

2010 Mississippi Curriculum Framework

Postsecondary Physical Therapist Assistant

(Program CIP: 51.0806 – Physical Therapist Assistant)

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

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

Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Reproduced with permission.

Related Academic Standards

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Preface

Postsecondary Physical Therapist Assistant Research Synopsis

Physical therapy assistants and aides help physical therapists provide treatment to patients under the supervision of a physical therapist. They assist in therapeutic services that improve patient mobility, relieve pain, and prevent physical disabilities (US Bureau of Labor Statistics, 2009). Physical therapy assistants will provide direct care to patients once it is ordered by a physical therapist. They may provide exercise, instruction, and therapeutics. On the other hand, a physical therapy aide works under the supervision of a physical therapy or a physical therapy assistant. Physical therapy aides are unlicensed and are not authorized to perform treatments on patients. They help increase the productivity of treatments by maintain the treatment area and equipment and by transporting patients to and from therapy (US Bureau of Labor Statistics, 2009).

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. *The Journal of Allied Health, Physical Therapy, Therapy Clinical Therapy Handbook for PTAs*, and the American Physical Therapy Association's *Guide for the conduct of the physical therapist assistant* and *Standards of ethical conduct for the physical therapist assistant* were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Needs of the Future Workforce

There were 110,271 physical therapy aides and assistant employed in the United States in 2009. The occupations are projected to grow much faster than average in the United States, 28%, and in Mississippi, 31% (EMSI, 2009). Job prospects will be best for those with certification and job experience. Physical therapy aides will face stronger competition for positions than physical therapy assistants (US Bureau of Labor Statistics, 2009).

Physical Therapy Assisting Employment Projections and Earnings

Region	2009 Jobs	2019 Jobs	Change	% Change	Current Median Hourly Earnings
Regional Total	996	1,303	307	31%	\$15.57
National Total	110,271	141,524	31,253	28%	\$17.67

Source: EMSI Complete Employment - 4th Quarter 2009

Curriculum

The following national standards were referenced in each course of the curriculum:

- *CTB/McGraw-Hill LLC Tests of Adult Basic Education, forms 7 and 8 Academic Standards*
- *21st Century Skills*
- *Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the March 2, 2010, curriculum revision meeting included the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Depth of Knowledge levels were added at the objective level.
- National standards were updated to reflect the most recent version. The standards listed in the courses were updated based on these changes.
- The Recommended Tools and Equipment list was updated.

Assessment

Students will be assessed using the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Psychometric examination techniques
- Creating effective student assessments
- How to use the program Blackboard site and third-party applications pertaining to the learning management system
- Integrating Technology in Education
- Social-collaboration software in Education
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course, and review the additional resources.

Articulation

No articulated credit will be offered upon implementation of this curriculum by the college.

Foreword

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

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

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

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

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Vocational–technical core – A required vocational–technical course for all students

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Vocational–technical elective – An elective vocational–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
 - Corequisites – A listing of courses that may be taken while enrolled in the course
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

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

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

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

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

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

- Adding new competencies and suggested objectives
- Revising or extending the suggested objectives for individual competencies
- Integrating baseline competencies from associated high school programs

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change)

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

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

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Program Description

The Physical Therapist Assistant (PTA) curriculum is a 2-yr program of study that prepares a physical therapist assistant to perform interventions under the supervision of physical therapists (PTs) in an ethical, legal, safe, and effective manner. These paraprofessionals enhance the delivery of physical therapy services by providing delegated interventions, assisting the PT with data collection, communicating with other members of the health-care delivery team, interacting with members of the patient's family and caregivers, and working cooperatively with other health care providers. Physical therapist assistants participate with the PT in teaching other health-care providers, documenting patient interventions, and providing psychosocial support for patients and their families and caregivers with recognition of individual, cultural, and economic differences.

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

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

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

Suggested Course Sequence I* Physical Therapist Assistant

FIRST YEAR

3 sch Math/Science Elective	3 sch Oral Communications Elective
3 sch Written Communications Elective	4 sch Anatomy and Physiology II (BIO 1524)
4 sch Anatomy and Physiology I (BIO 1514)	3 sch Fundamental Skills for Physical Therapist Assistants (PTA 1213)
3 sch Social/Behavioral Science Elective†	4 sch Kinesiology (PTA 1314)
3 sch Fundamental Concepts of Physical Therapy (PTA 1123)	1–2 sch Approved Technical Elective
1–3 sch Approved Technical Elective	
17–19 sch	15–16 sch

SUMMER TERM (8 WEEKS) (Two 4-week sessions)

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

SECOND YEAR

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

* Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.

