

---

---

**Central Penn College**  
**Physical Therapist Assistant**  
**Program Manual**

---

---



## TABLE OF CONTENTS

Welcome.....	1
Purpose of Manual.....	2
Accreditation Disclaimer .....	2
Program Directory .....	3
Staff Code of Ethics .....	4
Program Mission and Philosophy .....	5
PTA in the Profession.....	7
Vision Statement for the Physical Therapy Profession.....	8
APTA Policy: Direction and Supervision of PTAs .....	11
Program Goal and Objectives.....	13
Program Admissions .....	13
Curriculum .....	14
Academic Planning Pages .....	15
PTA Core Course Descriptions.....	19
Program Outcomes Assessment.....	22
PTA Program Policies .....	23
Appearance and Dress.....	23
Attendance .....	24
Conduct .....	25
Technical Standards of Performance .....	27
Professional Background Qualifications Advisement.....	28
Code of Ethics.....	28
Drug and Alcohol Use .....	30
Grades.....	31
Academic Integrity.....	33
Grievance Procedures .....	33
Service/Community Service.....	34
Technology.....	35
Academic Communication Hierarchy.....	36
Facilities .....	36
Off-campus Educational Experiences .....	37
Outside Employment .....	37
Privacy and Confidentiality.....	38
Student Health and Safety .....	38
III. Laboratory .....	39
Lab Appearance and Dress.....	39
Informed Consent.....	39
Lab Use.....	40
Lab Health and Safety .....	41
IV. Competencies.....	42
Introduction .....	43

Competency Check off Sheet.....	45
ALH120 .....	46
ALH130 .....	48
PTA155.....	49
PTA235.....	56
PTA245.....	64
PTA255.....	65
PTA265.....	66
V. Forms.....	67
Essential Function and Technical Standards.....	68
Community Service Hours .....	70
Field Trip Assumption of Risk .....	71
Informed Consent for Students.....	72
Informed Consent for Volunteers.....	73
Incident Report Form .....	74
Incident Action Plan.....	75
Internal Complaint.....	76
External Complaint.....	77
Complaint Action Taken .....	78
New Advisee Data .....	79
Release of Information.....	80
Professional Background Qualification .....	81
Release of Medical Information.....	82
Acknowledgement of PTA Program Manual Content .....	83



### WELCOME FROM PTA PROGRAM

Welcome to the Physical Therapist Assistant (PTA) program at Central Penn College. We are excited that you have chosen the wonderful field of physical therapy, and we are eager to assist each of you achieve your personal goal of becoming a physical therapist assistant.

Central Penn College is a fully accredited college by the Middle States Commission on Higher Education and is recognized by the Secretary of Education, Commonwealth of Pennsylvania. The PTA program has further accreditation with the Commission on Accreditation in Physical Therapy Education. Our accreditation status ensures our commitment of quality to our students, our community, and the physical therapy profession. Only graduates of accredited programs are entitled to sit for the state licensure exam and carry the title “PTA” upon successful completion of the exam.

This *PTA Program Manual* had been designed to provide you with valuable information that will assist you in successfully completing our program. References will be made to the College catalog and the *Student Handbook*, which are distributed to each student upon admission to the College and available on the college website. Together, these resources will address all the needed policies and procedures of the College and the PTA program.

Krista Wolfe PT, DPT, ATC

Nicole Patterson PT, DPT

Jeannie Bower PTA

Jackie Rothschild PTA

Matthew Casale, PT, DPT

Stephen Campbell, PTA

Lori Eberly PT, DPT, MED, ATC

## **PURPOSE OF MANUAL**

The purpose of this manual is to provide incoming and existing students with information pertaining to the policies, procedures, and expectations of the Physical Therapist Assistant program at Central Penn College. This information is a supplement to the College catalog, *Student Handbook*, and policies found within those documents. It is the student's responsibility to become familiar with the contents of these documents and adhere to the rules and expectations outlined.

A student's signature on the back page of this Manual indicates that they have read and understand all program information and agree to act in accordance with these policies and regulations. (Forms, p. 83)

## **ACCREDITATION DISCLAIMER**

**Accredited by:** Central Penn College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

**Approved by:** Secretary of Education, Commonwealth of Pennsylvania, to award the Bachelor of Science degree, the Associate in Science degree, and the Associate in Applied Science degree.

Physical Therapist Assistant Program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA).

Revised 01/17

## PTA PROGRAM DIRECTORY

Dr. Krista Wolfe DPT, ATC <a href="mailto:Kristawolfe@centralpenn.edu">Kristawolfe@centralpenn.edu</a>	Dean of the School of Health Sciences	717-728-2276	Stabler Health Science Building
Dr. Nicole Patterson, DPT <a href="mailto:nicolepatterson@centralpenn.edu">nicolepatterson@centralpenn.edu</a>	Director PTA Program Professor	717-728-2315	Room 26, West Wing
M. Jeannie Bower, PTA, BS <a href="mailto:jeanniebower@centralpenn.edu">jeanniebower@centralpenn.edu</a>	Instructor	717-728-2334	Room 26, West Wing
Matthew Casale, DPT <a href="mailto:matthewcasake@centralpenn.edu">matthewcasake@centralpenn.edu</a>	Instructor	717-728-2310	Room 20, West Wing
Jackie Rothschild, PTA, BS <a href="mailto:jackierothschild@centralpenn.edu">jackierothschild@centralpenn.edu</a>	ACCE/Instructor	717-728- 2307	Room 26, West Wing
Dr. Lori Eberly ,PT, MEd, ATC <a href="mailto:lorieberly@centralpenn.edu">lorieberly@centralpenn.edu</a>	Professor	717-728-2316	Room 139, Lancaster
Stephen Campbell, PTA, BS <a href="mailto:stephencampbell@centralpenn.edu">stephencampbell@centralpenn.edu</a>	Instructor	717-728-2457	Room 139, Lancaster

## **STAFF CODE OF ETHICS**

### **Pledge to our Students:**

Central Penn faculty and staff will strive to help students develop an inquiring mind, a thirst for knowledge, and an understanding of other persons. We will help students achieve their maximum potential so that they can become self-sufficient adults capable of achieving career success and functioning as productive citizens.

Students will be encouraged to do independent work in courses related to their major. The faculty will be an important resource during their independent work period. Central Penn supports diversity. Students will not be denied participation in any program because of their race, color, sex, creed, national origin, sexual orientation, marital status, age, physical limitation, or health (except as shall be reasonably necessary in the judgment of the College to prevent the introduction, transmission, or spread of communicable diseases or to preserve and protect the general health and safety of others.)

In addition, we endeavor to remove any barriers and to provide opportunities for education and employment of physically challenged or otherwise impaired persons.

A reasonable effort will be made to protect students from conditions that may be harmful to learning, health, and safety. Information obtained during private consultation will be kept confidential, unless disclosure serves professional or legal purposes.

### **Pledge to the Public:**

We will strive to develop educational programs consistent with the needs of the community and offer these programs to the public. Faculty and staff shall neither willfully misrepresent the College nor any of its educational programs. All statements shall be based on fact and qualified opinions. Professors shall maintain competency and effectiveness, and they will consider it their obligation to the public and to the students to continually strive to improve upon the skills in their chosen field.

### **Recruitment Philosophy:**

Communication with prospective students shall be useful, factual, honest, and professional, consistent with the quality theme that remains our cornerstone. As a small educational institution promoting the development of knowledge, skills, and attitudes for success, we shall maintain a personalized and friendly approach. Materials will be provided in logical sequence and shall endeavor to accommodate the widely diverse backgrounds of our students. While profitability is necessary for survival, we shall not sacrifice institutional integrity by accepting students who do not demonstrate the willingness and ability to successfully meet degree requirements.

## **PROGRAM MISSION & PHILOSOPHY**

### **Mission Statement:**

The Physical Therapist Assistant program strives to develop competent paraprofessionals in their given field through education that stresses problem-solving, critical-thinking, and independent skill performance such that our graduates will provide quality care to the public in a positive and professional manner. Our mission is consistent with that of Central Penn College.

### **Philosophy Statement:**

The Physical Therapist Assistant faculty of Central Penn College believe that the PTA program is preparing every student to become a qualified, first-level professional in their field. We further recognize that our program requires a real commitment on the part of each student and should provide each student with a means of achieving his or her educational and personal goals.

We believe that education is a process through which an individual's behavior is changed by means of the assimilation and integration of knowledge, skills, and attitudes that are directed toward a specific goal.

We believe that education provides an opportunity for students, through a variety of educational media and planned instruction, to focus their attention on developing intellectual, emotional, physical, and social qualities in the practicing of their chosen fields.

The faculty believes that the physical therapist assistant professionals must be able to think creatively as well as exercise insight and appropriate judgment while applying the knowledge and skills they have achieved in order to assess and meet the needs of those they serve.

Graduates from this program should be able to adjust and adapt to varying situations involving professional, social, and scientific changes.

## **PTA IN THE PROFESSION**

PTAs are an integral part of the health care team and provide skilled services to individuals across the lifespan. PTAs may work in a variety of settings including, but not limited to, hospitals, outpatient clinics, nursing homes, educational settings and wellness facilities. PTAs perform and progress patient treatment based on the plan of care established by the supervising PT. Whether the patient's goal is to resume function after an illness or injury or to improve their physical fitness, PTAs have the skills to help people gain functional independence and improve quality of life.

### **Role of PTAs**

The PTA's functions, performed under the direction and supervision of a PT, include:

1. Application of physical therapy procedures to patients through:
  - a) Use of therapeutic exercise, mechanical traction, therapeutic massage, heat, cold, ultraviolet, hydrotherapy, and electricity.
  - b) Measurement and adjustment of crutches, canes, walkers and wheelchairs with instruction in their use and care.
  - c) Instruction, motivation, and assistance to patients, and others, in improving pulmonary function, learning and improving functional activities such as transfers, ambulation, activities of daily living, and the use and care of orthoses, prostheses, and supportive devices.
  - d) Perform, without interpretation, selected measurement procedures such as range of joint motion, gross strength of muscle groups, length and girth of body parts, and vital signs.
  - e) Modification of treatment procedures, as indicated by patient response and within the limits specified in the plan of care, and reporting orally or in writing to the physical therapist.
  - f) Communication with members of physical therapy staff and other health team professionals, individually and in conference, to provide patient treatment.
2. Participation in routine administrative procedures required for physical therapy service.

### **Supervisory Relationships**

1. The PTA works within a physical therapy service administered by a PT.
2. As a supervisor of the PTA, the PT responsible for the following activities, regardless of the setting in which service is provided:
  - a) Interpretation of practitioner's referrals
  - b) Initial evaluation of the patient
  - c) Development of the treatment plan and program, including the long and short term goals
  - d) Assessment of the competence of the PTA to perform assigned tasks
  - e) Selection and delegation of the appropriate portions of the treatment plan and program
  - f) Identification and documentation of precautions, special problems, contraindications, goals, anticipated progress, and plans for re-evaluation
  - g) Direction and supervision of the PTA in the delegated functions
  - h) Re-evaluation of the patient and adjustment of the treatment plan, final evaluation of the patient, and discharge planning
  - i) Designation or establishment of channels of written and oral communication
3. The PTA is obligated to:
  - a) Perform physical therapy services under the direction and supervision of a PT
  - b) Obtain, when necessary, the direction and supervision of the PT

4. Supervision of the PTA by the PT includes observation of the application of physical therapy procedures, conferences related to patient progress, and written reports. The closeness and frequency of supervision depends on the:
  - a) Complexity of the needs of the patients under care
  - b) Perform level of the PTA
  - c) Proximity of professional supervision in event of emergencies or critical events
  - d) Setting which patient care is being provided and the PT and the PTA are not continuously in the same physical setting; greater emphasis must be placed on supervision through frequent oral and written reports. Frequent observation of the care rendered must also be included in order for supervision to be effective.
5. Communication of the treatment plan and patient program to the PTA by the PT should include:
  - a) Long and short term goals
  - b) Precautions
  - c) Unique situations/concerns
  - d) Contraindications
  - e) Identification of physical therapy procedures delegated to the PTA
  - f) Anticipated rate of patient progress, and plans for re-evaluation of the patient

#### **APTA Vision Statement and Direction and Supervision of a PTA**

On the following page is the APTA Vision Statement

## APTA

American Physical Therapy Association

### Vision Statement for the Physical Therapy Profession and Guiding Principles to Achieve the Vision

Adopted by APTA's House of Delegates (House) in 2013, APTA's **Vision Statement for the Physical Therapy Profession** is supported by **Guiding Principles to Achieve the Vision**, which demonstrate how the profession and society will look when the vision is achieved. APTA's strategic plan helps the association work toward this vision.

### Vision Statement for the Physical Therapy Profession

Transforming society by optimizing movement to improve the human experience.

### Guiding Principles to Achieve the Vision

Movement is a key to optimal living and quality of life for all people that extends beyond health to every person's ability to participate in and contribute to society. The complex needs of society, such as those resulting from a sedentary lifestyle, beckon for the physical therapy profession to engage with consumers to reduce preventable health care costs and overcome barriers to participation in society to ensure the successful existence of society far into the future.

While this is APTA's vision for the physical therapy profession, it is meant also to inspire others throughout society to, together, create systems that optimize movement and function for all people. The following principles of Identity, Quality, Collaboration, Value, Innovation, Consumer-centricity, Access/Equity, and Advocacy demonstrate how the profession and society will look when this vision is achieved.

The principles are described as follows:

**Identity.** The physical therapy profession will define and promote the movement system as the foundation for optimizing movement to improve the health of society. Recognition and validation of the movement system is essential to understand the structure, function, and potential of the human body. The physical therapist will be responsible for evaluating and managing an individual's movement system across the lifespan to promote optimal development; diagnose impairments, activity limitations, and participation restrictions; and provide interventions targeted at preventing or ameliorating activity limitations and participation restrictions. The movement system is the core of physical therapist practice, education, and research.

**Quality.** The physical therapy profession will commit to establishing and adopting best practice standards across the domains of practice, education, and research as the individuals in these domains strive to be flexible, prepared, and responsive in a dynamic and ever-changing world. As independent practitioners, doctors of physical therapy in clinical practice will embrace best practice standards in examination, diagnosis/classification, intervention, and outcome measurement. These physical therapists will generate, validate, and disseminate evidence and quality indicators, espousing payment for outcomes, and patient/client satisfaction, striving to prevent adverse events related to patient care, and demonstrating continuing competence. Educators will seek to propagate the highest standards of teaching and learning, supporting collaboration and innovation throughout academia. Researchers will collaborate with clinicians to expand available evidence and translate it into practice, conduct comparative effectiveness research, standardize outcome measurement, and participate in interprofessional research teams.

