoot valgus) relative to expected gait deviations, common patient complaints and typical orthotic management. (A,B,F)
• describe footwear considerations for the patient with typical pronation or supination problems in the foot. (A,B,D,F)
• recognize common considerations when providing physical therapy services in the home health setting. (A,B)
• recognize the role of the PTA in the home health setting. (A,B)
• identify eligibility requirements that should be met in order for a patient to qualify for home health physical therapy services. (A,B)
• describe the appropriate observation of the home environment in terms of identifying safety hazards, suggesting modifications for ergonomics/energy conservation, and measuring/suggesting modifications for accommodation for assistive/adaptive equipment. (A,B)
• describe appropriate interventions and patient/family education for home health patients based upon a PT evaluation and plan of care (case study). (A,B)
• recognize and demonstrate ingenuity with implementing a PT plan of care for the geriatric patient in a home health setting. (A,B)
• classify severity of burns based on % body region affected and skin thickness involved. (A,B)
• discuss medical management of burns including surgical and non-surgical interventions. (A,B)
• discuss physical therapy management of burns including wound care, positioning, exercise, and patient/caregiver instruction. (A,B)
• recall normal motor development in terms of primitive reflex appearance/integration, function/appearance in given postures and gross/fine motor milestone achievement. (A,B)
• describe common physical therapy patient problems encountered at various stages of motor development. (A,B)
• discuss interventions for addressing selected pediatric physical therapy problems. (A,B)
• describe and implement developmental activities appropriate for pediatric physical therapy patients based upon a PT evaluation and plan of care. (A,B)
• identify common age-specific considerations/precautions when treating a pediatric patient. (A,B)
• recognize the role of the PTA in pediatric physical therapy practice. (A,B)
• discuss common orthopedic disorders seen in pediatric physical therapy practice. (A,B)
• recognize the etiology of selected pediatric orthopedic disorders. (A,B)
• discuss common genetic disorders seen in pediatric physical therapy practice. (A,B)
• recognize the etiology of selected pediatric genetic disorders. (A,B)
• discuss common chromosomal disorders seen in pediatric physical therapy practice. (A,B)
• recognize the etiology of selected pediatric chromosomal disorders. (A,B)
• discuss common environmentally related disorders seen in pediatric physical therapy practice. (A,B)
• recognize the etiology of selected pediatric environmentally related disorders. (A,B)
• discuss common treatment goals in pediatric physical therapy practice and describe interventions and patient/family education appropriate for meeting those goals based upon a PT's initial evaluation. (A,B)
• describe, and use effectively, age-appropriate communication strategies when working with pediatric patients and their family members. (C)
• define ageism and identify common misconceptions regarding aging and individuals over 65. (A,B,E)
• describe strategies for providing support to caregivers of geriatric patients. (B)
• define the criteria for "elder abuse", describe characteristics of those most likely to be abused and to abuse, identify signs of abuse; describe the roles/responsibilities of the PTA related to this subject, and discuss appropriate strategies for reporting suspected incidents. (B,E)
• describe normal physiological changes to selected systems with aging. (A,B)
• identify changes commonly perceived to be normal with aging that are actually pathological in nature. (A,B)
• discuss exercise considerations in working with geriatric patients/clients. (B)
• describe communication strategies to use with geriatric patients with hearing impairment, visual impairment and/or dementia. (B)
• describe the mini mental examination and discuss its use in the diagnosis of dementia. (A,B)
• differentiate between dementia and related conditions based upon pathophysiology and patient presentation. (A, B)
• identify key issues to consider when providing patient education in geriatric physical therapy practice. (A,B)
• discuss normal and abnormal psychological responses to aging. (A,B)
• discuss the importance of standardized tools for documentation of patient function in terms of reimbursement. (C)
• list and describe the underlying principles for use of the FIM instrument. (C)
• list and explain the procedures for scoring using the FIM instrument. (C)
• give general descriptions for each numerical level of function on the FIM scale. (C)
• accurately use the FIM instrument in assessing independence of function on 18 activities/categories based upon a written description of the performance and/or a video clip of the performance. (C)
• recognize the impact of racial, ethnic, social and cultural differences on patient care in terms of physical therapy intervention, communication, patient/family education and strategies for maximizing outcomes. (E)
• describe the effect of cultural differences on the way in which families and caregivers cope with ill family members. (E)
• define the term posture. (F)
• discuss the basic principles of a postural assessment. (F)
• describe normal postural alignment for selected joints/regions of the body. (F)
• specifically identify components of normal postural alignment from frontal and sagittal views at given regions of the body. (F)
• discuss common abnormal alignments from the frontal and sagittal views, identifying muscles in a shortened and lengthened position. (F)
• define the term joint moment and identify moments occurring with normal postural alignment and common abnormal alignments. (F)
• perform an assessment of posture on classmates/"patient's" from frontal and sagittal views, identifying deviations from normal. (F)
• demonstrate appropriate exercises to address common postural abnormalities in strength, ROM or flexibility to include postural awareness during ADLs. (F)
• appropriately document findings from a postural assessment in SOAP note format. (F)
• discuss the importance of and rationale for analysis of a patient’s gait. (F)
• define selected terms related to the description of gait. (F)
• list the components of the stance and swing phases of gait using traditional and Rancho Los Amigos terminology. (F)
• identify the joint positions and muscle activity required at each phase of gait. (F)
• recognize the effects of age, disease, injury and malalignment on gait. (F)
• identify normal and common faulty gait patterns through video and observation of classmates. (F)
• appropriately documents description of gait including parameters for quantity and quality in SOAP note format. (F)