APPROVED ELECTIVES

Oral Communication (SPT 1113)

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

APPROVED TECHNICAL ELECTIVES

Health Care Experience I (PTA 1111)
PTA Practicum I (PTA 1132)
PTA Practicum II (PTA 1143)
Health Care Experience II (PTA 1151)
Seminar I (PTA 1911)
Seminar II (PTA 1921)
Seminar III (PTA 2911)
Any other instructor-approved electives

Suggested Course Sequence II* Physical Therapist Assistant

FIRST YEAR

3 sch Math/Science Elective	3 sch Humanities/Fine Arts Elective
3 sch Written Communications Elective	6 sch Electives
4 sch Anatomy & Physiology I (BIO 1514)	4 sch Anatomy & Physiology II (BIO 1524)
3 sch Oral Communications Elective	
3 sch Social/Behavioral Science Elective†	1–3 sch PTA Elective (School option) ††
1–3 sch PTA Elective (School option) ††	
17–19 sch	14–16 sch

FIRST SUMMER TERM

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

SECOND YEAR

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

SECOND SUMMER TERM

4 sch Clinical Education III (PTA 2434)

4 sch Clinical Education IV (PTA 2444)

8 sch

* Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.

APPROVED ELECTIVES

Oral Communication (SPT 1113)

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

†† Health Care Experience I (PTA 1111)

†† PTA Practicum I (PTA 1132)

†† PTA Practicum II (PTA 1143)

†† Health Care Experience II (PTA 1151)

†† Seminar I (PTA 1911)

†† Seminar II (PTA 1921)

†† Seminar III (PTA 2911)

Any other instructor-approved electives

Physical Therapist Assistant Courses

Course Name: Health Care Experience I

Course Abbreviation: PTA 1111

Classification: Vocational–Technical Elective

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

Prerequisites: Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives	
1.	Describe roles of various personnel within the physical therapy department. ^{PTA1} a. Discuss the role of the Physical Therapist. ^(DOK 1) b. Discuss the role of the Physical Therapist Assistant. ^(DOK 1) c. Discuss the role of the Physical Therapy Aide. ^(DOK 1)
2.	Describe the health-care delivery system. ^{PTA1, PTA2, PTA3, PTA4} a. Identify the role of other members of the health-care team. ^(DOK 1) b. Identify how medical treatments are documented. ^(DOK 1)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

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

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

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21st Century Skills

- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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- Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia, PA: F. A. Davis.

Course Name: Fundamental Concepts of Physical Therapy

Course Abbreviation: PTA 1123

Classification: Vocational–Technical Core

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

Prerequisites: Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives	
1. Demonstrate knowledge of medical terminology. ^{PTA1, PTA16}	
a. Pronounce medical terms properly. ^(DOK 1)	
b. Spell medical terms as root words, prefixes, and suffixes. ^(DOK 1)	
c. Separate medical terms as root words, prefixes, and suffixes. ^(DOK 1)	
d. Utilize common medical abbreviations and symbols. ^(DOK 1)	
e. Utilize correct medical terms in writing medical records. ^(DOK 1)	
2. Demonstrate knowledge of desired psychosocial support for patients and their families. ^{PTA2, PTA3, PTA19}	
a. Interpret their reaction to illness and disability. ^(DOK 1)	
b. Explore possible reasons for patients' and families' reactions to illness or disability. ^(DOK 1)	
3. Demonstrate knowledge of the history of physical therapy. ^{PTA3, PTA16}	
a. Identify significant individuals in the development of the profession. ^(DOK 1)	
b. Identify significant events and dates in the development of the profession. ^(DOK 1)	
4. Demonstrate understanding of legal and ethical responsibilities for health-care providers. ^{PTA3, PTA19}	
a. Demonstrate knowledge of standards of physical therapy. ^(DOK 1)	
b. Demonstrate knowledge of standards of ethical conduct for the PTA and Guide for Conduct of the Affiliate Member. ^(DOK 1)	
c. Demonstrate knowledge of applicable state and federal laws, including HIPAA. ^(DOK 1)	
5. Demonstrate knowledge of the health-care delivery system ^{PTA1, PTA16, PTA19, PTA20}	
a. Integrate knowledge of social, economic, and demographic influences on health-care delivery. ^(DOK 1)	
b. Integrate knowledge of legislative influences on health-care delivery. ^(DOK 2)	
6. Demonstrate knowledge of reimbursement mechanisms. ^{PTA2, PTA3, PTA19}	
a. Discuss basic factors involved in health-care cost. ^(DOK 1)	
b. Explain selected terms related to reimbursement cost. ^(DOK 1)	
c. Discuss importance of fiscal considerations for physical therapy providers and consumers. ^(DOK 1)	
7. Demonstrate knowledge of medical records. ^{PTA1, PTA3}	
a. Identify various components of medical records. ^(DOK 1)	
b. Discuss the importance of accurate medical records. ^(DOK 1)	