**Collaboration.** The physical therapy profession will demonstrate the value of collaboration with other health care providers, consumers, community organizations, and other disciplines to solve health-related challenges that society faces. In clinical practice, doctors of physical therapy, who collaborate across the continuum of care, will ensure that services are coordinated, of value, and consumer-centered by referring, co-managing, engaging consultants, and directing and supervising care. Education models will value and foster interprofessional approaches to best meet consumer and population needs and instill team values in physical therapist assistants. Interprofessional research approaches will ensure that evidence translates to practice and is consumer-centered.

**Value.** Value has been defined as “the health outcomes achieved per dollar spent.”<sup>1</sup> To ensure the best value, services that the physical therapy profession will provide will be safe, effective, patient/client-centered, timely, efficient, and equitable.<sup>2</sup> Outcomes will be both meaningful to patients/clients and cost-effective. Value will be demonstrated and achieved in all settings in which physical therapist services are delivered. Accountability will be a core characteristic of the profession and will be essential to demonstrating value.

**Innovation.** The physical therapy profession will offer creative and proactive solutions to enhance health services delivery and to increase the value of physical therapy to society. Innovation will occur in many settings and dimensions, including health care delivery models, practice patterns, education, research, and the development of patient/client-centered procedures and devices and new technology applications. In clinical practice, collaboration with developers, engineers, and social entrepreneurs will capitalize on the technological savvy of the consumer and extend the reach of the physical therapist beyond traditional patient/client-therapist settings. Innovation in education will enhance interprofessional learning, address workforce needs, respond to declining higher education funding, and, anticipating the changing way adults learn, foster new educational models and delivery methods. In research, innovation will advance knowledge about the profession, apply new knowledge in such areas as genetics and engineering, and lead to new possibilities related to movement and function. New models of research and enhanced approaches to the translation of evidence will more expediently put these discoveries and other new information into the hands and minds of clinicians and educators.

**Consumer-centricity.** Patient/client/consumer values and goals will be central to all efforts in which the physical therapy profession will engage. The physical therapy profession embraces the cultural competence as a necessary skill to ensure best practice in providing physical therapist services by responding to individual and cultural considerations, needs, and values.

**Access/Equity.** The physical therapy profession will recognize health inequities and disparities and work to ameliorate them through innovative models of service delivery, advocacy, attention to the influence of the social determinants of health on the consumer, collaboration with community entities to expand the benefit provided by physical therapy, serving as a point of entry to the health care system, and direct outreach to consumers to educate and increase awareness.

**Advocacy.** The physical therapy profession will advocate for patients/clients/consumers both as individuals and as a population, in practice, education, and research settings to manage and promote change, adopt best practice standards and approaches, and ensure that systems are built to be consumer-centered.

## References

1. Porter ME, Teisberg EO. Redefining health care: creating value-based competition on results. Boston: Harvard Business School Press, 2006.
2. Crossing the Quality Chasm: A New Health System for the 21<sup>st</sup> Century. Washington, DC: Institute of Medicine of the National Academies, 2001.

## Background

The current vision statement succeeds Vision 2020, which was adopted by the House in 2000 and was influential in guiding the profession over its 13 years. Although elements of Vision 2020 are not explicitly mentioned in the current vision or its guiding principles, the values of Vision 2020 remain significant to the successful fulfillment of the new vision.

In creating the current vision statement, the House gave due attention to each word. California delegate Terrence M. Nordstrom, PT, Ed D., spoke about the meaning of the words “human experience.”

## APTA

American Physical Therapy Association

Direction and Supervision of the Physical Therapist Assistant HOD P06-05-18-26 [Amended HOD 06-00-16-27; HOD 06-99-07-11; HOD 06-96-30-42; HOD 06-95-11-06; HOD 06-93-08-09; HOD 06-85-20-41; Initial HOD 06-84-16-72/HOD 06-78-22-61/HOD 06-77-19-37]

Physical therapists have a responsibility to deliver services in ways that protect the public safety and maximize the availability of their services. They do this through direct delivery of services in conjunction with responsible utilization of physical therapist assistants who assist with selected components of intervention. The physical therapist assistant is the only individual permitted to assist a physical therapist in selected interventions under the direction and supervision of a physical therapist.

Direction and supervision are essential in the provision of quality physical therapy services. The degree of direction and supervision necessary for assuring quality physical therapy services is dependent upon many factors, including the education, experiences, and responsibilities of the parties involved, as well as the organizational structure in which the physical therapy services are provided.

Regardless of the setting in which the physical therapy service is provided, the following responsibilities must be borne solely by the physical therapist:

1. Interpretation of referrals when available.
2. Initial examination, evaluation, diagnosis, and prognosis.
3. Development or modification of a plan of care which is based on the initial examination or reexamination and which includes the physical therapy goals and outcomes.
4. Determination of when the expertise and decision-making capability of the physical therapist requires the physical therapist to personally render physical therapy interventions and when it may be appropriate to utilize the physical therapist assistant. A physical therapist shall determine the most appropriate utilization of the physical therapist assistant that provides for the delivery of service that is safe, effective and efficient.
5. Reexamination of the patient/client in light of their goals, and revision of the plan of care when indicated.
6. Establishment of the discharge plan and documentation of discharge summary/status.
7. Oversight of all documentation for services rendered to each patient/client.

The physical therapist remains responsible for the physical therapy services provided when the physical therapist's plan of care involves the physical therapist assistant to assist with selected interventions. Regardless of the setting in which the service is provided, the determination to utilize the physical therapist assistants for selected interventions requires the education, expertise, and professional judgment of a physical therapist as described by the *Standards of Practice*, *Guide to Professional Conduct*, and *Code of Ethics*.

In determining the appropriate extent of assistance from the physical therapist assistant (PTA), the physical therapist considers:

- The PTA's education, training, experience, and skill level.
- Patient/client criticality, acuity, stability, and complexity.
- The predictability of the consequences.
- The setting in which the care is being delivered.
- Federal and state statutes.
- Liability and risk management concerns.

- The mission of physical therapy services for the setting.
- The needed frequency of reexamination.

#### Physical Therapist Assistant

##### Definition

The physical therapist assistant is a technically educated health care provider who assists the physical therapist in the provision of physical therapy. The physical therapist assistant is a graduate of a physical therapist assistant associate degree program, accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

##### Utilization

The physical therapist is directly responsible for the actions of the physical therapist assistant relate to patient/client management. The physical therapist assistant may perform selected physical therapy interventions under the direction and at least general supervision of the physical therapist. In general supervision, the physical therapist is not required to be on-site for direction and supervision, but must be available at least by telecommunications. The ability of the physical therapist assistant to perform the selected interventions as directed shall be assessed on an ongoing basis by the supervising physical therapist. The physical therapist assistant makes modifications to selected interventions either to progress the patient/client as directed by the physical therapist or to ensure patient/client safety and comfort.

The physical therapist assistant must work under the direction and at least general supervision of the physical therapist. In all practical settings, the performance of selected interventions by the physical therapist assistant must be consistent with safe and legal physical therapist practice, and shall be predicated on the following factors: complexity and acuity of the patient's/client's needs; proximity and accessibility to the physical therapist; supervision available in the event of emergencies or critical events; and type of setting in which the service is provided.

When supervising the physical therapist assistant in any off-site setting, the following requirements must be observed:

1. A physical therapist must be accessible by telecommunications to the physical therapist assistant at all times while the physical therapist assistant is treating patients/clients.
2. There must be regularly scheduled and documented conferences with the physical therapist assistant regarding patients/clients, the frequency of which is determined by the needs of the patient/client and the needs of the physical therapist assistant.
3. In those situations in which a physical therapist assistant is involved in the care of a patient/client, a supervisory visit by the physical therapist will be made:
  - a. Upon the physical therapist assistant's request for reexamination, when a change in the plan of care is needed, prior to any planned discharge, and in response to a change in the patient's/client's medical status.
  - b. At least once a month, or at a higher frequency when established by the physical therapist, in accordance with the needs of the patient/client.
  - c. A supervisory visit should include:
    - i. An on-site reexamination of the patient/client.
    - ii. On-site review of the plan of care with appropriate revision or termination.
    - iii. Evaluation of need and recommendation for utilization of outside resources.

## **PROGRAM GOAL**

The Associate in Applied Science degree program in Physical Therapist Assistant (PTA) provides graduates with a thorough background in the rehabilitation of musculoskeletal and neurological disorders while incorporating an understanding of the psychosocial aspects of disability. Physical therapist assistants work with physical therapist in treating people with a wide range of physical disorders. At Central Penn, the incorporations of hands-on laboratory classes and clinical internships at physical therapy facilities enable students to practice what is learned in the classroom. The Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA) accredits this program. Upon graduation from the PTA program at Central Penn College, the student will have acquired a base of knowledge from which they can pass the National Physical Therapy Exam (NPTE) on the first attempt as well as demonstrate the skills necessary to become a competent entry-level physical therapist assistant.

## **PROGRAM OBJECTIVES**

The academic rigor and the clinical experiences of our program are designed to prepare our graduates to be able to:

- Deliver physical therapy services as described in a plan of care under the direct supervision of a physical therapist in an ethical, safe, and effective manner.
- Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate and capable manner.
- Demonstrate good clinical judgment and competence where implementing selected components of interventions identified in the plan of care established by the physical therapist.
- Perform appropriate measurement techniques to assist the supervising physical therapist in monitoring and modifying a patient's plan of care.
- Practice with a high ethical standard and sensitivity for disability, cultural, and socioeconomic differences.
- Demonstrate an understanding of the physical therapist assistant's role including the responsibilities, privileges, and limitations of the position.
- Display a professional attitude and a commitment for continued professional growth.

## **PROGRAM ADMISSIONS**

All Admission Requirements are located on Central Penn College's website at the following web address:

<http://www.centralpenn.edu/academics/academic-programs/associate-physical-therapist-assistant/>

**CURRICULUM**

The PTA curriculum has been developed around the understanding that students need the elements of a general education in conjunction with specific training in physical therapy principles and practices. With that understanding, the following guidelines assist students in developing programs of study that introduce them to three areas of learning at Central Penn College—the humanities, the social sciences, math and science. These areas of study provide the information for a well-rounded business professional and align with general education competencies expected of CAPTE. These requirements apply to the college's associate degree in Physical Therapist Assistant. This combination provides students with a solid base of knowledge that will enable each student to take on the responsibility of providing a health service to individuals with various disabilities. The organization of the program curriculum includes general education and core physical therapy courses, which include basic sciences. Upon completion of the 79 credits listed below, students will be awarded the Associate in Applied Science degree and the student will be eligible to sit for the NPTE.

**PTA Core Courses:**

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
ALH120	Anatomy and Physiology I lecture and lab	4
ALH130	Anatomy and Physiology II lecture and lab	4
PTA100	Fundamentals of Physical Therapy	3
PTA155	Physical Therapist Assistant Procedures	4
PTA160	Pathophysiology for the PTA I	3
PTA235	Modalities	4
PTA245	Applied Kinesiology	4
PTA260	Pathophysiology for the PTA II	3
PTA255	Therapeutic Exercise	4
PTA265	Neurological Rehabilitation	4
PTA298	Physical Therapist Assistant Clinical Practice	1
PTA299	Internship for Physical Therapist Assistants	4
STS300	Job Pursuit Seminar	<u>1</u>
		43

**General Education Courses:**

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
Required Humanities Credits: 12 credits; ENG100, ENG110 and ENG200 are required and 3 additional credits must be taken at the 200 level or higher. Remaining 3 credits may be from: ART, ENG, HUM, PHI, ENG220, IDS300, 305, 330, 410, LGS310		12
Required Social Science Credits: 9 credits; PSY210 is required and IDS100 Freshman Seminar or IDS105 College Success Seminar is required for students transferring in less than 9 credits, ALH280 Professional Behaviors for the Allied Health Professional, and 3 additional credits. Remaining 3 credits may be chosen from courses labeled: HIS, POL, PSY, SOC, BUS365, CRI380, GEO100, IDS200, IDS 310, IDS320, IDS325, IDS400, LGS180, LGS220, LGS 370, LGS41.		9
Required Math, Science, and Technology Credits: 9 credits; BIO105 is required; 3 credits must be taken in math and 3 credits must be taken in science (one of which must be at the 200 level or higher). Remaining credits may be from: BIO260, MTH310, SCI100, MTH105, SCI200, MTH200, SCI205, MTH220, ACC100		9
Required open elective credits: 6 credits: Students may choose from BIO, MTH, PSY, SCI, or ALH115, ALH245, or ALH290.		6

---

 79

## Physical Therapy Assistant Academic Planning Pages Summerdale

**Humanities courses (12 credits, 3 credits must be a 200 level  
and ENG 200 does not count, College Writing Skills does not count either)**

\* Note: ENG 100, ENG 110, and ENG 200 are required courses

Remaining 3 credits may be from: ART, ENG, HUM, PHI, ENG220, IDS300, 305, 330, 410, LGS310

ENG100	English Composition I*	3	
ENG110	Oral Communications	3	
ENG200	English Composition II*	3	
		3	

**Social and Behavioral Sciences (9 credits, 3 credits must be a 200 level)**

IDS100 and ALH280 are required the other credits may be from: HIS, POL, PSY, or  
SOC, BUS365, CRI380, GEO100, IDS200, 310, 320, 325, 400, LGS180, 220, 370, 415

IDS100	Freshman Seminar/ College Seminar	3	
ALH280	Professional Behaviors for the Allied Health Professional	3	
		3	
		3	

**Math, Science, and technology (9 credits; 3 credits in MTH and 3 credits in SCI)**

\* 3 credits must be a 200level or higher MTH or SCI and BIO105 is required

\* Students may choose from courses labeled BIO, CHM, MTH, or SCI.

BIO105	Human Development	3	
		3	
		3	

**Open Electives (6 credits)**

Student must take 6 additional credits. Students may choose courses labeled: BIO, MTH, PSY, SCI, and ALH115,  
ALH245, or ALH290.