Course Requirements

• satisfactory PowerPoint in-service presentation on orthotic or prosthetic device
• participation in discussion board assignment on cultural diversity
• minimum 75% on posture/gait analysis project

Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; minimum 75% on posture/gait analysis project and satisfactory research and presentation of an orthotic or prosthetic device in-service; and participation in discussion board assignment on cultural diversity

B: 80% or more of total possible points including the comprehensive final exam; minimum 75% on posture/gait analysis project and satisfactory research and presentation of an orthotic or prosthetic device in-service; and participation in discussion board assignment on cultural diversity

C: 70% or more of total possible points including the comprehensive final exam; minimum 75% on posture/gait analysis project and satisfactory research and presentation of an orthotic or prosthetic device in-service; and participation in discussion board assignment on cultural diversity
D: 60% or more of total possible points including the comprehensive final exam; minimum 75% on posture/gait analysis project and satisfactory research and presentation of an orthotic or prosthetic device in-service; and participation in discussion board assignment on cultural diversity.

F: less than 60% of total possible points including the comprehensive final exam; or failure to satisfactorily complete the posture/gait analysis project; or failure to satisfactorily complete or present the orthotic or prosthetic device in-service; or failure to participate in the discussion board assignment on cultural diversity.

Reviewed by K. Cox/ May 2010
Bossier Parish Community College

**Master Syllabus**

**Course Prefix and Number:** PTAP 217

**Course Title:** Comprehensive Interventions for the PTA

**Credit Hours:** 1

**Textbooks:**

**Course Prerequisites:** Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

**Course Description:**
Laboratory based course that utilizes case studies, presentations, and group activities to strengthen student competency in integrating information from all courses within the program curriculum with emphasis on the use of *The Guide to Physical Therapist Practice*. Also designed to prepare students for clinical practice and licensure examination success.

**Learning Outcomes:**
At the end of this course the student will:

A. communicate appropriately in the clinical environment with other clinicians and healthcare providers using the standardized terminology from the *Guide to Physical Therapist Practice*;

B. accurately and efficiently use the *Guide to Physical Therapist Practice* as a reference tool in the clinical analysis of a physical therapy initial evaluation and plan of care;

C. appropriately select, justify, sequence, progress, and document interim assessments and interventions for a physical therapy patient or client with an orthopedic, neurological, or complex medical diagnosis(es) based upon a written PT evaluation and plan of care;

D. demonstrate safe and correct technical performance of those common physical therapy clinical assessment and intervention skills appropriate for the entry-level PTA; and

E. demonstrate test-taking skills and recall of cumulative fundamental content from PTA program curriculum sufficient to successfully pass the Federation of State Boards of Physical Therapy PTA licensure examination.

To achieve the learning outcomes, the student will:

- appropriately prioritize identified patient problems in a PT evaluation/case study. (C)
• discuss rationale for plan of care related to PT goals in a PT evaluation/case study. (C)
• based upon a case study/PT initial evaluation, identify the preferred practice patterns, prognosis, expected range of visits and factors potentially influencing the frequency/duration of treatment based upon information from the Guide to Physical Therapist Practice. (B)
• identify pertinent information from an initial PT evaluation/case study that may impact treatment or progression of therapeutic interventions. (C)
• identify and differentiate between a patient’s pathology, impairment, functional limitation and disability based upon a hypothetical PT case study. (A,B)
• justify interim assessments and interventions selected for use in a hypothetical PT case study based upon relevant didactic information from lecture notes, textbooks and journal articles. (C)
• select appropriate physical therapy interventions and interim assessments for use in a hypothetical PT case study for that follow the PT’s plan of care. (C)
• outline a plan for progression of therapeutic interventions within the plan of care to for a hypothetical PT case study. (C)
• match selected vocabulary terms from the Guide to Physical Therapist Practice to the correct definition. (A)
• document hypothetical PT sessions correctly using both the S.O.A.P format and Guide language. (C,A)
• demonstrate safe, entry-level competency/skill in performing those clinical assessment skills covered during the fall & spring semester PTAP courses to include appropriate/correct: (D)
  • communication with classmate/patient procedure to be performed.
  • selection and set-up of equipment.
  • positioning of classmate/patient for assessment.
  • technical performance of assessment procedure.
  • documentation of normal/abnormal assessment results.
  • body mechanics use throughout procedure.
  • exhibiting of confidence, efficiency during procedure; safe/professional behavior throughout procedure.
• demonstrate safe, entry-level competency/skill in performing those clinical intervention skills covered during the fall & spring semester PTAP courses to include appropriate/correct: (D)
  • communication with classmate/patient regarding intervention technique to be performed.
  • selection and set-up of equipment.
  • positioning of classmate/patient for intervention.
  • technical performance of intervention technique.
  • documentation of intervention.
  • body mechanics throughout procedure.
  • exhibiting of confidence, efficiency during procedure.
  • safe/professional behavior throughout procedure.
• identify at least 5 reference resources useful in preparation for the Federation of State Boards of Physical Therapy Licensure Examination. (E)
• analyze own results of a PTA mock licensure examination in terms of test-taking weaknesses, deficits in fundamental knowledge, and problems with application of content. (E)
• demonstrate progressive improvement in mock licensure examination scores with final mock exam score of at least 75%. (E)