c. Demonstrate appreciation for the ethical and legal implications of medical records. ^(DOK 1)
8. Analyze current issues related to physical therapy. ^{PTA16, PTA20} a. Explore media references related to current problems and issues in health care. ^(DOK 1) b. Identify differing points of view related to current issues. ^(DOK 1)
9. Demonstrate knowledge of history, structure, and function of the APTA. ^{PTA3, PTA19, PTA20} a. Identify the organizational structure of the APTA. ^(DOK 1) b. Define the purpose and functions of the APTA. ^(DOK 1)
10. Summarize the roles of members of the health-care team including physical therapists, physical therapist assistants, and aides. ^{PTA1, PTA3, PTA19, PTA20} a. Demonstrate understanding of levels of authority and responsibility. ^(DOK 1) b. Correlate the importance of effective representation of a PTA's roles within its scope of practice. ^(DOK 2)
11. Demonstrate an awareness of the importance of appropriate interpersonal interaction in providing health care. ^{PTA1, PTA2, PTA3, PTA19} a. Give examples of possible relationships that exist in various settings. ^(DOK 1) b. Discuss the influence of cultural diversity in the workplace. ^(DOK 2)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

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

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

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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Course Name: PTA Practicum I

Course Abbreviation: PTA 1132

Classification: Vocational–Technical Elective

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

Prerequisites: Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives	
1. Participate in selected patient focused activities.	PTA1, PTA2, PTA3, PTA4
a. Report examples of activities performed.	(DOK 1)
b. Differentiate between the interventions performed by a PTA and the tasks performed by a PT Aide.	(DOK 1)
2. Identify the organizational structure of the PT department.	PTA1, PTA2, PTA3, PTA4
a. Identify specific policies and procedures from the policy and procedure manual.	(DOK 1)
b. Discuss the line of authority in the PT setting.	(DOK 1)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

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

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

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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Brown, D. R., Ludwig, R., Buck, G. A., Durham, D., Shumard, T., & Graham, S. S. (2004).
Health literacy: Standard precautions needed. *Journal of Allied Health, 33*(2), 150–155.

Course Name: PTA Practicum II

Course Abbreviation: PTA 1143

Classification: Vocational–Technical Elective

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

Prerequisites: Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives	
1. Describe rehabilitative services other than PT.	PTA1, PTA2, PTA3, PTA16, PTA18, PTA20
a. Identify other rehabilitative services.	(DOK 1)
b. Compare the interventions provided by PT versus the treatment provided by other rehabilitative services.	(DOK 2)
2. Participate in basic research on a specified topic.	PTA1, PTA2, PTA3, PTA16, PTA19, PTA20
a. Follow APTA and other appropriate ethical guidelines for obtaining patient information.	(DOK 1)
b. Demonstrate the ability to compile information gathered during the research process.	(DOK 2)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

- PTA1 Communicates verbally and nonverbally with the patient, the physical therapist, health-care delivery personnel, and others in an effective, appropriate, and capable manner
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services
- PTA3 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health-care services and the expectations of members of the profession of physical therapy and reflects practice standards that are legal, ethical, and safe
- PTA16 Reads and understands the health-care literature
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance)
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students

Related Academic Standards

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

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability

CS13 Initiative and Self-Direction
CS15 Productivity and Accountability

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Course Name: Health Care Experience II