		3	
		3	

**Total General Education Credits: 36**

### MAJOR REQUIREMENTS (43 CREDITS)

ALH120	Anatomy & Physiology I	4	
ALH130	Anatomy & Physiology II	4	
PTA100	Fundamentals of Physical Therapy	3	
PTA245	Applied Kinesiology	4	
ALH160	Pathophysiology for the PTA I	3	
PTA155	PTA Procedures	4	
PTA235	Modalities	4	
PTA255	Therapeutic Exercise	4	
PTA260	Pathophysiology for the PTA II	3	
PTA265	Neurological Rehabilitation	4	
PTA298	PTA clinical Practice (2 wk)	1	
PTA299	Internship for PTA (2 x 7wks)	4	
STS300	Job Pursuit Seminar	1	

#### Traditional

<b><u>Term 1:</u></b> ALH120 IDS100 BIO105      	<b><u>Term 2:</u></b> ALH130        	<b><u>Term 3:</u></b> PTA100        	<b><u>Term 4:</u></b> PTA155 PTA160      	<b><u>Term 5:</u></b> PTA235 PTA245 PTA260 PTA298    	<b><u>Term 6:</u></b> PTA255 PTA265 PTA299 ALH280 STS300   
<b>13 credits</b>	<b>13 credits</b>	<b>12 credits</b>	<b>14 credits</b>	<b>12 credits</b>	<b>16 credits</b>

#### Transfer

<b><u>Term 1:</u></b> ALH120 BIO105 PTA100    	<b><u>Term 2:</u></b> ALH130 PTA155 PTA160    	<b><u>Term 3:</u></b> PTA235 PTA245 PTA260 PTA298   	<b><u>Term 4:</u></b> PTA255 PTA265 PTA299 ALH280 STS300  
<b>10 credits</b>	<b>11 credits</b>	<b>12 credits</b>	<b>16 credits</b>

## Physical Therapy Assistant (PTA) Academic Planning Pages (Degree Matrix) LANCASTER

**Humanities courses (12 credits, 3 credits must be a 200 level  
and ENG 200 does not count, College Writing Skills does not count either)**

\* Note: ENG 100, ENG 110, and ENG 200 are required courses

Remaining 3 credits may be from: ART, ENG, HUM, PHI, ENG220, IDS300, 305, 330, 410, LGS310

ENG100	English Composition I*	3	
ENG110	Oral Communications	3	
ENG200	English Composition II*	3	
		3	

**Social and Behavioral Sciences (9 credits, 3 credits must be a 200 level)**

IDS100 and ALH280 are required the other credits may be from: HIS, POL, PSY, or  
SOC, BUS365, CRI380, GEO100, IDS200, 310, 320, 325, 400, LGS180, 220, 370, 415

IDS100	Freshman Seminar/ College Seminar	3	
ALH280	Professional Behaviors for the Allied Health Professional	3	
		3	
		3	

**Math, Science, and technology (9 credits; 3 credits in MTH and 3 credits in SCI)**

\* 3 credits must be a 200level or higher MTH or SCI and BIO105 is required

\* Students may choose from courses labeled BIO, CHM, MTH, or SCI.

BIO105	Human Development	3	
		3	
		3	

**Open Electives (6 credits)**

Student must take 6 additional credits. Students may choose courses labeled: BIO, MTH, PSY, SCI, and ALH115,  
ALH245, or ALH290.

		3	
		3	

**Total General Education Credits: 36**

### MAJOR (CORE) REQUIREMENTS (43 CREDITS)

ALH120	Anatomy & Physiology I	4	
ALH130	Anatomy & Physiology II	4	
PTA100	Fundamentals of Physical Therapy	3	
PTA245	Applied Kinesiology	4	
PTA160	Pathophysiology for the PTA I	3	
PTA155	PTA Procedures	4	
PTA235	Modalities	4	
PTA255	Therapeutic Exercise	4	
PTA260	Pathophysiology for the PTA II	3	
PTA265	Neurological Rehabilitation	4	
PTA298	PTA clinical Practice (2 wk)	1	
PTA299	Internship for PTA (2 x 7wks)	4	
STS300	Job Pursuit Seminar	1	

Updated:

By:

36 General Education Requirements, 43 Core Courses = 79 total program credits

***A maximum of up to three Central Penn Courses with a grade of D will be accepted for transfer to another major within Central Penn.***

#### Traditional

<b>Term 1:</b> ALH120 PTA100 IDS100 _____	<b>Term 2:</b> ALH130 BIO105 _____ _____	<b>Term 3:</b> PTA155 PTA160 _____ _____	<b>Term 4:</b> PTA235 PTA260 _____ _____	<b>Term 5:</b> PTA245 ALH280 _____	<b>Term 6:</b> PTA255 PTA298 STS300 _____	<b>Term 7:</b> PTA265 PTA299
<b>13 credits</b>	<b>13 credits</b>	<b>13 credits</b>	<b>13 credits</b>	<b>13 credits</b>	<b>9 credits</b>	<b>8 credits</b>

#### Transfer

<b>Term 1:</b> ALH120 PTA100	<b>Term 2:</b> ALH130 BIO105	<b>Term 3:</b> PTA155 PTA160	<b>Term 4:</b> PTA235 PTA260	<b>Term 5:</b> PTA245 ALH280	<b>Term 6:</b> PTA255 PTA298 STS300	<b>Term 7:</b> PTA265 PTA299
<b>7 credits</b>	<b>7 credits</b>	<b>7 credits</b>	<b>7 credits</b>	<b>7 credits</b>	<b>6 credits</b>	<b>8 credits</b>

## **PTA CORE COURSE DESCRIPTIONS**

### **ALH120 ANATOMY AND PHYSIOLOGY I**

#### **4 credits**

This course is a study of the normal structure and function of the human body. The course covers the basic cell, body chemistry, and then provides an in-depth investigation into the integumentary system, the skeletal system, and the muscular system. The lab will consist of demonstration and hands on learning in the following areas: cell structure, the planes of movement, axis of rotation, joint system, bone structure, bone landmarks, and the musculoskeletal system of the human body.

Emphasis will be placed on practical application, skill development, and effective communication techniques. Successful completion of competency examinations in an ethical, safe, and effective manner is required for this course. Through the competency examinations students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

### **ALH130 ANATOMY AND PHYSIOLOGY II**

#### **4 credits**

This course builds on knowledge obtained in Anatomy and Physiology I by investigating the anatomical structure, organization and general physiology of the digestive, lymphatic, urinary, endocrine, and reproductive systems. This course emphasizes the anatomy and physiology of the nervous system, cardiovascular system, and the respiratory system. The lab component will consist of hands on learning in the following areas: nervous system, cardiovascular system, respiratory system, and vital signs assessment. Emphasis will be placed practical application, skill development, and effective communication techniques. Successful completion of competency examinations in an ethical, safe, and effective manner is required for this course.

Through the competency examinations, students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

*Prerequisite: ALH120.*

### **ALH280 PROFESSIONAL BEHAVIORS FOR THE ALLIED HEALTH PROFESSIONAL**

#### **3 credits**

This is a comprehensive course that provides the physical therapist assistant student with the ability to analyze their societal, professional, and personal belief systems, as they discover the relationships of psychology, ethics, and law.

### **PTA100 FUNDAMENTALS OF PHYSICAL THERAPY**

#### **3 credits**

This course teaches the concepts and scope of physical therapy and its relationship to other health care professions. The role of the physical therapist, physical therapist assistant, and the physical therapy aide are discussed with emphasis on supervisory relationship, professionalism, and communication. Conditions treated and procedures used are covered. Cultural diversity and socioeconomic differences will also be discussed. Additionally, the student specifically becomes aware of the medical prefixes, roots, and suffixes in forming a medical vocabulary. Students will develop appropriate communication skills within the healthcare field. This course serves as a foundation for all consecutive PTA courses in preparation for the National Therapy Exam.

### **PTA155 PHYSICAL THERAPIST**

#### **ASSISTANT PROCEDURES 4 credits**

This course covers many of the basic duties of the physical therapist assistant. HIPAA regulations and confidentiality in the workplace will be presented. Students will also learn about finance as related to healthcare, documentation, transfers, gait sequence, assistive devices, gait training, prosthetic devices and training, introduction to goniometry, and massage. Emphasis will be placed on practical application, skill development and effective communication techniques. Successful completion of competency examinations in an ethical, safe, and effective manner is required for the course. Through the competency examinations, students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

*Prerequisites: PTA100*

### **PTA160 PATHOPHYSIOLOGY FOR THE PTA I**

#### **3 credits**

This course introduces pathology by investigating the etiology, pathophysiology, and clinical manifestation of a wide variety of diseases affecting various body systems specifically the Integumentary, Nervous, Gastrointestinal, Immune, and Reproductive. Diagnostic procedures and treatments for various disorders will be discussed as well as pharmaceuticals.

*Prerequisites: ALH120 and PTA100*

**PTA235 MODALITIES**

**4 credits**

This course provides the student with an understanding of the basic physical therapy modalities, including indications/contraindications, patient preparation, and documentation. Emphasis will be placed on practical application, skill development, and effective communication skills. Successful completion of competency evaluations in a safe, ethical and effective manner is required for the course. Through the competency examinations, students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

*Prerequisite: ALH130, and PTA155*

**PTA245 APPLIED KINESIOLOGY 4 credits**

This course provides the student with an in-depth study of the structure and function of the musculoskeletal system. The student will learn normal joint structure and function, muscle function specific to each joint, and abnormal joint function. The laboratory portion of this course concentrates on the principles of physical joint assessment including surface anatomy palpation, a review of goniometry, and instruction in manual muscle testing. Emphasis will be placed on practical application, skill development, and effective communication techniques. Successful completion of competency examinations in an ethical, safe, and effective manner is required for this course. Through the competency examinations, students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

*Prerequisites: ALH130 and PTA155*

**PTA255 THERAPEUTIC EXERCISE 4 credits**

This course provides to the physical therapist assistant student an understanding of the basic principles of therapeutic exercise including the use of exercise equipment, development of skill in the application and instruction of exercise, and the indications, contraindications, and precautions for exercise prescription. Emphasis will be placed on practical application, skill development, and effective communication techniques. Successful completion of competency examinations in an ethical, safe, and effective manner is required for this course. Through the competency examinations, students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

*Prerequisites: PTA235 and PTA245*

**PTA260 Pathophysiology for the  
Physical Therapist Assistant II 3 credits**

This course introduces pathology and disease by investigating the etiology, pathophysiology, and clinical manifestation of a wide variety of diseases affecting various body systems of the human body including Cardiovascular, Respiratory, Endocrine, Urinary, and Hemopoietic and Lymphatic Systems. Diagnostic procedures and treatments for various disorders as well as pharmaceuticals will be discussed.

*Prerequisite: PTA160*

**PTA265 NEUROLOGICAL  
REHABILITATION**

**4 credits**

This is a comprehensive course that provides the physical therapist assistant student with an understanding of the basic principles of neurological rehabilitation of acute and chronic conditions. This course will teach students how to integrate their understanding of pathophysiology, fundamental principles of patient care procedures, kinesiology, and therapeutic exercise, and apply them to patients with neurological diseases and injuries. This course will teach students how to devise proper patient instruction and application of specific neurological treatment techniques while demonstrating an understanding of the Physical Therapist Assistant's role including the responsibilities, privileges and limitations of the position. Emphasis will be placed on practical application, skill development, and effective communication techniques. Successful completion of competency examinations in an ethical, safe, and effective manner is required for this course. Through the competency examinations, students will perform appropriate measurement and assessment techniques, demonstrate good clinical judgment, and display a professional attitude.

*Prerequisites: PTA260 and concurrent with PTA255.*

**PTA298 PHYSICAL THERAPIST ASSISTANT  
CLINICAL PRACTICE**

**1 credit**

Clinical Practice is the initial field experience for physical therapist assistant students. This course affords students the opportunity to participate in the daily workings of a physical therapy clinic and better understand the roles and duties of physical therapists and physical therapist assistants. Students will be involved in patient care, which is performed under the direct supervision of a physical therapist, and requires that students have a sound understanding of the principles of physical therapy and a basic skill level for the procedures performed by a physical therapist assistant. Students will perform appropriate measurements and assessments, communicate effectively and display a professional attitude while on Clinical Practice.

*Prerequisites: PTA235 and PTA245*

**PTA299 INTERNSHIP FOR PHYSICAL  
THERAPIST ASSISTANTS**

**4 credits**

The internship experience at Central Penn allows students to apply the knowledge and skills learned in the classroom to the working environment. This experience is the capstone for all PTA classes and will prepare the students for the National Physical Therapy Exam. Students will deliver physical therapy services in an ethical, safe, and effective manner as evidenced by good clinical judgment. Students will also demonstrate a professional attitude and communicate effectively with members of the healthcare field.

*Prerequisites: Successful completion of all courses and requirements of the Physical Therapist Assistant program and to have passed all required competency tests and STS300 Job Pursuit Seminar.*

## PROGRAM OUTCOMES ASSESSMENT

**Objective:** To create a process of systematic collection of data, data analysis, and use of the data results to ensure the PTA program is meeting its anticipated goals and the program graduates are meeting the expectations of the program and the profession.

1. **Quarterly outcomes** are to be performed by each of the full-time faculty. The Program Director and the faculty meet and decide which courses will be analyzed for the given term. Assessment will be completed by during the term break. At that time, assessment results and the use of the results are determined. Assessment results will be uploaded to the School of Health Sciences repository.
2. The results from the quarterly outcomes are to be utilized to make curriculum changes, course content changes, and as a means of assessing faculty effectiveness.
3. **Program outcomes** are to be completed on an annual basis by the program faculty. The program faculty meets twice a year to evaluate the program outcomes study, the data collection process, the analysis of the data, and the use of the assessment results in an effort to monitor the effectiveness of the program in three different areas: academics, the clinical program, and the performance of program graduates.
4. A comprehensive written examination is given to the students prior to entering their final clinical internship, PTA299 Internship for Physical Therapist Assistant, to examine overall student comprehension of the academic portion of the PTA program at Central Penn College. Student outcomes are assessed by the faculty a minimum of two times per year to evaluate the results of the examination. This enables the faculty to make relevant changes in curriculum based on the student's area of weakness.
5. The results of the program assessment are utilized to determine how well the Central Penn PTA program is meeting its stated goals and how well the program graduates are meeting the expectations of the profession. Any areas in need of development are highlighted and the appropriate changes are made in a timely manner.

## II. PTA PROGRAM POLICIES

General Policies will consist of the following: appearance, attendance, conduct, drug and alcohol use, grades, hands-on education, service/community service, and technology.

### APPEARANCE

**Objective:** To ensure that all PTA students are dressed appropriately during Laboratory Sessions, Competency Exams, and professional presentations.

The PTA student will be required to wear either Business Professional or PTA professional attire for presentation days. See course syllabi for further explanation. Examples include:

- **Business Professional: Men-Suit, dress pants, shirt and tie. Women may wear a dress suit, skirt, pants with a dressy shirt, blouse or sweater.**
- **PTA Professional: A collared polo-style shirt that is properly pressed and tucked in.**
  - **Tan/khaki trousers that are properly pressed (no carpenter pants, no casual khakis with large pockets or drawstrings)**
  - **Casual shoes which are sturdy, neat and appropriate for a physical therapy office (no sandals, no open-toed shoes, no hiking boots, and no footwear with obvious holes in them). The color must be professional and in good taste (traditional black or brown/tan/white is preferred).**

Personal Grooming – Good taste dictates that haircuts, hairstyling, and personal grooming be neat and conservative rather than ostentatious. Grooming and style should also be practical so as to enable one's duties to be performed without embarrassment or inconvenience. Professional appearance for PTA students also includes:

- Groomed finger nails that do not extend beyond the finger tips and should not interfere with patient care or professional duties. False fingernails are strictly prohibited. Nail polish, if worn, should be subdued in color and well maintained.
- Visible body piercings should be limited to ears only. Students will not be allowed to have visible piercings of the belly button, eyebrows, nose, tongue, chin, etc., during class hours and during clinical internships.
- Hairstyles and hair colors must be professional and in good taste.
- Excessive make-up is not appropriate.
- Due to the sensitivity of some patients, excessive perfume/lotion is also prohibited.