Course Requirements

• minimum of three mock licensure examinations and completion of self assessment assignment
• minimum 75% on lab competencies
• minimum 75% average on integrated laboratory practical examinations
• minimum 75% on test on Guide to Physical Therapist Practice

Course Grading Scale:

A: 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% score on the test on Guide to Physical Therapist Practice; satisfactory completion of three mock licensure examinations; and satisfactory completion of a self-assessment assignment

B: 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% score on the test on Guide to Physical Therapist Practice; satisfactory completion of three mock licensure examinations; and satisfactory completion of a self-assessment assignment

C: 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% score on the test on Guide to Physical Therapist Practice; satisfactory completion of three mock licensure examinations; and satisfactory completion of a self-assessment assignment

D: 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% score on the test on Guide to Physical Therapist Practice; satisfactory completion of three mock licensure examinations; and satisfactory completion of a self-assessment assignment

F: less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or less than 75% average on the test on Guide to Physical Therapist Practice; or failure to complete three mock licensure examinations; or failure to complete the self-assessment assignment

Reviewed by K. Cox/ May 2010
PTA Program Clinical Course Syllabi

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: PTAP 206 Credit Hours: 3

Course Title: Clinical Practice I

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. Prior to beginning clinical practice I, students must have additionally demonstrated successful completion of all highlighted safety indicators for all lab competencies in PTAP 202, PTAP 203, PTAP 204 and PTAP 205.

Textbooks: Texas Consortium of PTA Educators; PTA MACS, current edition.

Course Description:
Introduction to and review of the PTA MACS. Students will be assigned to a clinical affiliation site during the semester for 150 clinical practice hours under the direct supervision of a clinical instructor.

Learning Outcomes:
At the end of this course the student will

A. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the assigned clinical environment;
B. perform those patient data collection and intervention psychomotor skills common to the clinical environment assigned at a level of mastery consistent with a first clinical rotation; and
C. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for employee behavior in a clinical setting.

To achieve the learning outcomes, the student will:

- exhibit consistently a commitment to learning throughout the clinical experience through: (A)
- demonstrating a willingness to evaluate own performance.
- identifying problems and information/learning needs.
- identifying and locating appropriate resources.
- incorporating new knowledge into clinical performance.
- utilize appropriate and effective interpersonal skills consistently during the clinical experience by: (A)
- maintaining a professional demeanor in all interactions.
• demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
• responding appropriately to unexpected situations.
• interacting confidently with all persons.
• demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student PTA.
• effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience by: (A)
  • initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
• using English language effectively (grammar, spelling, expression, organization and sequencing).
• writing legibly.
• using effective non-verbal communication.
• adjusting verbal and non-verbal communication to each person and situation.
• listening actively (including restating, reflecting, and clarifying messages).
• following all documentation policies and procedures of the facility.
• appropriately receive and utilize constructive feedback during the clinical experience by: (A)
  • actively seeking feedback.
  • demonstrating positive attitude toward feedback.
  • assessing own performance accurately.
• incorporating intrinsic and extrinsic feedback into future experiences.
• providing appropriate feedback to others, including modifying of feedback according to recipient’s need.
• behave at all times during the clinical experience professionally including: (A,C)
  • introducing self as student.
  • abiding by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct.
  • confirming informed consent from patient.
  • projecting professional image.
  • exercising discretion, including maintenance of confidentiality.
  • managing personal affairs in a manner that does not interfere with professional responsibilities.
  • respecting authority and complying with decisions of those in authority.
  • participating in profession-related organizations/activities.
• consistently accept responsibility during the clinical experience by: (A)
  • arriving prior to the start of all scheduled activities.
  • accepting responsibility for own actions and outcomes.
  • completing projects, duties and assignments without prompting.
  • recognizing need and offering assistance to others.
  • recognizing own limitations and asking for assistance.
• demonstrate ability to manage stress consistently during the clinical experience by (A)
  • recognizing stress in self and others.
• identifying probable source of stress in self and others.
• seeking assistance for self or others when appropriate.
• establishing effective stress management and coping mechanisms.
• prioritizing multiple commitments in personal and professional life.
• practice at all times during the clinical experience safely by: (A,B,C)
  o recognizing and remedying safety concerns during patient care.
  o asking for assistance when unable to manage patient safely.
  o using appropriate body mechanics and guarding techniques.
  o demonstrating standard precautions.
  o demonstrating safe handling of patient and equipment.
  o familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).
  o recognizing and remedying safety concerns during patient care.
  o asking for assistance when unable to manage patient safely.
  o using appropriate body mechanics and guarding techniques.
  o demonstrating standard precautions.
  o demonstrating safe handling of patient and equipment.
  o familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).
• during the clinical experience achieve entry-level competency on at least 10 skills and gain documented experience with at least 20 skills from the following PTA MACS areas: (A,B)
  o professional behaviors.
  o data collection.
  o interventions
• recall the Program and Clinical Facility policies (scoring 100% on the policy exam) related to (C):
  o attendance.
  o appearance/dress.
  o professional behavior.
  o patient confidentiality.
  o drug use.