Course Abbreviation: PTA 1151

Classification: Vocational–Technical Elective

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

Prerequisites: Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives	
1. Differentiate among the roles of various personnel within the physical therapy department. PTA1, PTA2, PTA3, PTA4	<ul style="list-style-type: none"> a. Interpret the role of the Physical Therapist. ^(DOK 1) b. Interpret the role of the Physical Therapist Assistant. ^(DOK 1) c. Interpret the role of the Physical Therapy Aide. ^(DOK 1)
2. Describe services provided in the physical therapy setting. PTA1, PTA2, PTA3, PTA4	<ul style="list-style-type: none"> a. Identify common physical therapy diagnosis. ^(DOK 1) b. Identify interventions provided. ^(DOK 1)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

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

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

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21st Century Skills

- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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Course Name: Fundamental Skills for Physical Therapist Assistants

Course Abbreviation: PTA 1213

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Determine proper body mechanics.	PTA1, PTA5
a. Demonstrate proper procedure for lifting objects from various heights.	(DOK 1)
b. Discuss musculoskeletal and biomechanical principles of body mechanics.	(DOK 1)
2. Perform proper transfer techniques when handling patients.	PTA1, PTA3, PTA4, PTA5, PTA7
a. Demonstrate method for dependent transfer from bed to bed.	(DOK 2)
b. Demonstrate procedure for a sliding board transfer.	(DOK 2)
c. Demonstrate procedure for Hoyer lift.	(DOK 2)
d. Demonstrate method for a standing pivot transfer.	(DOK 2)
3. Instruct patient in correct utilizations of assistive devices for gait.	PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8
a. Demonstrate method for adjusting assistive devices for proper fit.	(DOK 2)
b. Discuss indications for assistive devices.	(DOK 2)
c. Demonstrate procedure for coming to stand with assistive devices.	(DOK 2)
d. Discuss determinations for gait patterns.	(DOK 2)
e. Demonstrate proper procedure for ambulation in the parallel bars.	(DOK 2)
f. Demonstrate proper procedure for ambulation with a walker.	(DOK 2)
g. Demonstrate proper procedure for ambulation with a cane.	(DOK 2)
h. Demonstrate proper procedure for ambulation with crutches.	(DOK 2)
i. Demonstrate procedure for stairs with assistive devices.	(DOK 2)
j. Demonstrate procedure for door negotiation with assistive devices.	(DOK 2)
k. Demonstrate procedure for instruction in falling techniques.	(DOK 2)
4. Utilize appropriate safety measures for patient treatment.	PTA3, PTA7, PTA8
a. Demonstrate control of the environment to assure patient safety.	(DOK 2)
b. Incorporate appropriate safety guidelines in the performance of patient interventions.	(DOK 2)
5. Demonstrate selected bed mobility activities.	PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8
a. Demonstrate procedure for rolling from supine to sidelying.	(DOK 2)
b. Demonstrate procedure for rolling supine to prone.	(DOK 2)
c. Demonstrate procedure for coming to sit.	(DOK 2)
6. Demonstrate specific positioning techniques.	PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8
a. Demonstrate proper procedure for supine positioning.	(DOK 2)
b. Demonstrate proper procedure for prone positioning.	(DOK 2)