The appearance policy also applies when students are participating in field trips associated with the program.

Lab participation: When participating in laboratory session and competencies, appropriate lab attire must be worn. During these sessions, you may be asked to wear lab attire, which will be discussed in class

Internship affiliations: When the PTA student is participating in PTA298 and PTA299, the student will follow the individual facility appearance policy and wear a Central Penn College name tag (refer to PTA298 and PTA 299 manual).

## ATTENDANCE

**Objective:** To ensure that all PTA students are aware of the College's Attendance policy:

Regular class attendance is essential to the proper academic progress and is expected. At Central Penn College, satisfactory attendance is considered to be a vital part of each student's performance. Excessive absences for a particular course or program can result in a lowered achievement rating and undesirable course grade. Absences in excess of 20% of class hours, for any subject, may cause a student to fail that particular course.

Excessive absences in a course or continued excessive absences throughout a program may result in the following administrative actions:

- Attendance warning
- Academic warning
- Academic probation
- Academic dismissal

In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. Absences will only be considered excused if the student can provide verifiable documentation for the absence in a timely manner as determined by the college. Excused absence(s) allow a student to make up coursework or other classroom assignments. However, absences will remain a part of the student's official record and the student still is subject to attendance warning, probation, or dismissal if the excused absences for an individual course or the program are excessive. Faculty members may establish more rigorous attendance standards for their individual courses.

Additionally, healthcare workers must be willing to provide services for patients up to seven days a week. Patients receiving care are dependent upon the availability of care providers. Attendance and punctuality are therefore a priority in the profession of physical therapy, as well as this program.

### Policy Specific to PTA Students:

- The instructor must be notified prior to an absence from class. A phone message and or e-mail can be left if the instructor is not available or a student has an unexpected absence. The professor's phone number will be on the first day handout, and/or Blackboard under professor information. Additionally, all full-time faculty email addresses are available on the college's web site under Academics, Faculty Who Care.
- It is the student's responsibility to request lecture notes or handouts related to the missed class.
- There are no make-up lectures or lab sessions. It is the student's responsibility to obtain information from classmates or schedule time during the instructor's office hours to receive assistance with the information.
- Exams, quizzes, projects, and any other assignments missed as a result of an absence will not be accepted late. Unfortunate circumstances do arise and those situations will be handled on an individual basis with the instructor.
- The PTA program acts in accordance with the Central Penn attendance policy as noted in the *Student Handbook*.

## CONDUCT

**Objective:** To ensure that all PTA students conduct themselves in a professional manner.

The Physical Therapist Assistant program faculty of Central Penn strongly believes that all students seeking a health-related career must conduct themselves in a professional manner, whether at the College or any College-sponsored event (including internships/affiliations). Students enrolled in Allied Health-related programs are preparing to work with “real-life patients.” Therefore, the risk of hurting someone when a procedure or technique is not performed properly is always a possibility. Developing sensitivity to the importance of each action is a critical step in developing individual professional standards and practice.

### **Professional Behavior**

Developing the ability to act in a professional manner is a vital component of becoming a successful physical therapist assistant, and it is the foundation for prolonged stability and respect for our physical therapy profession. Becoming an effective physical therapist assistant requires students to achieve competency in knowledge, skill performance, and behavior. Therefore, behavior in the classroom, during labs, on field trips, and during clinical affiliations is an indicator of the ability to act professionally. The following is a list of behaviors that the PTA faculty members and the physical therapy profession find to be core abilities for guiding professional behavior. Please take this list **seriously** as it is *each student's* responsibility to work on these skills.

- Demonstrate a commitment to learning.
- Effective communication (verbal, written, and non-verbal).
- Critical thinking ability.
- Problem-solving skills.
- Time management skills.
- Ability to accept responsibility.
- Appropriately respond to constructive feedback.
- Ability to recognize limitations.
- Interpersonal skills.
- Personal appearance.

A student's actions in the classroom are the first steps in developing the above behaviors. Here are a few tips for appropriate classroom behavior that will enable each student to become effective physical therapist assistants.

- Come to class/lab prepared to begin on time.
- Be ready to begin class/lab when the instructor arrives.
- Be alert and engaged during lectures/labs.
- Avoid excessive or unwarranted conversation during class/lab.
- Demonstrate an eagerness to learn.
- Maintain composure when dealing with conflicts (with instructors and classmates).
- Participate in class/lab discussions.
- Volunteer during lab sessions.
- Perform periodic self-assessments and modify individual “style” in ways that will lead to success.
- Do not use a cell phone during any lecture or lab time.
- Demonstrate flexibility, everything does not always happen as planned.

The PTA program staff will be utilizing a Generic Abilities to assist in modeling desired professional behavior. This form will be reviewed at the end of each course in which it is used to monitor professional development.

### **Generic Abilities**

Generic Abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success in that profession. Generic Abilities, which define expected behavior within a given profession, serve as the foundation for ability-based learning.

The Generic Abilities specific to the practice of physical therapy are:

1. Commitment to Learning
2. Interpersonal Skills
3. Communication Skills
4. Effective Use of Time and Resources
5. Use of Constructive Feedback
6. Problem-Solving
7. Professionalism
8. Responsibility
9. Critical Thinking
10. Stress Management

These 10 abilities are molded around the College's Core Values.

Mastery of these skills and behaviors will allow the student to:

1. Generalize from one context to another
2. Integrate information from different sources
3. Apply knowledge and skills in the practice setting
4. Synthesize cognitive, affective, and psychomotor behaviors
5. Interact effectively with patients/clients, families, the community, and other professionals.

Because the Generic Abilities reflect behaviors necessary for success as a PTA in the clinical environment, failure to demonstrate progress in these areas may result in:

1. A need for additional coursework
2. Additional clinical time
3. A delay in progression in the program
4. Dismissal from the program

Inappropriate conduct includes, but is not limited to: academic dishonesty, possession or use of alcoholic beverages or illegal substances, any form of disruptive behavior, blatant disregard for other person's differences, theft, breach of patient confidentiality, and falsification of any student or patient record. The occurrence of any such issue will require that the student sit before the Judiciary Committee. The College will act consistently in this manner and students will be guaranteed the opportunity for due process. Refer to Conduct and Judiciary Process sections of the *Student Handbook*.

### **Professional Background Qualification Advisement:**

Students should also be aware that a criminal background investigation including child abuse, FBI fingerprinting, and PA state Police PATCH report will be conducted prior to the internship portion of the Physical Therapist Assistant program, which is a required component of the curriculum. Only those individuals who are capable of passing the governmental background investigation state above should consider enrolling in the Physical Therapy Assistant program. Individuals who enter the Physical Therapist Assistant program with a disqualifying personal or professional history or who engage in a potentially disqualifying activity while matriculated at Central Penn may be unable to successfully complete the program or may be seriously or terminally compromised when attempting to gain employment in the field or receive a license as a Physical Therapist Assistant. Any issues should be discussed with the Program Director and ACCE in a timely manner. (Forms, p. 81)

In addition, students should be aware that many facilities require students to have a variety of immunizations including MMR, Varicella, HEP B, Tdap, 2 step TB (PPD) and an influenza vaccine. For those students that do not have the vaccines and/or titers which demonstrate that the student had a disease process this may preclude them from completing the clinical affiliation.

### **Essential Functions and Technical Standards for the Physical Therapist Assistant Students**

Students are required to perform respective duties of the Physical Therapist Assistant based on the necessary physical and emotional abilities as well as scholastic achievement. The College will make reasonable accommodations for all students.

The following standards reflect reasonable expectations of a student in the PTA program for the performance of common physical therapy functions. In adopting these standards, the PTA Program is mindful of the patient's right to safe and quality care by students. Each student will be required to acknowledge those required skills by completing the Essential Functions and Technical Standards form. (Forms, pg. 68)

#### **Critical Thinking/Problem Solving Skills**

Ability to collect, interpret and integrate information and make decisions.

#### **Interpersonal Skills**

Ability to collaboratively work with all PTA students and with program faculty in the classroom, lab and clinical setting.

#### **Coping Skills**

Ability to respond appropriately to stressful environments or during impending deadlines.

#### **Communication Skills**

Ability to communicate effectively in English using verbal, non-verbal, and written formats with faculty, students, patients, families and health care workers.

#### **Mobility/Motor Skills**

Sufficient motor ability to execute the movement and skills required for safe and effective physical therapy treatment.

Revised 01/17

### **Sensory Abilities**

Sufficient auditory, visual, and tactile ability to monitor and assess health needs

### **Behavioral Skills**

Ability to demonstrate professional behaviors and a strong work ethic.

(Forms, p.68)

Sources: **Grennville Technical College and Lebanon Valley College**

### **PTA Code of Ethics**

As a PTA student or a PTA we must adhere to the APTA Standards of Ethical Conduct for the Physical Therapist Assistant. On the next page you will find a copy of the Code of the Ethics.

**Standards of Ethical Conduct for the Physical Therapist Assistant  
(Adopted by the APTA)**

**HOD SO6-09-20-18 [Amended HOD SO6-00-13-24: HOD 06-91-06-07: Initial HOD 06-82-04-08]  
[Standard]**

**PREAMBLE**

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapy assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

**STANDARD #1:** Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

**STANDARD #2:** Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

**STANDARD #3:** Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

**STANDARD #4:** Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

**STANDARD #5:** Physical therapist assistants shall fulfill their legal and ethical obligations.

**STANDARD# 6:** Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

**STANDARD #7:** Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

**STANDARD #8:** Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

## DRUG AND ALCOHOL USE

Central Penn College promotes academic integrity and professional success through promoting a drug and alcohol-free college environment.

**Objective:** To ensure that students enrolled in this program can demonstrate the needed ethical behavior of a future professional by making good decisions and abiding by the policies of the institution.

1. Any Central Penn student under suspicion or physically found with possession or use of alcohol or other illegal substances will be required to sit for judicial hearing. A judicial committee panel then decides the penalty/sanction for the violation. The PTA program faculty will stand by the decision presented by the judicial panel if this was the student's first offense.
2. Any PTA student with a second offense of violation of the drug and alcohol policy will be required to leave the PTA program immediately.
3. Any student under suspicion or physically found to be under the influence of drugs or alcohol while on a clinical affiliation/internship will immediately fail the rotation and will be dismissed from the program.
4. If a student should feel that he/she was treated unfairly, the student has the right to due process by following the outlined procedure in the *Student Handbook* provided upon admission to the College as well as available online on the college's website.

## GRADES

**Objective:** To ensure that all PTA students meet the academic expectations of the program and that all students are required to meet the same level of performance.

1. Instructors will periodically evaluate students in each course they teach. The instructor determines the types of examinations and the frequency of those exams in each course. Students must receive specific grading criteria on the first day of each course. Each course will be explained in detail in the specific course syllabus.
2. Final course grades are determined by the individual instructor based on accumulated point values for the examinations utilized in the course. This may include written exams, quizzes, written assignments, competencies, literature reviews, projects, and/or lab assignments.
3. The following grading scale is used for all courses:

93-100%	<b>A</b>
90-92%	<b>A-</b>
87-89%	<b>B+</b>
83-86%	<b>B</b>
80-82%	<b>B-</b>
77-79%	<b>C+ (In order to pass the PTA courses a student must have a 77% or higher)</b>
73-76%	<b>C</b>
70-72%	<b>C-</b>
67-69%	<b>D+</b>
63-66%	<b>D</b>
60-62%	<b>D-</b>
0-59 %	<b>F</b>

4. In order to **pass the core PTA courses** a student must:
  - ☐ Carry an overall course grade of **C+ (77%) or higher**.
  - ☐ Pass all competencies assigned to the course (within two attempts) with a 75% or higher.
5. The expectations of student performance on lecture examinations completed in a core PTA course are as follows:
  - ☐ Students must be present the day of any given exam unless a **prior** arrangement has been made between the student and the instructor.
  - ☐ No retakes are permitted.
6. The expectations of student performance on competency exams is as follows:
  - ☐ Students must pass all competencies with a 75% or higher.
  - ☐ Any student that receives less than 75% must retake the exam within two school days of the failed attempt.
  - ☐ Students are only allowed one retake and the highest score that can be obtained on the exam is a 75%.
  - ☐ Any student that is unable to pass a competency after the retake will receive a failing grade of 76% or lower for the course in which that skill was expected.
  - ☐ Students must pass all competencies prior to taking PTA298 PTA Clinical Practice and PTA299 Internship for PTA.

**7. Progression Through PTA Classes:**

- a. All PTA students are required to pass ALH120 Anatomy and Physiology I with a final grade of C+ (77%) or higher during their first term in order to progress through the PTA program. Any student who does not pass ALH120 with a final grade of C+ or better will be dismissed from the PTA program. If it is the student's intent to reapply to the PTA program, the student will withdraw from the college and reapply to the program the next year, and complete the entire application process. If the student would like to change their major, they will fill out the change of major form found on mycentralpenn.edu. The student's faculty advisor will assist with this process.
  - b. If a student does not pass one of the PTA core classes (ALH or PTA) with a C+(77%) or higher, they will have one opportunity to retake that class.
  - c. If on the second attempt of taking a core class the student does not receive a C+ (77%) or higher the student will be dismissed from the PTA program and asked to change their major.
  - d. Students receiving a final grade of anything lower than a C+ in any three core PTA courses will be dismissed from the PTA program. Re-acceptance into the program will be at the discretion of the Program Director and the student's ability to pass the comprehensive examination.
  - e. Students who wish to reapply to the PTA program should follow the Readmission to the PTA program procedures as outlined in the Central Penn College course catalog.
8. Unsatisfactory completion of general education courses may cause a student to miss a prerequisite and therefore affect the actual time of graduation.
  9. Students have the right to appeal any grading decision by following the Academic Grievance procedures listed in the *Student Handbook*.
  10. The assessment instruments for PTA298 PTA Clinical Practice and PTA299 Internship for PTA can be found in the PTA298 and PTA299 manuals. Students will be evaluated by the clinical instructor for each on-site experience. The clinic evaluation in conjunction with the assignments presented in each manual will determine the final grade for the experience. Unsatisfactory completion of a clinical experience will delay graduation and may lead to dismissal. In the event of a dismissal or an unsatisfactory completion of a clinical experience, a student must return to campus to retake and pass both the Neurological Rehabilitation and Therapeutic Exercise competencies in order to be placed in another clinical site. Also, if the student is being dismissed due to one of the 5 red flags on the Web CPI, the student will demonstrate a thorough understanding of the deficiency(ies) and will document what the deficiencies were and a remedial plan will be created. If the student successfully completes the competencies and the remedial plan for the red flag issue, the student will receive a passing grade on Web CPI. Failure of the retake will result in automatic dismissal from the program.