Course Requirements

• demonstrate entry-level competency in the completion of identified critical skills
• demonstrate entry-level competency with the completion of at least 10 skills total
• complete a self-assessment of affective skills and meet with ACCE to discuss goals related to professional behaviors.
• completion of 150 clinical practical hours

Course Grading:

Pass- entry level competency in the completion of identified critical skills; and entry-level competency with the completion of at least 10 skills total; and completion of 150 clinical practice hours.
Fail- failure to achieve entry level competency in the completion of identified critical skills;

or

failure to achieve entry level competency with the completion of at least 10 skills total;

or failure to complete 150 clinical practice hours

Reviewed by K. Cox/ May 2010
Bossier Parish Community College  
Master Syllabus  

Course Prefix and Number: PTAP 216  
Credit Hours: 4  

Course Title: Clinical Practice II  

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. Prior to beginning clinical practice II, students must have additionally demonstrated successful completion of all highlighted safety indicators for all lab competencies in PTAP 202, PTAP 203, PTAP 204, PTAP 205, PTAP 214, and PTAP 217.  

Textbook: Texas Consortium of PTA Educators; PTA MACS; current edition  

Course Description:  
Students will be assigned to a clinical affiliation site for 200 clinical practice hours under the direct supervision of a clinical instructor.  

Learning Outcomes:  
At the end of this course the student will  

A. demonstrate “entry-level” competency in all those affective skills necessary for effective and appropriate practice in the clinical environment assigned;  
B. perform those patient data collection and intervention psychomotor skills common to the clinical environment assigned at a level of mastery consistent with a second (spring/intermediate) rotation; and  
C. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for student/employee behavior in a clinical setting.  

To achieve the learning outcomes, the student will:  

- exhibit consistently a commitment to learning throughout the clinical experience through: (A)  
- demonstrating a willingness to evaluate own performance.  
- identifying problems and information/learning needs.  
- identifying and locating appropriate resources.  
- incorporating new knowledge into clinical performance.  
- utilize appropriate and effective interpersonal skills (consistently during the clinical experience by: (A)  
- maintaining a professional demeanor in all interactions.
• demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
• responding appropriately to unexpected situations.
• interacting confidently with all persons.
• demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student PTA.
• effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience by: (A)
  • initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
  • using English language effectively (grammar, spelling, expression, organization and sequencing).
• writing legibly.
• using effective non-verbal communication.
• adjusting verbal and non-verbal communication to each person and situation.
• listening actively (including restating, reflecting, and clarifying messages).
• following all documentation policies and procedures of the facility.
• appropriately receive and utilize constructive feedback during the clinical experience by: (A)
  • actively seeking feedback.
  • demonstrating positive attitude toward feedback.
  • assessing own performance accurately.
• incorporating intrinsic and extrinsic feedback into future experiences.
• providing appropriate feedback to others, including modifying of feedback according to recipient's need.
• behave at all times during the clinical experience professionally including: (A,C)
  • introducing self as student.
  • abiding by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct.
  • confirming informed consent from patient.
• projecting professional image.
• exercising discretion, including maintenance of confidentiality.
• managing personal affairs in a manner that does not interfere with professional responsibilities.
• respecting authority and complying with decisions of those in authority.
• participating in profession-related organizations/activities.
• consistently accept responsibility during the clinical experience by: (A)
  • arriving prior to the start of all scheduled activities.
  • accepting responsibility for own actions and outcomes.
  • completing projects, duties and assignments without prompting.
  • recognizing need and offering assistance to others.
  • recognizing own limitations and asking for assistance.
• demonstrate ability to manage stress consistently during the clinical experience by (A)
  • recognizing stress in self and others.
o identifying probable source of stress in self and others.
  o seeking assistance for self or others when appropriate.
  o establishing effective stress management and coping mechanisms.
  o prioritizing multiple commitments in personal and professional life.

- practice at all times during the clinical experience safely by: (A, B, C)
  o recognizing and remedying safety concerns during patient care.
  o asking for assistance when unable to manage patient safely.
  o using appropriate body mechanics and guarding techniques.
  o demonstrating standard precautions.
  o demonstrating safe handling of patient and equipment.
  o familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).

- during the clinical experience achieve entry-level competency on at least 15 skills and gain documented experience with at least 20 skills from the following PTA MACS areas : (A,B)
  o professional behaviors.
  o data collection.
  o interventions.

- recall the Program and Clinical Facility policies related to (C):
  o attendance
  o appearance/dress
  o professional behavior
  o patient confidentiality
  o drug use

**Course Requirements**

Demonstrate competency in the completion of identified critical skills
Demonstrate entry-level competency with the completion of at least 15 skills total
Completion of 200 clinical practice hours

**Course Grading Scale:**

Pass- entry level competency in the completion of identified critical skills; and entry-level competency with the completion of at least 15 skills total; and completion of 200 clinical practical hours

Fail- failure to achieve entry-level competency in the completion of identified critical skills;

Or

failure to achieve entry-level competency with the completion of at least 15 skills total;

or

failure to complete 200 clinical practical hours
Course Prefix and Number: PTAP 226  
Credit Hours: 7

Course Title: Clinical Practice III

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. Prior to beginning clinical practice III, students must have additionally demonstrated successful completion of all “highlighted” safety indicators for all lab competencies in PTAP 202, PTAP 203, PTAP 204, PTAP 205, PTAP 214, and PTAP 217.