	<p>c. Demonstrate procedure for sidelying positioning. (DOK 2)</p> <p>d. Discuss accessories and equipment necessary for proper positioning. (DOK 2)</p>
7.	<p>Demonstrate proper use of wheelchair. PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8</p> <p>a. Demonstrate procedure for attaching and removing the accessories to a wheelchair. (DOK 2)</p> <p>b. Demonstrate procedure for wheelchair propulsion. (DOK 2)</p> <p>c. Demonstrate procedure for curb and doorway negotiation in a wheelchair. (DOK 2)</p>
8.	<p>Summarize OSHA standards for standard precautions. PTA1, PTA3, PTA5, PTA7</p> <p>a. Discuss the meaning of OSHA standards. (DOK 1)</p> <p>b. Discuss the epidemiology of bloodborne diseases. (DOK 1)</p> <p>c. Discuss the signs and symptoms of bloodborne pathogens. (DOK 1)</p> <p>d. Discuss the transmission of bloodborne pathogens. (DOK 1)</p> <p>e. Discuss the tasks that will put the health care professional at risk. (DOK 1)</p> <p>f. Discuss various methods of reducing risk and exposure to bloodborne pathogens and their limitations. (DOK 1)</p> <p>g. Discuss the types, use, location, removal, handling, and disposal of personal protective equipment. (DOK 1)</p> <p>h. Discuss considerations for selection of personal protective equipment. (DOK 1)</p> <p>i. Discuss the efficacy, safety, method of administration, and benefits of the Hepatitis B vaccine. (DOK 1)</p>
9.	<p>Demonstrate knowledge of patient assessment skills. PTA1, PTA2, PTA6, PTA7, PTA8, PTA10</p> <p>a. Assess patient environment for architectural barriers and modification needs. (DOK 2)</p> <p>b. Assess patient's functional activities status. (DOK 2)</p> <p>c. Assess functional status of patient's gait. (DOK 2)</p> <p>d. Assess vital signs. (DOK 2)</p> <p>e. Demonstrate proper documentation. (DOK 1)</p>
10.	<p>Utilize appropriate first aid techniques for selected emergency situations. PTA1, PTA2, PTA6, PTA7, PTA8, PTA10</p> <p>a. Assess patient status to determine appropriate course of action in a given situation. (DOK 2)</p> <p>b. Identify responsibilities in the determined course of action. (DOK 1)</p>

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

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

Related Academic Standards

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

S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
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- Pierson, F., & Fairchild, S. (2008). *Principles & techniques of patient care* (4th ed.). St. Louis, MO: Elsevier Saunders.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3rd ed.). Philadelphia, PA: F. A. Davis.

Journals and Magazines

- Brown, D. R., Ludwig, R., Buck, G. A., Durham, D., Shumard, T., & Graham, S. S. (2004). Health literacy: Standard precautions needed. *Journal of Allied Health*, 33(2), 150–155.

Course Name: Therapeutic Modalities

Course Abbreviation: PTA 1224

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Demonstrate knowledge of principles and application of selected therapeutic modalities. PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8, PTA10	<ul style="list-style-type: none"> a. Demonstrate proper procedure for utilization of hot packs. (DOK 2) b. Demonstrate proper procedure for utilization of paraffin. (DOK 2) c. Demonstrate proper procedure for utilization of diathermy. (DOK 2) d. Demonstrate proper procedure for cryotherapy. (DOK 2) e. Demonstrate proper procedure for utilization of ultraviolet. (DOK 2) f. Demonstrate proper procedure for utilization of massage. (DOK 2) g. Demonstrate proper procedure for utilization of ultrasound. (DOK 2) h. Demonstrate proper procedure for hydrotherapy and wound care. (DOK 2) i. Demonstrate proper procedure for mechanical traction. (DOK 2) j. Demonstrate procedure for utilization of compression devices and garments. (DOK 2) k. Demonstrate knowledge of views of pain and pain management. (DOK 2) l. Demonstrate proper procedure for utilization of use of light. (DOK 2)
2. Perform selected assessment and measurement techniques. PTA1, PTA2, PTA3, PTA4, PTA6, PTA10	<ul style="list-style-type: none"> a. Assess patient's pain level. (DOK 2) b. Assess segmental length, girth, and volume for patient. (DOK 2) c. Demonstrate proper procedure for skin and sensation assessment. (DOK 1)

STANDARDS

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

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

Related Academic Standards

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

- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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Course Name: Kinesiology