**NOTE:** *Students are not in competition with other classmates for grades. Instead, each student should try to assist others in the learning process. This is a valuable tool that will also be helpful during a professional career. The goal should be to understand the concepts and build a sound foundation of knowledge.*

## Academic Integrity

Academic dishonesty will not be tolerated by the college. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, academic misrepresentation, acts of falsification, deception and use of prohibited academic resources.

1. Course Level: If a faculty member discovers academic dishonesty, they are required to report the instance to the appropriate Academic Dean. The reporting process can only be initiated by a faculty member once the following conditions are met: a) the faculty member has documented evidence that a violation of the college's academic integrity policy has been committed, and b) that the student has been notified that a violation of the college's academic integrity policy has been committed as well as any sanctions that will be imposed by the faculty member at that time. The faculty member will also impose sanctions based on the following guidelines, at their discretion:

First Offense	Second Offense	Third Offense
<ul style="list-style-type: none"> <li>• Zero on the assignment but may revise for new grade</li> <li>• Zero on the assignment but may revise for a reduced grade</li> <li>• Zero on the assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Zero for the assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Failing grade for the course</li> </ul>

2. Institutional Level: Once the Academic Dean is made aware of academic dishonesty by a student, the Dean will impose additional sanctions if multiple occurrences are discovered in other courses. Sanctions may be based on the following:

First Offense	Second Offense	Third Offense
<ul style="list-style-type: none"> <li>• Written warning to student</li> </ul>	<ul style="list-style-type: none"> <li>• Academic integrity course (C-to-Pass)</li> <li>• Academic Probation</li> </ul>	<ul style="list-style-type: none"> <li>• Academic dismissal</li> <li>• Permanent academic dismissal</li> </ul>

3. Notification of student: The faculty member should present the student with the documentation they have collected detailing the violation, the faculty's sanctions, and the college's policy. The office of the dean will also send the completed report of academic integrity violations to the student and the dean of their program that will include all violations of the policy during their time at the college.
4. Appeal: The student has the right to appeal the decision of the faculty member according to the Academic Grievance Policy outlined in the *Student Handbook*.

## **Grievance Procedures**

### Academic Grievance

**Objective:** To ensure that the PTA program has a mechanism for handling and tracking grievances that may be brought up against the program or any program faculty members.

The College has a specific grievance policy which will be followed by the PTA program. Students wishing to file a grievance should follow the procedure outlined in the college catalog.

### External Grievances

**Objective:** To ensure that the PTA program has a mechanism for handling and tracking complaints or concerns that may be brought up against the program, College, or any program faculty members. Policies and procedures exist to protect the rights and privileges of persons associated with the education program.

If a problem or a concern about the program or student arises, the complainant can submit a Complaint/Concern Form. (Forms, p. 77)

1. The form will be submitted to the Program Director by mail, fax, or electronically.
2. If the Program Director and the other party cannot come to a resolution regarding the complaint, the party should appeal to the Dean of the School of Nursing and Health Sciences Health who will review the concern and a meeting will be scheduled in person or via phone conversation.
3. The Dean of the School of Nursing and Health Sciences will render a decision and inform, in writing, all parties involved in the complaint within three working days.
4. The decision of the Dean of the School of Nursing and Health Sciences is final.

## SERVICE/COMMUNITY SERVICE

**Objective:** To meet and understand the College's requirements for community service.

All Central Penn College students are required to fulfill a service requirement prior to graduation. PTA students are required to complete a minimum of 25 hours of community service/volunteer work. Students are required to submit a completed service log to the internship advisor with their completed internship packets. A tracking log can be found in this *Manual*, (Forms p. 70) in the *Student Handbook* and on the College website ([www.centralpenn.edu](http://www.centralpenn.edu)). The website contains community service opportunities and the tracking log under the current student's drop-down menu.

## TECHNOLOGY

### Communication Devices (Personal Calls, Cells Phones, and Pagers)

**Objective:** To support an educational environment free from distractions caused by communication devices that enables all participants to concentrate on the activity or care of a patient.

- All students must turn off cell phones and pagers during educational activities (class, lab, or clinical). These devices are disruptive and take attention away from the intended activity or individual. No personal telephone calls or texts should be made or received while in the classroom, lab, or clinical area **except for emergencies**. Staff or departmental phones may not be used for personal calls.
- **In case of an emergency,**
  - ☐ Communicate with the professor, lab assistant, or clinical supervisor regarding the situation.
  - ☐ Cell phones must be turned on vibrate.
  - ☐ If the phone is activated, another person must take over working with any patient, and student therapist must quietly and professionally excuse themselves to a quiet area to receive the phone call.
  - ☐ Follow up with a supervisor.
- Failure to follow this policy may result in dismissal from the classroom, lab, or clinical site and could result in disciplinary action.

### Electronic Communication

**Objective:** To ensure the privacy of all communications with the College.

All students are required to utilize the Central Penn College e-mail system for electronic communication with the instructor. Students are also to ensure that only appropriate materials are transmitted through this e-mail account. Inappropriate material sent can be subject to disciplinary action as deemed by the Program Director, and Dean of the School of Health Sciences. Students may refer to the College website for details on the I.T. policy standards.

## ACADEMIC COMMUNICATION HIERARCHY

**Objective:** This policy is intended to provide a clear chain of command for the student to utilize if they are experiencing problems in the classroom or laboratory setting.

As part of the professional expectations of a student, the student is always encouraged to seek immediate resolution with the party involved. When this is not possible, the student is expected to follow the chain of communication outlined within this policy. If the student feels the need to deviate from the identified procedure, he or she may do so, but must be able to explain why they did not follow the established procedure.

1. The student will notify the course instructor of the issue or concern to seek a resolution to the problem.
2. If the desired outcome is not reached, the student will then report the issue/concern to the Program Director.
3. If the Program Director is unable to resolve the issue, the Program Director will take the matter before the Dean of the School of Nursing and Health Sciences..
4. The Dean of School of Nursing and Health Sciences will place the resolution in writing (through e-mail or memo) to the parties involved.

Students may unofficially seek advice (regardless of the chain of command) if they are unsure of how to handle a situation.

## FACILITIES

**Objective:** To orient students to the campus and other areas of learning.

General education classes are held in all buildings on campus as well as online. In Summerdale, the PTA courses use the lecture rooms located in the ATEC, Milano, and Bollinger. Lab sessions are held in the PTA laboratory located in Room 208 in the ATEC building as well as in the Acute Care Lab in Room 22 of Milano. Refer to the *Student Handbook* for the academic building location and hours. At the Lancaster Center, the PTA courses use rooms 135, 136, 138, and 139.

The clinical education component of the curriculum takes place in community physical therapy offices. Students are assigned to three different clinical sites throughout the program. These sites maybe located up to 90 miles from the student's residence or college campus site. Students are fully responsible for providing their own transportation to and from these clinical facilities.

Refer to the Facilities section of the *Student Handbook* for information regarding other facilities available on campus.

## OFF-CAMPUS EDUCATIONAL EXPERIENCES (field trips)

**Objective:** As a part of the student's curricular and co-curricular learning experience, students are required to travel to clinical sites off campus, which may include urban and rural hospitals and clinics, as well as participation in field trips and service-learning programs. To ensure student safety, the following policies exist:

1. Students will be responsible for their own transportation to off-campus experiences.
2. Students are provided with instructions and guidelines prior to any off-campus experience.
3. Students must complete a Field Trip Assumption of Risk form and submit it to the course they are currently in and missing class. (Forms, p. 71)
4. If a student is injured or becomes ill while participating in a co/extra-curricular experience, he/she is to notify the supervising faculty/staff and follow Emergency Procedures identified in the *Student Handbook*. An Incident Report form should be filed with security and a copy placed in the student's academic file. (Forms, p. 74)

## OUTSIDE EMPLOYMENT

**Objective:** To ensure separation of clinical education and student employment within the profession and to provide guidance on balancing employment with program rigor.

Students may be employed outside the classroom and clinical times; however, employment within the discipline being studied will not substitute for program clinical time.

1. Outside employment must be arranged to not interfere with program classroom, lab, and clinical schedules.
2. Employment in the discipline being studied is a matter between the employee and the employer. The College is not a party to any such agreements.
3. PTA students participating in PTA298 or PTA299 will not be permitted to recover any compensation for time spent in the clinical setting.
4. PTA students may complete PTA298 Clinical Practice in a physical therapy setting in which they are employed. Students may not complete PTA299 Internship for PTA where they are or have been employed.

Because of the rigorous nature of the program, it is generally advised that the student work part-time (if necessary) while enrolled in the PTA program. It is ultimately the student's decision whether and how much to work. Students should be advised that the course, clinical, and lab schedules will not be altered to accommodate a student's employment schedule.

## PRIVACY AND CONFIDENTIALITY

**Objective:** To ensure that all protected PTA student information remains confidential.

Central Penn College is committed to maintaining the privacy and confidentiality of all student information. The College abides by the Family Education Rights and Privacy Act of 1974 which establishes specific rights for students and/or their parents and prevents the release of certain information without the written consent of the student.

No information from records, files, and data directly related to a student shall be disclosed by any means to individuals or agencies outside the school without the consent of the student in writing.

The following is a list of public information, which may be made available regarding students of the College without their prior consent and is considered part of the public record of their attendance:

- Name
- Address (Local and Permanent)
- Telephone Number
- Date and Place of Birth
- Major
- Student Activities, including Athletics
- Dates of Enrollment
- Date of Graduation
- Degrees and Awards Received
- Honors
- Most Recent Educational Institutions Attended Prior to Admission
- Photos
- Classification (freshman, sophomore, junior, senior)

The student is entitled to request that this information not be made publicly available. Additionally, personal information will only be released to parties indicated by the student on the Release of Information Form (Forms, p. 80)

## STUDENT HEALTH AND SAFETY

**Objective:** To ensure that PTA students enrolled in the program meet the health and safety needs of the program, the patients, and the various clinical environments in which they will participate.

1. Any student with a current health problem that may interfere with school or internship performance must discuss the situation with the Program Director and/or ACCE immediately. The Program Director and ACCE, in conjunction with the Dean of the School of Nursing and Health Sciences, will then determine if the current health problem will interfere with the student's ability to continue participation.
2. When a student is found to be compromised in the ability to safely continue in the program or safely engage in a clinical rotation the following will occur:
  - ❑ The student, Program Director, ACCE, and Dean of the School of Nursing and Health Sciences meet to discuss the problems incurred by the given health situation.
  - ❑ An action plan will be created and carried out by all parties. (Forms, p. 75)
  - ❑ The program faculty will do everything possible to enable the student to complete the program as long as the student can meet the demands and expectations of the program and the profession.
  - ❑ The time frame in which the student will be expected to complete the program will be determined on an individual basis and will be determined by the given circumstances.
3. Students are strongly encouraged to maintain health insurance. Proof of health insurance will be required for all clinical affiliations. Just as a reminder: Health insurance coverage is required by law.
4. Students are required to release certain medical information in order to participate in clinical affiliations/internship. (Forms, p. 82) In addition, proof of immunizations will be required for all clinical affiliations.

### III. LABORATORY POLICIES

**Objective:** To give the student an opportunity to perform the various physical therapy tasks in the classroom prior to their clinical experiences. This includes various measurement and assessment techniques, therapeutic exercises, the application of physical and electrical modalities, and functional mobility training.

#### LAB APPEARANCE AND DRESS

*(Supplemental to the College and program appearance policy)*

**Objective:** To ensure that all PTA students are compliant with the College's Appearance policy.

It is important that appropriate attire be worn during lab sessions in order to promote proper exposure of body regions for observation and palpation, provide an easier visualization of the body region when working on a subject, and allow for proper mobility without the restraint of clothing. This benefits both the subject and student practitioner. The following applies to all lab sessions:

- All major joints, the back, and the sacrum must be available for observation and palpation during lab sessions. The following are acceptable items for promoting exposure:
  - Shorts (running style, not long-legged shorts)
  - Females – sports bra or tank top
- The collared polo shirt or Central Penn t-shirt may be worn with black wind pants or yoga pants over the items mentioned above and removed, as needed, during the lab.
- Proper footwear, sneakers or shoes that slip on/off easily, is recommended. Bare feet are unacceptable, except where indicated during lab activities.
- The instructor will provide dress code for competency days.

#### INFORMED CONSENT

**Objective:** To provide guidelines for obtaining informed consent of students or non-students when participating as student therapists or as patient-simulators during laboratory experiences regarding expectations and role of these volunteers, the experience of which may include videotaping, audio-taping, photographing, or imaging of individuals for instructional purposes.

1. Each PTA student will be required to sign an Informed Consent Form for Students prior to the first day of their initial lab class. (Forms, p. 72)
2. All other persons volunteering to participate in lab as a patient-simulator for classroom demonstration or for competency examinations not currently in the PTA program must read and complete the Informed Consent Form for Volunteers in advance of the lab session. (Forms, p. 73)
3. The Program Director will maintain signed forms in the student's file in a locked filing cabinet.
4. Signed Informed Consent forms will remain valid throughout the student's enrollment in the PTA program or until otherwise revoked.

## LAB USE

**Objective:** To ensure that PTA students are using proper lab etiquette so that the PTA laboratory facility remains a safe learning environment for all students enrolled in the program.

The use of PTA equipment is restricted to the PTA program faculty and the students enrolled in the PTA program. Use of equipment by any other students is expressly prohibited and may result in disciplinary action. The PTA lab provides the basic equipment present in a PT facility. This provides the opportunity to work with "real" equipment in a "real" clinic-like environment. Students are to act professionally when using this facility and treat it as if it were their place of employment.

1. In Summerdale, the lab is available for use during normal school hours with the exception of scheduled class times. In Lancaster, the lab is available between 12:00 p.m. and 4:00 p.m. Monday through Thursday with the exception of scheduled class times. Other hours are available by appointment only.
2. In Summerdale, the lab can be accessed after school hours until 11:00 p.m. and weekends from 10:00 a.m. - 11:00 p.m. by first contacting the instructor for permission and second by calling the Security office at 717-728-2364 or the Security cell phone at 717-982-1808. Security will open the lab upon request and must be subsequently notified of student departure so the facility can be properly locked. In Lancaster, the lab can be accessed daily until 4:00 p.m. with prior approval of faculty.
3. All students are required to sign in and out from the lab any time the lab is used outside of class time. Sign-in/out forms are posted in the lab.
4. Students must use the "buddy" system with another enrolled PTA student when using the lab after hours.
5. Students may only practice lab skills and techniques with other currently enrolled PTA students. The use of friends, family, and other Central Penn students is prohibited.
6. Students utilizing the lab at any time are expected to respect the facility and the environment by cleaning up after themselves and keeping the lab organized and neat.
7. Students must comply with the following regarding food or beverages in the lab:
  - ❑ All food must be in a covered container or to-go box.
  - ❑ All beverages must be covered.
  - ❑ At no time should there be food or drink by computers or modality equipment.
  - ❑ All food/drink must be disposed of prior to leaving the lab.