Textbooks: Texas Consortium of PTA Educators: PTA MACS, current edition

Course Description:  
Full-time assignment to two different affiliation sites during the semester for a total of 350 clinical practice hours. Students will be assigned to those clinical affiliation sites for 40 hours per week under the direct supervision of a clinical instructor.

Learning Outcomes:  
At the end of this course the student will

A. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the clinical environment;  
B. perform those patient data collection and intervention psychomotor skills common to the clinical environment assigned at a level of mastery consistent with a final (clinical) rotation; 
C. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for student/employee behavior in a clinical setting; 
D. prepare and deliver clinical in-services to an audience of healthcare professionals; 
E. use foundational knowledge of the fiscal operations of a physical therapy clinic/department to function responsibly and appropriately as an employee of such departments; and  
F. participate usefully in the process of performance improvement (CQI/PI) in a clinical environment.

To achieve the learning outcomes, the student will

- exhibit consistently a commitment to learning throughout the clinical experience through: (A)
- demonstrating a willingness to evaluate own performance.
• identifying problems and information/learning needs.
• identifying and locating appropriate resources.
• incorporating new knowledge into clinical performance.
• utilize appropriate and effective interpersonal skills (critical MACS skill #2) consistently during the clinical experience by: (A)
• maintaining a professional demeanor in all interactions.
• demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
• responding appropriately to unexpected situations.
• interacting confidently with all persons.
• demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student PTA.
• effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience by: (A)
• initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
• using English language effectively (grammar, spelling, expression, organization and sequencing).
• writing legibly.
• using effective non-verbal communication.
• adjusting verbal and non-verbal communication to each person and situation.
• listening actively (including restating, reflecting, and clarifying messages).
• following all documentation policies and procedures of the facility.
• appropriately receive and utilize constructive feedback during the clinical experience by: (A)
• actively seeking feedback.
• demonstrating positive attitude toward feedback.
• assessing own performance accurately.
• incorporating intrinsic and extrinsic feedback into future experiences.
• providing appropriate feedback to others, including modifying of feedback according to recipient's need.
• behave at all times during the clinical experience professionally including: (A,C)
• introducing self as student.
• abiding by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct.
• confirming informed consent from patient.
• projecting professional image.
• exercising discretion, including maintenance of confidentiality.
• managing personal affairs in a manner that does not interfere with professional responsibilities.
• respecting authority and complying with decisions of those in authority.
• participating in profession-related organizations/activities.
• consistently accept responsibility during the clinical experience by: (A)
  o arriving prior to the start of all scheduled activities.
  o accepting responsibility for own actions and outcomes.
• completing projects, duties and assignments without prompting.
  • recognizing need and offering assistance to others.
  • recognizing own limitations and asking for assistance
• demonstrate ability to manage stress consistently during the clinical experience by (A)
  • recognizing stress in self and others.
  • identifying probable source of stress in self and others.
  • seeking assistance for self or others when appropriate.
  • establishing effective stress management and coping mechanisms.
  • prioritizing multiple commitments in personal and professional life.
• practice at all times during the clinical experience safely by: (A, B, C)
  • recognizing and remedying safety concerns during patient care.
  • asking for assistance when unable to manage patient safely.
  • using appropriate body mechanics and guarding techniques.
  • demonstrating standard precautions.
  • demonstrating safe handling of patient and equipment.
  • familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).
• during the clinical experience achieve entry-level competency on all skills contained in the PTA MACS in the following areas: (A,B)
  • professional behaviors.
  • data collection.
  • interventions.
• research and discuss selected Clinical Facility policies and the process by which those policies/procedures are updated and disseminated to staff. (C)
• identify the 3rd party payors commonly involved with reimbursement for physical therapy services in the clinical facility assigned. (E)
• describe the role of the PTA in the billing of and reimbursement for physical therapy services in the clinical facility assigned. (E)
• identify the persons responsible for the CQI/PI process in the clinical facility assigned. (F)
• describe the process of PI in the clinical facility assigned including: (F)
  • the methods used to identify processes needing improvement.
  • the way in which information is gathered to research the problem.
  • how potential process changes are proposed and decided upon.
  • how the effectiveness of the change is evaluated and to whom the whole process is reported.
• give an example of a problem/process in the clinical facility assigned that has improved through the CQI/PI process. (F)
• prepare and present an inservice presentation on an assigned physical therapy topic. (D)

Course Requirements

• Demonstrate entry-level competency in the completion of critical skills
• Demonstrate entry-level competency with the completion of all required skills in the MACS
• Completion of 350 clinical practice hours
• Completion of all discussion board assignments
• Presentation of satisfactory clinical in-service

Course Grading Scale:

Pass- entry level competency in the completion of identified critical skills; and entry-level competency with the completion of all required skills in the MACS; and completion of 350 clinical practical hours; and completion of all discussion board assignments; and presentation of satisfactory clinical in-service.

Fail- failure to achieve entry-level competency in the completion of identified critical skills; or failure to achieve entry-level competency with the completion of all required skills in the MACS; or failure to complete 350 clinical practice hours; or failure to complete discussion board assignments; or failure to complete a satisfactory clinical in-service

Reviewed by K. Cox/ May 2010
Clinical Instructor Evaluation of Student Performance

THANKS for your support of our Program and for providing this valuable feedback. After completion, you may either use the “Submit” button to return electronically, or print and mail to the Program office.