Course Abbreviation: PTA 1314

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Identify biomechanical principles relating to the human body. ^{PTA1, PTA5}	
a. Describe the forces acting on bodies in terms of equilibrium and movement. ^(DOK 1)	
b. Describe the principles of joint motion. ^(DOK 1)	
2. Identify principles and characteristics of muscle. ^{PTA1, PTA5}	
a. Define selected terms related to muscle contraction. ^(DOK 1)	
b. Classify muscles according to their interaction in joint movement. ^(DOK 1)	
3. Demonstrate knowledge of selected joints, and perform related joint activities. ^{PTA1, PTA3, PTA6}	
a. Identify and palpate bony prominence, and trace the muscle and/or tendon that act upon the joint. ^(DOK 1)	
b. Identify the forces of motion that act upon joints. ^(DOK 1)	
4. Demonstrate knowledge of normal components of gait. ^{PTA1, PTA3, PTA6}	
a. Explain the phases of locomotion. ^(DOK 1)	
b. Differentiate among possible causes of gait deviation. ^(DOK 2)	
5. Differentiate between normal posture and postural deviations. ^{PTA1, PTA3, PTA5, PTA6, PTA7}	
a. Demonstrate components of normal posture. ^(DOK 1)	
b. Identify postural deviations and causes. ^(DOK 1)	
6. Determine accurate range of motion measurements using goniometry. ^{PTA1, PTA3, PTA6, PTA7}	
a. Identify the anatomical position, planes, and axes as points of reference. ^(DOK 1)	
b. Palpate bony and soft tissue anatomical landmarks at each joint of the extremities and in the spine, trunk, and head. ^(DOK 2)	
c. Perform accurate goniometric measurements at each joint of the extremities, spine, trunk, and head. ^(DOK 2)	
d. Document goniometry findings using correct terminology and format. ^(DOK 1)	

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

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

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCESBooks

- Hislop, H. J., & Montgomery, J. (2007). *Daniel's and Worthingham's muscle testing: Techniques of manual examination* (8th ed.). St. Louis, MO: Elsevier Saunders.
- Jenkins, D. B. (2002). *Hollinshead's functional anatomy of the limbs and back* (8th ed.). Philadelphia, PA: Elsevier Saunders.
- Levangie, P. K., & Norkin, C. C. (2001). *Joint structure and function: A comprehensive analysis* (3rd ed.). Philadelphia, PA: F. A. Davis.
- Lippert, L. (2006). *Clinical kinesiology for physical therapist assistants* (4th ed.). Philadelphia, PA: F. A. Davis.
- Norkin, C. C., & White, D. J. (2009). *Measurement of joint motion: A guide to goniometry* (4th ed.). Philadelphia, PA: F. A. Davis.

Course Name: Therapeutic Exercise and Rehabilitation I

Course Abbreviation: PTA 1324

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Perform specific therapeutic exercise treatments.	PTA2, PTA3, PTA5, PTA8, PTA10, PTA14
a. Implement treatment programs that include PROM, AAROM, AROM, and ARROM exercises.	(DOK 1)
b. Implement treatment programs that include isometric, isotonic, and isokinetic exercises.	(DOK 1)
c. Implement treatment programs that include wellness and prevention exercises.	(DOK 1)
d. Implement treatment programs that include stretching exercises.	(DOK 1)
2. Explain concepts of therapeutic exercise.	PTA3, PTA16, PTA20
a. Describe the difference among isotonic, isometric, and isokinetic exercise.	(DOK 1)
b. Describe the overload principle.	(DOK 1)
c. Explain how resistance, repetition, set, speed, and arc of motion variables are manipulated to achieve various goals of therapeutic exercise.	(DOK 2)
d. Describe the difference between aerobic and anaerobic exercise.	(DOK 1)
e. Define strength, endurance, power, and flexibility.	(DOK 1)
f. Explain how therapeutic exercise programs are formulated to increase strength, endurance, power, and flexibility.	(DOK 2)
g. Define components of peripheral joint mobilization techniques.	(DOK 1)
3. Assess accurately the strength of various muscle groups.	PTA2, PTA3, PTA6, PTA7, PTA8, PTA10, PTA14
a. Describe the basic mechanics of a muscle contraction.	(DOK 1)
b. Describe the process of grading the strength of a muscle contraction.	(DOK 1)
c. Identify the origin, insertion, action, and nerve supply of the muscles to be tested.	(DOK 1)
d. Perform accurate manual muscle strength assessments for the muscles associated with each joint of the extremities, trunk, and head.	(DOK 2)
e. Document muscle strength assessments using correct terminology and format.	(DOK 1)
4. Implement exercise programs for specific musculoskeletal disorders.	PTA2, PTA3, PTA5, PTA8, PTA10, PTA14, PTA19
a. Implement therapeutic exercise programs designed to treat soft tissue, bony tissue, and	