\*These privileges are ultimately at the discretion of the program faculty and may be altered.
8. Lab equipment is expensive and must be handled properly. Any evidence of misuse will result in the loss of after- hour privileges or possibly monetary reimbursement by the student for damaged equipment, if malice is evident.
9. PTA equipment must remain in the lab at all times unless advance arrangements are made with the instructor. If equipment is found missing from the lab, then all students will lose after-hour lab privileges.

## LAB HEALTH AND SAFETY

**Objective:** To ensure that PTA students meet the health and safety needs of the lab component of the program.

*Central Penn College applies all Universal Precautions as the required method of control to protect employees and students from exposure to all human blood and OPIM as set forth by the Occupational Safety and Health Administration (OSHA).*

A first aid kit, personal protective equipment, and procedures for blood-spill clean-up are located in the cabinets in the PTA lab. MSDS sheets are also located at the counter workstation.

All students must abide by the policies outlined in the laboratory section of this manual to ensure safety in the laboratory.

### In a medical or security emergency in the lab:

**Remain calm and call the personnel that will best be able to offer assistance.**

**\*\*if calling from a campus telephone, dial 9 to get a dial tone\*\***

Security cell phone:	717-982-1808
Security cell phone: (Lancaster)	717-672-8413
Security office:	717-728-2364
RA on call (weekends only):	717-608-5151
Emergency services:	911

#### 1. In the event of an accident in the lab, take the following steps:

- ☐ Program faculty/Security is to be notified of the event. If an incident occurs over the weekend, it must be reported to Security. The contact information of the Program Director, ACCE, and Security are posted throughout the lab.
- ☐ Incident Report Forms are to be completed in the event of a student being injured, faulty equipment, or any other accident that occurs in the lab. Incident Report Forms are posted at the PTA lab workstation.
- ☐ The completed Incident Report must be given to the Program Director the following class day.
- ☐ The Report is reviewed by the Program Director and the party involved.
- ☐ A plan of action is established and documented on an Incident Action Plan form.
- ☐ The Program Director will follow up on the action plan within two weeks of the event and document the status.
- ☐ If the cause of the event was faulty equipment, the equipment is immediately removed and not utilized until it has been repaired and inspected by a qualified individual.
- ☐ If a student has been injured and has not sought out help, he/she will immediately be sent to a physician for evaluation. The student may choose to use a family physician, in which case the student will make the arrangements; or the student may refuse an evaluation, in which case the student must sign a statement that medical attention was refused.

*Reminder: All PTA Students are strongly required to obtain health insurance coverage, as injuries can occur throughout the process of learning, either in the lab or clinical rotation. Also, many clinical sites require the interns to have proof of health insurance coverage prior to being accepted into their organizations, and it is the law.*

# *Competencies in Physical Therapy*

---

---

Physical Therapist Assistant Program

---

---



CENTRAL PENN  
COLLEGE

YOU CAN. YOU WILL.

## Introduction

Competency testing refers to an academic assessment tool where a student demonstrates the ability to perform a specific treatment technique on a mock patient while the instructor directly observes. This type of testing enables the academic faculty to determine a student's understanding of the fundamental procedures of physical therapy and his/her ability to safely and effectively perform the activities. It also affords the academic faculty an opportunity to provide individual attention and feedback to each student, in a private atmosphere. The inherent nature of this type of testing can make competency testing fairly stressful. The following guidelines have been established to facilitate a general procedure for competency testing. Understanding these guidelines will assist the student in the preparation of these tests and, therefore, reduce the level of stress.

- Competency exams are performed as class requirements for the following courses: ALH120, ALH130, PTA155, PTA235, PTA245, PTA255, and PTA265. Each course will have specific competency exams that correspond to the information learned in the course.
- Every effort will be made to schedule the competency exams during scheduled class time. However, competency exams are time consuming for faculty and students, and, therefore, some of them may need to be performed outside of class time. Instructors have the liberty of scheduling the exams as they see fit for the given course as long as students are notified a minimum of one week in advance. If you should sign up for a competency during a time that you have another class, you will be held accountable for an absence from the class you missed. Competency exams are **not** an acceptable excuse for missing other classes.
- **Bring your competency sheet and check-off sheet to each competency exam. Failure to have your competency sheet will result in the deduction of one letter grade.**
- Many competencies will require that you have a partner who will act as a mock patient. Your partner may be a classmate or may be another Allied Health faculty member from the College. The purpose of this is to evaluate the student's ability to communicate, teach, and motivate someone who does not have the same knowledge background.
- All competencies performed will receive a score based on the points listed below.

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>• Students must obtain an overall grade of 75% to pass the competency exam</li> <li>• Key Safety Objectives are indicated by “**”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

- A student must receive a score of 75% to pass each exam. Any student that does not receive a score of 75% will be required to retake that exam within **two school days** of the failed attempt. Students are allowed one retake. If a student does not obtain a pass on the second attempt, they fail the course. It is the student's responsibility to reschedule any exams that have been failed, no matter what was the reason for the failure.
- The highest score a student can receive on a re-take examination is a 75%.
- Students participating as a mock patient must be observant and portray the patient scenario accurately. In other words, if the scenario states the patient has left shoulder pain in the anterior portion of deltoid, the mock patient needs to accurately point to where the pain is located. If the mock patient is unable to point to the appropriate tendon, bone, etc, the mock patient will lose five points from their own competency. Also, if the mock patient attempts to assist the student taking their competency, they will lose five points off their own competency.

### Grading

- Once you have signed up for a competency exam, you are expected to be on time for that exam. Any student that misses a scheduled exam will receive an **"F"** for that attempt of the exam. The only exceptions are personal hospitalization or a death in your immediate family.
- **All** competencies must be satisfactorily completed prior to PTA299 Internship for the Physical Therapist Assistant. If competencies are not completed with a 75% or higher for each competency, the student will incur a delay in participating in the clinical experience. Once all exams are completed, the competency check-off sheet will be submitted to the PTA Program Director and the ACCE to ensure satisfactory performance has been achieved.
- When the check-off sheet is submitted, it must be complete, meaning all comps need to be present and graded. Any missing comps will result in a mandatory retake of the missing work.

Each Competency Examination contains Key Safety Objectives that must be met by the student performing the competency in order for the student to demonstrate proficiency within the skill set. These Objectives are designed to assist the PTA Program Faculty in determining that students are competent and safe prior to being placed on a clinical assignment. Competency exams require that a student practice the learned techniques outside of class time. The more practice, the more comfortable the student becomes with the material and the procedure. Having confidence in your ability through repeated practice will enable any student to be successful with all competency exams.

Many students have gone before you and have survived to tell the story. They also understand the importance of being tested on skill performance prior to working with "real" patients. Therefore, these exams should be taken seriously, as if the mock patient was a "real" patient. It is through this practice that we all grow into successful clinicians.

## Competency Check-off Sheet

Use the following list to document the date and the score achieved for each competency exam. This list should also serve as a guide to ensure that all exams have been taken. The faculty member performing the competency will need to sign off for the corresponding competency graded.

<b>Procedure:</b>	<b><u>Date/Grade/Faculty Initials</u></b>	<b><u>Date/Grade/Faculty Initials</u></b>
<b>Example:</b>	<b>4/6/15- 88%-MJB</b>	
Sterile Techniques/Wound Management	_____	_____
Taking Patient History & Vital Signs	_____	_____
Isolation Precautions	_____	_____
Bed Mobility Training	_____	_____
Transfer Training	_____	_____
Measuring for Assistive Devices	_____	_____
Gait Training With Assistive Devices	_____	_____
Residual Limb Bandaging	_____	_____
Therapeutic Massage	_____	_____
Hydrocollator Packs	_____	_____
Paraffin Bath	_____	_____
Ice Packs	_____	_____
Ultrasound	_____	_____
Electrical Stimulation	_____	_____
Iontophoresis	_____	_____
Mechanical Traction	_____	_____
Intermittent Compression	_____	_____
Goniometry and MMT Midterm	_____	_____
Goniometry and MMT Final	_____	_____
Implement a Ther-Ex Plan Midterm	_____	_____
Implement a Ther-Ex Plan Final	_____	_____
Implement a Neuro Rehab Plan Midterm	_____	_____
Implement a Neuro Rehab Plan Final	_____	_____

---

**Competency Evaluation: ALH120 Anatomy and Physiology I**


---

**PROCEDURE: Sterile Techniques and Wound Management**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.*</b>	Provide patient with proper introduction, and instruction of procedure, perform chart review for pertinent information.		
<b>2.</b>	Provide clear verbal cues to patient throughout the testing while performing the assessment in a logical, organized sequence and provide treatment within allotted time.		
<b>3.*</b>	Gathered the appropriate wound supplies and sterile gloves prior to beginning treatment with the appropriate sterile techniques without contaminating the field.		
<b>4.</b>	Properly removed jewelry and clothing from the hand and forearm, wet hands and forearm with water and applied soap to wash the palms and backs of hands with 10 circular motions, cleansed fingernails, reapplied soap to wash wrist and forearms.		
<b>5.*</b>	Dries hands gently and turn off faucet with proper sterile technique and correctly apply the sterile glove without contaminating the field.		
<b>6.*</b>	Cleans the wound by starting at the center of the wound and drawing to the edges without contaminating the wound bed.		
<b>7.</b>	Demonstrates and explains proper application of the appropriate topical agent and dressing to the wound.		
<b>8.*</b>	Demonstrates and explain proper removal of the appropriate topical agent and dressing.		
<b>9.*</b>	Identifies the precautions for dressing removal and appropriately disposes of wound dressings and materials in the appropriate waste receptacle.		
<b>10.</b>	Objectively document wound type, size, and appearance.		
	Time Allotment: 15 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: ALH120 Anatomy and Physiology I**


---

**PROCEDURE: Isolation Techniques**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

<b>Performance Standards: The student will:</b>		<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, and instruction of procedure, perform chart review for pertinent information, and wash hands prior to beginning.		
<b>2.</b>	Provide clear verbal cues to patient throughout the testing while performing the assessment in a logical, organized sequence and provide treatment within allotted time.		
<b>3.*</b>	Student follows proper sequence to don gown.		
<b>4.*</b>	Student follows proper sequence to don mask.		
<b>5.*</b>	Student follows proper sequence to don gloves.		
<b>6.*</b>	Student follows proper sequence to doff gloves.		
<b>7.*</b>	Student follows proper sequence to doff gown.		
<b>8.*</b>	Student follows proper sequence to doff mask.		
<b>9.*</b>	Student appropriately disposes the material in the appropriate waste receptacle and hand sanitizes at the end.		
<b>10.</b>	Student can state conditions in which isolation precautions would be necessary.		
	Time Allotment: 5 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: ALH130 Anatomy and Physiology II**


---

**PROCEDURE: Taking Patient History and Vital Signs**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1. *</b>	Provide patient with proper introduction, and instruction of procedure, provide clear verbal cues to patient throughout the testing while performing the assessment in a logical, organized, sequence.		
<b>2.</b>	Perform chart review for pertinent information and provide treatment within allotted time.		
<b>3.</b>	Gather subjective history from patient, including information regarding current complaint.		
<b>4.</b>	Properly measure patient's height and weight.		
<b>5.*</b>	Assess patient's radial pulse. Reading should be within 2 beats of evaluator's reading.		
<b>6.*</b>	Assess patient's respirations. Reading should be within 1 respiration of evaluators reading.		
<b>7.*</b>	Assess patient's blood pressure. Systolic reading should be within 2 beats of evaluator's reading.		
<b>8.*</b>	Assess patient's Blood Pressure. Diastolic reading should be within 2 beats of evaluator's reading.		
<b>9.</b>	Student is able to indicate normal ranges for all vital signs, and report possible causes of variance.		
<b>10.</b>	Accurately document subjective and objective information gathered from patient.		
	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Assessing Bed Mobility**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2. *</b>	Perform chart review for pertinent information.		
<b>3.</b>	Assist patient as necessary with lateral bed mobility (scooting).		
<b>4.</b>	Assist patient as necessary with transitioning from supine to sitting on the edge of the bed.		
<b>5.</b>	Began all tasks from an appropriate position on the bed to ensure patient safety.		
<b>6.</b>	Properly positioned the patient in supine, prone, or sidelying as indicated in the scenario.		
<b>7.</b>	Assessed patient’s ability to help with all tasks, and gave assistance only when necessary.		
<b>8.*</b>	Appropriately recognize, monitor, and respond to patient’s response to positional changes and activities.		
<b>9.</b>	Demonstrate proper body mechanics at all times.		
<b>10.</b>	Document intervention accurately, including objective data and patient’s response to treatment.		
<b>*</b>	Time Allotment: 7 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Assessing Bed Mobility**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2. *</b>	Perform chart review for pertinent information.		
<b>3.</b>	Assist patient as necessary with lateral bed mobility (scooting).		
<b>4.</b>	Assist patient as necessary with transitioning from supine to sitting on the edge of the bed.		
<b>5.</b>	Began all tasks from an appropriate position on the bed to ensure patient safety.		
<b>6.</b>	Properly positioned the patient in supine, prone, or sidelying as indicated in the scenario.		
<b>7.</b>	Assessed patient’s ability to help with all tasks, and gave assistance only when necessary.		
<b>8.*</b>	Appropriately recognize, monitor, and respond to patient’s response to positional changes and activities.		
<b>9.</b>	Demonstrate proper body mechanics at all times.		
<b>10.</b>	Document intervention accurately, including objective data and patient’s response to treatment.		
<b>*</b>	Time Allotment: 7 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Transfer Training**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.*</b>	Ensure that wheelchair brakes are locked prior to moving to or from the wheelchair.		
<b>4.</b>	Properly position wheelchair to enable safe, efficient transfer.		
<b>5.</b>	Assure patient is at edge of the surface prior to beginning transfer.		
<b>6.</b>	Properly perform stand/squat pivot transfer, assisting patient as necessary.		
<b>7.</b>	Properly perform slide board transfer, assisting patient as necessary.		
<b>8.</b>	Properly perform a sit-to-stand transfer, assisting patient as necessary.		
<b>9.*</b>	Appropriately recognize, monitor, and respond to patient’s response to positional changes and activities.		
<b>10.</b>	Document intervention accurately, including objective data and patient’s response to treatment.		
<b>*</b>	Time Allotment: 7 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Measuring for Axillary Crutches and Fitting for Cane/Walker**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
1.	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
2.	Perform chart review for pertinent information.		
3.	Gather all necessary equipment prior to beginning intervention.		
4.*	Ensure patient safety by fitting patient with gait belt.		
5.	When measuring for axillary crutches, properly determine crutch height by measuring under axilla.		
6.	Properly determine handgrip height of axillary crutches.		
7.	When measuring for cane or walker, properly determine handgrip height.		
8.	With patient erect and assistive device properly positioned, recheck fit.		
9.	Instruct patient to hold device properly and how to advance device when ambulating.		
10.*	Ensure patient maintains weight bearing status throughout assessment.		
*	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Gait Training with an Assistive Device**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Select and teach patient appropriate gait pattern based on scenario A.		
<b>4.</b>	Select and teach patient appropriate gait pattern based on scenario B.		
<b>5.</b>	Properly demonstrate two-point and four-point gait patterns.		
<b>6.</b>	Properly demonstrate a three-point gait pattern.		
<b>7.</b>	Properly demonstrate a swing to/through gait pattern.		
<b>8.</b>	Properly teach patient how to ascend and descend stairs with assistive device.		
<b>9.*</b>	Provide an appropriate level of guarding assistance to patient throughout treatment. Demonstrate proper use of gait belt.		
<b>10.*</b>	Ensure patient maintains weight bearing status throughout treatment.		
<b>*</b>	Time Allotment: 20 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Residual Limb Bandaging**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2. *</b>	Perform chart review for pertinent information.		
<b>3.</b>	Assemble all necessary supplies prior to initiating treatment.		
<b>4.</b>	Efficiently manage the ACE wrap and use figure eight method to cover limb.		
<b>5.</b>	Use proper method when anchoring wrap. Ensure anchor is not too tight.		
<b>6.</b>	Provide enough pressure distally to assist with edema reduction.		
<b>7.</b>	Ensure that there are no openings or gaps in the wrapping by evenly distributing the ACE wrap.		
<b>8.</b>	Minimize or eliminate wrinkles during wrapping process.		
<b>9.</b>	Properly identify indications for residual limb wrapping.		
<b>10.</b>	Simulator was maneuvered in ways that would be feasible for a human subject.		
<b>*</b>	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA155 Physical Therapist Assistant Procedures**