Clinical Site: ________________________________

Your name and credentials (for example: John Smith, PT, MEd) ________________________________

Your email address: ________________________________

For Program accreditation purposes, we ask for the following data. Please check any/all that apply.

☐ I am an APTA certified clinical instructor

☐ I have less than 1 yr. experience in clinical practice

☐ I have 1-10 years experience in clinical practice

☐ I hold a clinical specialist certification

☐ I have more than 10 years experience in clinical practice

BPCC PTA student being evaluated: ________________________________

Please respond to the following questions regarding the student’s knowledge/performance at or near the end of the clinical experience:

1 = strongly disagree  2 = disagree  3 = neutral  4 = agree  5 = strongly agree

1. Student is knowledgeable of the State Practice Act:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

2. Student is respectful of patient confidentiality:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

3. Student follows facility standards for dress, behavior, professionalism, etc.:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

4. Student practiced safely in this environment:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

5. Student communicated effectively with patients, family, PT staff and other healthcare staff:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

6. Student demonstrated a strong motivation to learn and improve his/her skills:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

7. Student exercised good judgement, performing assessments and interventions within his/her knowledge level and scope of legal/ethical practice as a PTA:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

8. Student considered psychosocial, cultural and age-related issues in the delivery of patient care and physical therapy services:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

9. Student used good critical thinking skills in the analysis of unfamiliar patient situations or incidents:  
   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable
1. Student selected and/or implemented assessments and interventions based upon a correct interpretation of the PT goals and plan of care  

☐ 1 □ 2 □ 3 □ 4 □ 5 □ Not applicable

11. Student was able to verbalize rationale for PT assessments and interventions found within plan of care  

☐ 1 □ 2 □ 3 □ 4 □ 5 □ Not applicable

12. Student demonstrated competence with the use of equipment and technology used for patient care.  

☐ 1 □ 2 □ 3 □ 4 □ 5 □ Not applicable

If you wish, please make additional comments about the student's overall performance. You may want to include comments specifically on any changes/improvements over time that you observed in the SPTA.

Please indicate any particular areas you consider to be the BPCC PTA Program's Curriculum Strengths based upon the knowledge and performance of this SPTA. (Select none, any, or all that apply)

☐ knowledge of musculoskeletal anatomy
☐ knowledge of basic kinesiology/biomechanics concepts
☐ knowledge of orthopedic conditions/pathophysiology and precautions
☐ application of therapeutic modalities
☐ knowledge of and skill with application of therapeutic exercise (strengthening, stretching, etc.)
☐ knowledge and skill with performing goniometry and MMT

☐ gait training with assistive devices
☐ interim assessments of posture and gait
☐ positioning, bed mobility and transfer training
☐ documentation skills
☐ knowledge neuroanatomy
☐ knowledge of neurological conditions/diagnoses
☐ knowledge of and skill with application of motor development/neuromotor techniques (NDT, PNF, etc.)

☐ knowledge of integumentary system anatomy, conditions/pathologies, and wound care assessments/interventions
☐ knowledge of orthotics & prosthetics
☐ knowledge of the acute care setting/environment, assessments, equipment & precautions
☐ knowledge of cardiovascular anatomy, conditions and rehabilitation
☐ knowledge of other "general" medical conditions (diabetes, renal, GI/SGI, pregnancy, etc.)
☐ general ability to problem solve and use critical thinking

If you wish, please make additional comments about the strengths of BPCC PTA students/BPCC PTA Program.
Please indicate any particular areas you consider to be the **BPCC PTA Program**'s **Curriculum Weaknesses** based upon the knowledge and performance of this SPTA. *(Select none, any, or all that apply)*

- knowledge of musculoskeletal anatomy
- knowledge of **basic kinesiology**/biomechanics concepts
- knowledge of **orthopedic conditions**/pathophysiology and precautions
- knowledge of and skill with application of **therapeutic modalities**
- knowledge of and skill with application of **therapeutic exercise** (strengthening, stretching, etc.)
- knowledge and skill with performing **goniometry and MMT**
- **gait training** with assistive devices
- interim assessments of **posture and gait**
- **positioning, bed mobility** and transfer training
- **documentation** skills
- knowledge of **neuroanatomy**
- knowledge of **neurological conditions/diagnoses**
- knowledge of and skill with application of **motor development/neuromotor techniques** (NDT, PNF, etc.)
- knowledge of integumentary system
- anatomy, conditions/pathologies, and **wound care** assessments/interventions
- knowledge of **orthotics & prosthetics**
- knowledge of the **acute care** setting
- environment, assessments, equipment & precautions
- knowledge of **cardiovascular** anatomy, conditions and rehabilitation
- knowledge of other "**general**" medical conditions (diabetes, renal, GI/GU, pregnancy, etc.)
- general ability to problem solve and use critical thinking

If you wish, please make additional comments about the **weaknesses (areas for improvement) of BPCC PTA students/BPCC PTA Program**.

Would you like/do you need any additional information or resources regarding clinical instruction? *(Select none, any, or all that apply)*

- basic information on being a clinical instructor
- tips for working with difficult/challenging students
- collaborative learning in the clinical environment (effectively working with >1 student at a time)
- **Practice Act, APTA guidelines and Medicare** reimbursement concerns in the supervision of PT/PTA students
- **modifying instruction based on student learning style**
- expectations for a beginning/developing/graduating PTA student

Thank you for the time you spent serving as a BPCC PTA clinical instructor!! You are a CRITICAL part of our students' success and we APPRECIATE you!!

Form created by Kim Cox, ACCE - Bossier Parish Community College PTA Program
Based in part on information from APTA instrument - "PTA Student Evaluation: Clinical Experience and Clinical Instruction"

Updated 6/10 kcox
Student Evaluation of Clinical Education Site and Clinical Experience Form

Student Evaluation of Clinical Education Site and Clinical Experience

To be completed by the student at the end of the clinical rotation.
After completing form hit the "submit by email" button on the bottom of the last page.

Rotation

Student Name (last name, first name)

Clinical Site:

Name of Primary CI (last name, first name):

My primary CI is a:

[The primary environment for this rotation was (may select more than one):]

- acute care/inpatient hospital facility
- rehabilitation/sub-acute rehabilitation
- outpatient/ambulatory care facility
- school/pre-school program
- nursing home/skilled care facility
- wellness/prevention/fitness
- private practice
- home health or hospice

I received information from my clinical facility prior to my arrival:

- yes
- no

I had an on-site orientation that provided me with the information & resources I needed for the experience:

- yes
- no

What other information would have been helpful to have received from the clinical site prior to your first day?

What else could have been provided during the orientation to the facility?

I worked with patients who had a/an:

- musculoskeletal diagnosis
- neurologic/neuromuscular diagnosis
- cardiopulmonary diagnosis
- integumentary system diagnosis
- "other" system diagnosis (endocrine, renal, GI/GU, etc.)

I worked with patients:

- 0-12 years old
- 13-21 years old
- 22-65 years old
- 65 or > years old
I worked with patients in:
- a critical care/ICU/acute setting
- a SNF/ECF/subacute setting
- an inpatient rehab setting
- an ambulatory/OP setting
- a home health setting
- a wellness/fitness setting

During this clinical experience, I participated in:
- data collection tasks (assessment/measurement techniques)
- implementing an established plan of care (carrying out a PT's POC)
- coordinating (scheduling/setting up), communicating (other members of health care team, other PT staff, pts/families) and documenting (note writing, documenting charges, etc.)
- instructing patients/clients and/or family
- providing direct PT Intervention (exercise, modalities, gait training, etc.)

For each **assessment technique/procedure**, identify the **frequency** you were able to perform/practice it during this rotation.

<table>
<thead>
<tr>
<th>Skill 14.1 - Measurement for Edema</th>
<th>Skill 14.2 - Other anthropometric measures (posture, leg length, etc.)</th>
<th>Skill 14.3 - Measuring arousal, mentation, cognition</th>
<th>Skill 14.4 - Measuring (assessing) the appropriateness &amp; use of an adaptive/assistive device</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill 14.13 - Measures ventilation, respiration, circulation (monitors vital signs)</td>
<td>Skill 15.1 - Implementing a Plan of Care</td>
<td>Skill 15.2 - Modifies the POC as needed/appropriate</td>
<td>Skill 16.10 - Stretching exercise</td>
</tr>
<tr>
<td>Skill 17.1-17.3 - bed mobility, transfers, wheelchair mobility</td>
<td>Skill 16.10 - Stretching exercise</td>
<td>Skill 15.1 - Implementing a Plan of Care</td>
<td>Skill 15.2 - Modifies the POC as needed/appropriate</td>
</tr>
<tr>
<td>Skill 15.3</td>
<td>Provides instruction to patients/families</td>
<td>Skill 15.4</td>
<td>Participates in discharge planning</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Skill 16.1</td>
<td>aerobic conditioning/exercise</td>
<td>Skill 16.2</td>
<td>balance/coordination exercise</td>
</tr>
<tr>
<td>Skill 16.3</td>
<td>breathing exercises</td>
<td>Skill 16.4</td>
<td>developmental activities</td>
</tr>
<tr>
<td>Skill 16.6</td>
<td>neuromuscular re-education (NDT, PNF)</td>
<td>Skill 16.7</td>
<td>relaxation, facilitation, inhibition activities</td>
</tr>
<tr>
<td>Skill 16.8</td>
<td>posture awareness exercise/training</td>
<td>Skill 16.9</td>
<td>strengthening exercise</td>
</tr>
<tr>
<td>Skill 17.5</td>
<td>gait training</td>
<td>Skill 17.6</td>
<td>body mechanics, ergonomics</td>
</tr>
<tr>
<td>Skill 17.7-17.16</td>
<td>other ADL training</td>
<td>Skill 18.1-18.3</td>
<td>massage and manual traction</td>
</tr>
<tr>
<td>Skill 18.4</td>
<td>soft tissue and/or peripheral joint mobilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 19</td>
<td>wound care</td>
<td>Skill 20.1</td>
<td>electrotherapeutic modalities (e-stim)</td>
</tr>
<tr>
<td>Skill 20.2</td>
<td>athermal and thermal agents (heat/cold/US/hydrotherapy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 20.3</td>
<td>mechanical modalities (compression, CPM, mechanical traction, tilt table)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 21</td>
<td>delegation &amp; supervision of support personnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluate how frequently the staff (CT, other PT/PTA's, etc..) maintained an environment conducive to your work and growth:

| CI and staff provided a supportive attitude for your role as a PTA student. | CI and staff were sensitive to individual differences (race, age, sex, etc..) |
| CI and staff provided effective role models for problem solving, communication and teamwork. | CI and staff used evidence to support clinical practice |
| CI and staff demonstrated high morale and harmonious working relationships | CI and staff were involved in professional development activities |
| CI and staff adhered to ethical codes and legal statutes and standards (Medicare, HIPAA, APTA, etc..) | CI and staff were involved in professional organizations (APTA/LPTA) |

What suggestions would you offer the clinical site in terms of improving the clinical/learning environment?