---

**PROCEDURE: Therapeutic Massage**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2. *</b>	Perform chart review for pertinent information.		
<b>3.</b>	Properly position patient to ensure comfort and accessibility to treatment area.		
<b>4.</b>	Properly drape patient and state importance of draping.		
<b>5.</b>	Select massage strokes appropriate for the scenario, in the proper sequence.		
<b>6.</b>	Demonstrate proficiency in the following massage strokes: effleurage, petrissage, and cross-friction or trigger point release.		
<b>7.</b>	Address tissue appropriate for the scenario.		
<b>8.</b>	Determine depth of pressure based on patient tolerance, and recognize the patient's response to treatment.		
<b>9.</b>	Demonstrate good body mechanics throughout treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient's response to treatment.		
<b>*</b>	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Hydrocollator Packs**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Obtain all necessary supplies before beginning treatment.		
<b>4.</b>	Place patient in well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain.		
<b>5.*</b>	Apply hot pack to appropriate body part ensuring there is proper number of layers for insulation.		
<b>6.</b>	Ensure patient safety during treatment by providing patient with a signaling device, and checking on patient periodically.		
<b>7.</b>	Assist patient as needed with re-positioning at the end of treatment.		
<b>8.</b>	Visually inspect the treatment area for any adverse reactions.		
<b>9.</b>	Reassess the treated area to determine effectiveness of treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient’s response to treatment.		
<b>*</b>	Time Allotment: 7 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Paraffin Bath**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
1.	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
2.*	Perform chart review for pertinent information.		
3.	Obtain all necessary supplies before beginning treatment.		
4.	Have patient remove all jewelry, wash and dry body part, and verify that there are no open wounds or rashes.		
5.	Assess body part to be treated, including sensation, circulation, and pain.		
6.*	Ensure patient safety during treatment by ensuring the patient does not contact the sides or bottom of paraffin bath.		
7.	Assist patient as necessary with removal of paraffin and discard in proper receptacle.		
8.	Visually inspect the treatment area for any adverse reactions.		
9.	Reassess the treated area to determine effectiveness of treatment.		
10.	Document intervention accurately, including objective data and patient's response to treatment.		
*	Time Allotment: 7 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Ice Packs**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Obtain all necessary supplies before beginning treatment.		
<b>4.</b>	Place patient in a well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain.		
<b>5.*</b>	Apply cold pack to appropriate body part ensuring there is proper number of layers for insulation.		
<b>6.</b>	Ensure patient safety during treatment by providing patient with a signaling device, and checking on patient periodically.		
<b>7.</b>	Assist patient as needed with re-positioning at the end of treatment.		
<b>8.</b>	Visually inspect the treatment area for any adverse reactions.		
<b>9.</b>	Reassess the treated area to determine effectiveness of treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient's response to treatment.		
<b>*</b>	Time Allotment: 7 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Ultrasound**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Obtain all necessary supplies before beginning treatment.		
<b>4.</b>	Place patient in a well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain.		
<b>5.</b>	Expose body part to be treated, and use appropriate draping to protect patient’s modesty and clothing.		
<b>6.*</b>	Using appropriate coupling medium, maintain good contact between sound head and treatment surface. Maintain patient safety by monitoring their response to treatment and making necessary adjustments.		
<b>7.</b>	Establish appropriate parameters for treatment, including frequency, duty cycle, intensity, and time.		
<b>8.</b>	Clean treatment area at end of US application and assist patient as necessary.		
<b>9.</b>	Reassess the treated area to determine effectiveness of treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient’s response to treatment.		
<b>*</b>	Time Allotment: 10 Minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Electrical Stimulation**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Obtain all necessary supplies before beginning treatment.		
<b>4.</b>	Place patient in a well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain.		
<b>5.</b>	<b>Apply electrical stimulation for relief of pain/muscle spasm:</b> Select appropriate form of electrical stimulation Select appropriate electrode placement		
<b>6.</b>	<b>Apply electrical stimulation for edema reduction:</b> Select appropriate form of electrical stimulation Select appropriate electrode placement		
<b>7.</b>	<b>Apply electrical stimulation for muscle re-education:</b> Select appropriate form of electrical stimulation Select appropriate electrode placement		
<b>8.</b>	At conclusion of treatment, remove and properly store electrodes, assist patient as necessary, and visually inspect skin for any adverse reactions.		
<b>9.</b>	Reassess the treated area to determine effectiveness of treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient's response to treatment.		
<b>*</b>	Time Allotment: 10 Minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Iontophoresis**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Obtain all necessary supplies before beginning treatment.		
<b>4.</b>	Place patient in a well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain.		
<b>5.</b>	Prepare electrodes according to manufacturer's instructions.		
<b>6.</b>	Properly attach electrodes to patient and phoresor unit. Justify placement of electrodes based on scenario.		
<b>7.</b>	Turn on phoresor, and monitor patient's response to stimulation. Adjust amplitude accordingly.		
<b>8.</b>	At conclusion of treatment, remove electrodes and discard. Assist patient as necessary. Visually inspect the treatment area for any adverse reactions.		
<b>9.</b>	Reassess the treated area to determine effectiveness of treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient's response to treatment.		
<b>*</b>	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

---

**Competency Evaluation: PTA235 Modalities**


---

**PROCEDURE: Mechanical Spinal Traction**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information.		
<b>3.</b>	Obtain all necessary supplies before beginning treatment.		
<b>4.</b>	Place patient in a well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain.		
<b>5.*</b>	Properly attached harness(es) to patient and to the traction table.		
<b>6.</b>	Adjust traction poundage as tolerated by patient. Cervical: At least 10 pounds Lumbar: At least 50% patient's body weight		
<b>7.</b>	Properly enter parameters into traction unit to achieve treatment goals.		
<b>8.</b>	At conclusion of treatment, loosen harnesses, and assist patient as necessary.		
<b>9.</b>	Reassess the treated area to determine effectiveness of treatment.		
<b>10.</b>	Document intervention accurately, including objective data and patient's response to treatment.		
<b>*</b>	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Competency Evaluation: PTA235 Modalities****PROCEDURE: Intermittent Compression**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam.</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

Performance Standards: The student will:		Grade	Comment
1.	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
2. *	Perform chart review for pertinent information.		
3.	Obtain all necessary supplies before beginning treatment.		
4.	Place patient in a well-supported, comfortable position and assess body part to be treated, including sensation, circulation, and pain. Elevate extremity to be treated.		
5.	Take patient's blood pressure and assess peripheral circulation. State importance of assessing BP.		
6.	Perform circumferential or volumetric measurements of extremity.		
7.	Properly apply compression sleeve and inflate to desired level. Ensure all treatment parameters are entered correctly into the machine.		
8.	At conclusion of treatment, remove sleeve and assist patient as necessary. Properly deflate the sleeve.		
9.	Reassess the treated area to determine effectiveness of treatment.		
10.	Document intervention accurately, including objective data and patient's response to treatment.		
*	Time Allotment: 10 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Competency Evaluation: PTA 245 Applied Kinesiology****PROCEDURE: Goniometry and Manual Muscle Testing**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam.</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2.</b>	Palpation of Bony Landmarks Student will accurately identify all 6 bony landmarks.		
<b>3.</b>	<b>Perform appropriate elements of goniometry:</b> 1. Identification of appropriate landmarks 2. Identification of end-feel 4. Alignment of goniometer 5. Accurate reading of the goniometer within +/- 3 from instructor		
<b>4.</b>	<b>Perform appropriate elements of goniometry:</b> 1. See above		
<b>5.</b>	<b>Perform appropriate elements of goniometry:</b> 1. See above		
<b>6.</b>	<b>Perform appropriate elements of goniometry:</b> 1. See above		
<b>7.</b>	<b>Perform appropriate Manual Muscle Testing:</b> 1. Patient position; against gravity/gravity eliminated 2. Proper application of resistance force 3. Recognition of substitutions and appropriate grading of mm performance		
<b>8.</b>	<b>Perform appropriate Manual Muscle Testing:</b> 1. See above		
<b>9.</b>	<b>Perform appropriate Manual Muscle Testing:</b> 1. See above		
<b>10.</b>	<b>Perform appropriate Manual Muscle Testing:</b> 1. See above		
<b>*</b>	<b>Time Allotment 20 minutes</b>		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Competency Evaluation: PTA255 Therapeutic Exercise**

**PROCEDURE: Implementing a Therapeutic Exercise Plan**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>Key Safety Objectives are indicated by "**". Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self corrections
	** All requested skills and interventions to be demonstrated are within the plan of care written by the PT**

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, instruction of procedure, wash hands prior to beginning, and perform all skills in a logical, organized sequence.		
<b>2. *</b>	Perform chart review for pertinent information, including contraindications and precautions.		
<b>3.</b>	<b>Perform appropriate elements of goniometry of 2 joints;</b> <ol style="list-style-type: none"> <li>Identify appropriate landmarks</li> <li>Proper goniometer alignment</li> <li>Accurate reading with +/- 3 degrees of instructor</li> </ol>		
<b>4.</b>	<b>Perform appropriate manual muscle testing of 2 mm or muscle groups.</b> <ol style="list-style-type: none"> <li>Pt position; gravity resisted/ gravity eliminated</li> <li>Knowledge of muscle group being tested</li> <li>Proper application of resistance force</li> </ol>		
<b>5.</b>	Identify appropriate <b>aerobic conditioning</b> activity for the patient and state the normal physiological response to exercise.		
<b>6.</b>	Demonstrate the requested interventions including patient education to improve <b>flexibility</b> . (2 stretches)		
<b>7.</b>	Demonstrate the requested interventions including patient education to improve <b>strength</b> . (2 exercises)		
<b>8.</b>	Demonstrate the requested interventions including patient education to improve <b>strength</b> . (2 exercises)		
<b>9.</b>	Discuss the appropriate <b>modality</b> to improve patient's dysfunction, to include treatment parameters, placement and contraindications		
<b>10.</b>	Document intervention accurately in a SOAP note, including objective data and patient's response to treatment.		
<b>*</b>	Time Allotment: 20 minutes		

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Competency Evaluation: PTA265 Neurological Rehabilitation****PROCEDURE: Implementing a Neurological Rehabilitation Plan**

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Scenario: \_\_\_\_\_ Score \_\_\_\_\_

<b>Grading Criteria:</b>	<ul style="list-style-type: none"> <li>Students must obtain an overall grade of 75% to pass the competency exam</li> <li>All objectives must be met with a score &gt; or =5. A score of 0 for any objective will require a retake on first attempt, or result in failure on the second attempt.</li> <li>Key Safety Objectives are indicated by “*”. Failure to complete any safety objective results in termination and failure of the competency exam.</li> </ul>
<b>0</b>	The student did not meet the objective
<b>5</b>	The student was unsure but corrected self or required minimal prompting to meet the objective
<b>10</b>	The student met the objective 100% without prompting or self-corrections
	* All requested skills and interventions to be demonstrated are within the plan of care written by the PT.

	<b>Performance Standards: The student will:</b>	<b>Grade</b>	<b>Comment</b>
<b>1.</b>	Provide patient with proper introduction, and instruction of procedure, wash hands prior to beginning and perform all skills in a logical organized sequence.		
<b>2.*</b>	Perform chart review for pertinent information including contraindications and precautions. Ensures patient safety at all times.		
<b>3.</b>	<b>Perform appropriate elements of goniometry of 2 joints:</b> 1. Identification of appropriate landmarks 2. Proper goniometer alignment 3. Accurate reading of the goniometer within +/- 3 from instructor		
<b>4.</b>	<b>Perform appropriate Manual Muscle Testing of 2 mm or muscle groups:</b> 1. Patient position; against gravity/gravity eliminated 2. Knowledge of the muscle or muscle group being tested 3. Proper application of resistance force		
<b>5.*</b>	Safely demonstrate an <b>appropriate</b> transfer or patient specific testing while demonstrating the ability to appropriately modify the technique based on the patient's response to positional changes.		
<b>6.</b>	Demonstrate <b>2</b> requested interventions including patient education to improve the patient's <b>posture, balance and proprioception.</b>		
<b>7.</b>	Demonstrate <b>2</b> requested interventions including patient education to improve the patient's <b>strength.</b>		
<b>8.</b>	Demonstrate <b>2</b> requested interventions including patient education to improve <b>pre-gait, gait and ambulation.</b> Including use of assistive device(s).		
<b>9.</b>	Demonstrate <b>2 NDT and 2 PNF</b> techniques which could be included in other interventions or as a single intervention.		
<b>10.</b>	Document intervention accurately in a SOAP note, including objective data and patient's response to treatment.		