During my clinical experience there were (select all that apply):

- no other students
- other PT students
- other PTA students
The ratio of students to CI's during this rotation was:

How did the clinical supervision ratio affect your learning experience?

In addition to patient/client management, what other "special" learning experiences did you participate in? (check all that apply)
- presented inservices/educational programs
- attended special "clinics"*
- attended team meetings, conferences or "grand rounds"
- observed surgery
- worked collaboratively with other disciplines in providing patient/client interventions (co-treated)
- participated in administrative or business management activities
- participated in service learning (community service activities)
- participated in data collection as part of an investigative study (research, QA/PI project, etc.)
- used/worked with physical therapy support personnel (aides, technicians)

Please provide any logistical suggestions for this location that may be helpful to students in the future (housing, parking, meals, dress code info, class notes to review/take with you, etc.)

Overall, how would you assess this clinical experience?

What specific qualities or skills do you believe a PTA student should have to function successfully in this clinical education site? (for example: clinical skills such as goniometry, modalities, knowledge of exercises, documentation; interpersonal skills such as confidence, independence, patience, ability to accept critique, time management) In other words, what kind of student would enjoy & excel in this setting and what kind of student would not?

What content (diagnoses, procedures, skills, etc.) were you exposed to during this rotation that had not been covered in your academic preparation? In other words, what did you see on this rotation that you hadn’t heard of/practiced before?

What do you believe were the STRENGTHS of your academic preparation for this clinical rotation? (for example: goni/MMT, modalities, basic anatomy knowledge, wound care, transfers/gait training, documentation, basic ortho conditions knowledge, etc.) In other words, what did the BPCC PTA program prepare you well for?

What suggestions do you have for improvement/changes in BPCC PTA Program curriculum (class/lab) that would have better prepared you for this clinical education rotation/experience? In other words, what do you wish we had covered more of, or covered differently in class/lab?

Submit Form by Email
Student Evaluation of Clinical Instructor Form

PTA Student Evaluation of Clinical Instructor

Instructions: After completion, SAVE the completed form to your computer using the "file" then "save as" function. Then submit it as an attachment in an EMAIL to kcox@bpcc.edu.

Rotation

Student Name (last name, first name)

Clinical Site:

Name of Primary CI (last name, first name):

Please respond to the following questions regarding the above listed clinical instructor:

1 = strongly disagree  2=disagree  3=neutral  4=agree  5=strongly agree

My clinical instructor was familiar with my academic program and expectations/objectives for this clinical experience

My clinical instructor discussed his/her objectives for the learning experience with me.

My clinical instructor provided constructive feedback on my performance during the learning experience.

My clinical instructor provided timely feedback on my performance.

My clinical instructor demonstrated skill in active listening.

My clinical instructor’s communication to me was clear (I clearly understood his/her explanations and what he/she expected of me).

My clinical instructor communicated in an open and non-threatening manner.

My clinical instructor taught in an interactive manner that encouraged problem-solving.

There was a clear understanding of to whom I was directly accountable.

My supervising CI was accessible when needed.

My CI clearly explained my responsibilities as a student.

My CI provided responsibilities that were within my scope of knowledge and skills.

My CI facilitated patient/therapist and student/therapist relationships.
Time was available with the CI to discuss patient assessments/interventions.

- 1 2 3 4 5 Not applicable

The CI served as a positive role model in physical therapy practice.

- 1 2 3 4 5 Not applicable

The CI skillfully used the learning environment for planned and unplanned learning experiences.

- 1 2 3 4 5 Not applicable

The CI adjusted for different learning styles during the clinical experience.

- 1 2 3 4 5 Not applicable

The CI encouraged me to self-assess my own performance.

- 1 2 3 4 5 Not applicable

Was your CI’s evaluation of your performance in agreement with your own self-assessment? If not, how were the differences between your self-assessment and your CI’s assessment of you handled/discussed?


What specific things did you CI do well to contribute to your learning?


What, if anything, could your CI have done better to contribute to your learning?


Form created by Kim Cox, ACCE - Bossier Parish Community College PTA Program
Based in part on information from APTA instrument - "PTA Student Evaluation: Clinical Experience and Clinical Instruction"
Clinical Site Report Form

PTA Clinical Site Short Report Form

Fill out, then save the completed form to your computer using the "file", then "save as" function. Then send it as an attachment in an email to kcox@bpcc.edu

Date

Clinical Site:

Clinical Site Location/Address

Name of Primary CI

Name of other PT's/PTA's at facility

What information can you give to future students going to this site with regards to the dress code, facility's schedule, parking, housing, meals, or other "logistical" suggestions?

What suggestions can you give to future students going to this site with regards to what they should bring (which texts/notes, goni, stethoscope, etc...) and what information they should review (wound care, goni/MMT, lab values, transfers, etc...)?

Submit Form