*	Time Allotment 20 minutes		
---	---------------------------	--	--

**Failure: Safety Domain Knowledge Domain Performance Domain Time Requirement**

Examiners Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

# FORMS

## Central Pennsylvania College Physical Therapist Assistant Program

### Essential Functions and Technical Standards for Physical Therapist Assistant Students

The following standards reflect reasonable expectations of a student in the PTA Program for the performance of common physical therapy functions. In adopting these standards, the PTA Program is mindful of the patient's right to safe and quality care by students.

Signature in each block represents capability of completing all skills in each block. Failure to complete any essential function may result in dismissal from the PTA Program. Competence in all essential functions will be required prior to internship placement.

Categories of Essential Functions	Definition	Example of Technical Standard	My signature represents that I am capable of meeting the essential function
Critical Thinking/Problem Solving Skills	Ability to collect, interpret and integrate information and make decisions.	Read and comprehend relevant information in textbooks, medical records and professional literature; identify cause/effect relationships; identify patient problems and develop appropriate patient goals and interventions; respond to emergencies; know when to apply universal precautions; use effective teaching, learning and test taking strategies.	
Interpersonal Skills	Ability to collaboratively work with all PTA students and with program faculty in the classroom, lab and clinical setting.	Establish rapport with patients/clients and colleagues; participate in lab situation to role play both clinician and patient; interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds; employ basic conflict management skills.	
Coping Skills	Ability to respond appropriately to stressful environments or during impending deadlines.	Manage heavy academic schedules and deadlines; perform in fast paced clinical situations; cope with psychosocial issues involving catastrophic illness, disability, and death; able to relate and work with ill disabled, elderly, emotionally upset, and at times, hostile people and patients.	
Communication Skills	Ability to communicate effectively in English using verbal, non-verbal, and written formats with faculty, students, patients, families, and health care workers.	In both oral and written format, explain and teach physical therapy procedures; give directions; answer questions posed by patient, co-workers, physicians and other health care providers; keep accurate record of treatment procedures and charges using appropriate medical terminology and correct spelling; demonstrate active listening skills; recognize, interpret and respond to non-verbal behavior of self and others	
Mobility/Motor	Sufficient motor ability	Demonstrate adequate coordination, balance,	

Skills	to execute the movement and skills required for safe and effective physical therapy treatment.	speed and agility to assist and safely guard patients who are walking, exercising, or performing other activities; move, adjust and position patients or equipment which involves bending, stooping freely to the floor, reaching above head, lifting pulling or guiding a weight of 100-150 pounds; guide, resist and assist patients during physical therapy interventions; provide emergency care and administer CPR; stand, kneel, sit walk or crawl for 90 minutes without rest; perform transfer and gait training techniques using correct and safe body mechanics; manipulate with sufficient dexterity the devices used in physical therapy, such as adjusting gauges, dials, small objects, and equipment settings.	
Sensory Abilities	Sufficient auditory, visual, and tactile ability to monitor and assess health needs.	Recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, discriminate color changes and interpret and assess the environment up to 20 feet; read or set parameters on physical therapy equipment; recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, and effectively use devices for the measurement of vital signs; palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone and joint movement.	
Behavioral Skills	Ability to demonstrate professional behaviors and a strong work ethic.	Demonstrate initiative, flexibility, enthusiasm, honesty, cooperation and industrious behavior; recognize personal limitations and request assistance as appropriate; demonstrate responsibility for personal development; acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients; perform duties efficiently, willingly, and thoroughly; present professional appearance and maintain person hygiene.	

\*Adapted from Greenville Technical College and Lebanon Valley College



# CENTRAL PENN COLLEGE

**YOU CAN. YOU WILL.**

## PHYSICAL THERAPIST ASSISTANT PROGRAM COMMUNITY SERVICE HOURS

Name \_\_\_\_\_

*PTA students are required to complete a minimum of 25 hours of community service/volunteer work.*

NAME OF ACTIVITY	DATE OF SERVICE	LENGTH OF SERVICE	SIGNATURE OF SUPERVISOR

*This page may be copied, if necessary.*

**Central Penn College**

Field Trip  
Assumption of Risk

I, \_\_\_\_\_, do hereby acknowledge that I am a student at Central Pennsylvania College, enrolled in the course:

Course Title: \_\_\_\_\_

Course No.: \_\_\_\_\_

I desire to participate in a certain field trip in conjunction with this course. Such field trip shall be to

\_\_\_\_\_ for the purpose of observation and review of \_\_\_\_\_.

I understand that this learning experience, through observation at an agency outside. Central Penn has certain inherent risks. In consideration of my being permitted to participate in this activity, I do hereby acknowledge that I am fully aware of all risks and hazards that may be directly or inherently involved in this activity. With full knowledge of the facts and circumstances surrounding this activity, I do hereby assume all responsibility and risk from my participation in this activity, including all risk of property damage, injury, and other hazards to me.

I do hereby assure officials of Central Penn that I have adequate health insurance necessary to provide for and pay any medical costs that may be attendant as a result of injury to me from my participation in this activity.

I do hereby further assure officials at Central Penn that there are no health related reason or problems which preclude or restrict my participation in this activity.

The foregoing is submitted and executed with full knowledge of the contents and consequences herein stated.

**IMPORTANT—READ ENTIRE AGREEMENT BEFORE SIGNING.**

\_\_\_\_\_  
Student Name

Address: \_\_\_\_\_  
(Street)

\_\_\_\_\_  
(City) (State) (ZipCode)

\_\_\_\_\_  
(Tel. No.)

**Emergency Contact Information:**

**Name:** \_\_\_\_\_

**Relationship:** \_\_\_\_\_

**Tel. No.:** \_\_\_\_\_

My signature below indicates that I have read and freely signed this agreement, which shall take effect as a sealed instrument.

\_\_\_\_\_  
Witness (Print) Date: \_\_\_\_\_

\_\_\_\_\_  
Student (Print) Date: \_\_\_\_\_



**PHYSICAL THERAPIST ASSISTANT PROGRAM  
INFORMED CONSENT FORM FOR STUDENTS**

I, \_\_\_\_\_ [student name], understand that during this program I will be involved in performing many different clinical procedures on my classmates. I will also have those same procedures performed on me by my classmates. Although proper instruction is given prior to performance of any clinical task, there is still the possible risk of imposing injury or being injured.

I understand that the purpose of laboratory procedures is to properly prepare me for performing the clinical procedures on "real" patients. Since physical therapist assistants work with a population of people that present with some type of dysfunction, it is imperative that I can perform the tasks on healthy patients first.

- ☐ I have read the above statements and agree to participate in the practical components of the PTA program. For my protection, I will adhere to all laboratory policies and will only perform those tasks in which I have been instructed.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- ☐ I have read the above statements and do not agree to participate in the practical components of the PTA program. I will further discuss this issue with the Program Director. I understand that this may result in dismissal from the program.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



### PHYSICAL THERAPIST ASSISTANT PROGRAM

As a student in the PTA program, I understand that I must communicate the information below to any person volunteering and will have them complete the **Informed Consent Form** below so they understand the potential for risk or injury.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

### INFORMED CONSENT FORM FOR VOLUNTEERS

I understand that in volunteering to be a laboratory subject, I am allowing student physical therapist assistants to practice various physical therapy skills and techniques on me.

I understand that all of the techniques and skills performed have been previously learned in class and that all interventions are monitored by the instructor.

I understand that there is always a risk of injury when students are practicing techniques on “live” subjects and using electrical modalities.

I am freely willing to participate, and I will take full responsibility for my safety by:

- Providing accurate information on a preliminary history.
- Not allowing myself to be put in positions that are uncomfortable.
- Immediately reporting any discomfort or pain with any procedure.

Volunteer Signature: \_\_\_\_\_ Date: \_\_\_\_\_



YOU **CAN.** YOU **WILL.**

**PHYSICAL THERAPIST ASSISTANT PROGRAM  
INCIDENT REPORT FORM**

Name of person involved: \_\_\_\_\_  
Location of incident: \_\_\_\_\_  
Date of incident: \_\_\_\_\_  
Time of incident: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

**Description of Incident**

Names of other persons involved: \_\_\_\_\_  
\_\_\_\_\_

Was any equipment involved? Please list. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Immediate action taken by student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# CENTRAL PENN COLLEGE

YOU **CAN.** YOU **WILL.**

## PHYSICAL THERAPIST ASSISTANT PROGRAM INCIDENT ACTION PLAN

Course of action recommended:

---

---

---

---

Physician notified

☐ Yes

☐ No

☐ N/A

Treatment received

☐ Yes

☐ No

☐ N/A

Documentation of treatment received:      Date received: \_\_\_\_\_

---

---

---

---

---

Refusal of treatment (student signature required) \_\_\_\_\_

**Action taken to prevent recurrence:**

---

---

---

---

---

**Follow-up Documentation** (to be done 2 weeks after the event or until situation is resolved)

---

---

---

---

---

Program Director's Signature \_\_\_\_\_ Date \_\_\_\_\_



**YOU CAN. YOU WILL.**

**PHYSICAL THERAPIST ASSISTANT PROGRAM**

**Internal Complaint/Concern Form**

Date: \_\_\_\_\_

Complainant Name: \_\_\_\_\_  
(Print Last Name) (First Name) (MI)

Organization Name: \_\_\_\_\_

Internship Site Address: \_\_\_\_\_  
(Street)  
\_\_\_\_\_  
(City) (State) (Zip Code)

Site Phone Number: \_\_\_\_\_ Cell Phone Number \_\_\_\_\_

Student's Name: \_\_\_\_\_  
(Print Last Name) (First Name) (MI)

Start Date of Internship: \_\_\_\_\_ End Date of Internship: \_\_\_\_\_

ACCE: \_\_\_\_\_  
(Print Last Name) (First Name)

Summary of Complaint/Concern: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACCE: \_\_\_\_\_

Program Director: \_\_\_\_\_

Dean of the School of Nursing and Health Sciences: \_\_\_\_\_



**PHYSICAL THERAPIST ASSISTANT PROGRAM**  
**External Complaint/Concern Form**

Date: \_\_\_\_\_

Complainant Name: \_\_\_\_\_  
(Print Last Name) (First Name) (MI)

Organization Name: \_\_\_\_\_

Address: \_\_\_\_\_  
(Street)  
\_\_\_\_\_  
(City) (State) (Zip Code)

Phone Number: \_\_\_\_\_ Cell Phone Number \_\_\_\_\_

Best time to call: \_\_\_\_\_ e-mail address: \_\_\_\_\_

Person of conflict: \_\_\_\_\_  
(Print Last Name) (First Name) (MI)

Summary of Complaint/Concern: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACCE: _____
Program Director: _____
Dean of the School of Nursing and Health Sciences: _____

## Complaint/Concern Form

### Action Taken

[illegible]

78

## Physical Therapist Assistant Program

### New Advisee Data Form

Name:	_____
Address:	_____ _____
Phone: Cell:	_____
Home:	_____
DOB:	_____
Age:	_____
Race:	_____

### Who You Are

Hometown: _____	Nickname: _____
Parents: _____	Spouse: _____
Children: _____	
Previous Degree? From where? _____	
Career Goals: _____	
Do you know any professionals working in the field? _____	
What made you choose Central Penn? _____	
Do you have a job? Where? Hours/week? _____	
Pet Peeve(s): _____	
Do you speak any other languages? _____	
Any concerns about school? _____	
Do you need any special accommodations? _____	
Describe yourself: _____	
_____	

**PHYSICAL THERAPIST ASSISTANT PROGRAM  
Release of Information Form**

**Student Name:** \_\_\_\_\_

**ID#** \_\_\_\_\_

As a student of Central Penn, I authorize designated representatives of Central Penn to exchange information concerning my situation with the following person or agencies:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I permit the PTA faculty to serve as a reference for me for future employers** \_\_\_\_\_  
**Initial and date**

It is understood that all information will be maintained in the strictest of confidence.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Representative

\_\_\_\_\_  
Date

**PHYSICAL THERAPIST ASSISTANT PROGRAM  
PROFESSIONAL BACKGROUND QUALIFICATION ADVISEMENT**

I, \_\_\_\_\_, acknowledge that a criminal background investigation including child abuse, FBI fingerprinting, and PA State Police PATCH report will be conducted prior to the internship portion of the Physical Therapist Assistant program, which is a required component of my curriculum.

Secondly, I have been advised that only those individuals who are capable of passing the governmental background investigation stated above should consider enrolling in the Physical Therapist Assistant Program.

Finally, I understand that for individuals who enter the Physical Therapist Assistant program with a disqualifying personal or professional history or who engage in a potentially disqualifying activity while matriculated at Central Penn, may be unable to successfully complete the program or may be seriously or terminally compromised when attempting to gain employment in the field.

---

Student Signature

Date

---

Student Name (Print)

Date

---

Faculty Advisor (Signature)

Date



CENTRAL PENN  
COLLEGE

YOU CAN. YOU WILL.

**PHYSICAL THERAPIST ASSISTANT PROGRAM**  
**Authorization for Release of Medical Information**

To request release of medical information please complete and sign this form and return it to:

Central Penn College  
PTA Program  
ATTN: ACCE  
600 Valley Road  
P.O. Box 309  
Summerdale, PA 17093

or Lancaster Campus;  
1905 Old Philadelphia Pike  
Lancaster, PA 17602

You may also fax this form to: 717-732-5254 for Summerdale or 717-509-6943 for Lancaster

The information will be provided to all of the facilities where you will be performing your clinical internships.

Student Information

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

Address \_\_\_\_\_ Apt. # \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone \_\_\_\_\_ Alternate Phone \_\_\_\_\_

**Central Penn College has my permission to release pertinent medical information of the student named above.**

Information Requested: Any medical information required by internship facilities

Purpose of Release: To perform clinical internships

I hereby authorize Central Penn College to release any medical information as requested above.

Information will not be released without a valid signature below.

\_\_\_\_\_  
Signature of Student (if 18 years of age or older)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Guardian (if student is a minor)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Relationship to Student



**PHYSICAL THERAPIST ASSISTANT PROGRAM  
ACKNOWLEDGEMENT OF PTA PROGRAM MANUAL CONTENT**

I, \_\_\_\_\_, acknowledge that I have received a copy of the *PTA Program Manual* outlining the policies and procedures specific to the PTA program.

I have read the program information and understand that my actions and conduct while enrolled in the PTA program should be consistent with those outlined in this manual.

I understand my responsibilities, and I acknowledge that the policies and procedures will be upheld throughout the course of my PTA education, including clinical rotations.

I am aware that there are several personal actions/behaviors that may lead to expulsion from the PTA program, and I agree to do my best to avoid these behaviors.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name (printed):

\_\_\_\_\_  
PTA Program Director Signature

\_\_\_\_\_  
Date