<p>postsurgical problems. (DOK 2)</p> <p>b. Implement therapeutic exercise programs designed to treat the spine, specifically the neck and lower back. (DOK 2)</p> <p>c. Implement therapeutic exercise programs designed to treat obstetric patients. (DOK 2)</p> <p>d. Implement therapeutic exercise programs designed to treat patients with coronary disease. (DOK 2)</p>
<p>5. Perform additional assessment and measurement techniques. PTA2, PTA3, PTA6, PTA8, PTA10, PTA14, PTA16, PTA19</p> <p>a. Assess a patient's flexibility and muscle length. (DOK 2)</p> <p>b. Correlate joint flexibility, goniometry, strength, and muscle length findings to understand the rationale for specific therapeutic exercise programs. (DOK 2)</p>

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

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

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving

CS8 Communication and Collaboration
 CS9 Information Literacy
 CS12 Flexibility and Adaptability
 CS13 Initiative and Self-Direction
 CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

- Hislop, H. J., & Montgomery, J. (2007). *Daniel's and Worthingham's muscle testing: Techniques of manual examination* (8th ed.). St. Louis, MO: Elsevier Saunders.
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- O'Sullivan, S. B., & Schmitz, T. J. (2007). *Physical rehabilitation: Assessment and treatment* (5th ed.). Philadelphia, PA: F. A. Davis.
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Course Name: Seminar I

Course Abbreviation: PTA 1911

Classification: Vocational–Technical Elective

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

Prerequisites: Admission to Physical Therapist Assistant Program

Competencies and Suggested Objectives	
1. Describe qualities needed for professional development. (DOK 1)	PTA1, PTA2, PTA3, PTA16, PTA19, PTA20
a. List components of group dynamics. (DOK 1)	
b. Describe the importance of being a team player. (DOK 1)	
c. Identify different types of community service activities. (DOK 1)	
2. Interpret professional journal articles. (DOK 1)	PTA1, PTA16, PTA20
a. Identify varied sources of scientific and research articles. (DOK 1)	
b. Examine appropriate articles from scientific and research journals. (DOK 1)	
c. Summarize a scientific or research article using a computer. (DOK 1)	

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

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

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

- Purtilo, R. (2005). *Ethical dimensions in the health professions* (4th ed.). Philadelphia, PA: Elsevier Saunders.
- Purtilo, R., & Haddad, A. (2002). *Health professional and patient interaction* (6th ed.). Philadelphia, PA: Elsevier Saunders.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3rd ed.). Philadelphia, PA: F A. Davis.

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Web Sites

American Physical Therapy Association (n.d.). Retrieved March 3, 2010, from <http://www.apta.org>

Course Name: Seminar II

Course Abbreviation: PTA 1921

Classification: Vocational–Technical Elective

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

Prerequisites: Fundamental Concepts of Physical Therapy (PTA 1123)

Competencies and Suggested Objectives	
1. Exhibit qualities needed for professional development.	PTA1, PTA2, PTA3, PTA16, PTA19, PTA20
a. Demonstrate components of group dynamics.	(DOK 1)
b. Demonstrate the importance of being a team player.	(DOK 1)
c. Participate in different types of community service activities.	(DOK 1)
2. Analyze professional journal articles.	PTA1, PTA16, PTA20
a. Locate appropriate scientific and research articles.	(DOK 1)
b. Analyze appropriate articles from scientific and research journals on assigned topics.	(DOK 1)
c. Compare two or more scientific or research articles on the same topic using a computer.	(DOK 1)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

- Purtilo, R. (2005). *Ethical dimensions in the health professions* (4th ed.). Philadelphia, PA: Elsevier Saunders.
- Purtilo, R., & Haddad, A. (2002). *Health professional and patient interaction* (6th ed.). Philadelphia, PA: Elsevier Saunders.
- Rothstein, J. M., Roy, S. H., Wolf, S. L., & Scalzitti, D. A. (2005). *The rehabilitation specialists handbook* (3rd ed.). Philadelphia, PA: F A. Davis.

Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia, PA: F. A. Davis.

Web Sites

American Physical Therapy Association (n.d.). Retrieved March 3, 2010, from <http://www.apta.org>

Course Name: Electrotherapy

Course Abbreviation: PTA 2234

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Demonstrate knowledge of principles and application of electrotherapeutic modalities. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8, PTA9, PTA10, PTA11, PTA14, PTA17}	
a. Demonstrate procedure for utilization of electrical stimulation. ^(DOK 2)	
b. Demonstrate procedure for utilization of TENS. ^(DOK 2)	
c. Demonstrate procedure for utilization of interferential current. ^(DOK 2)	
d. Demonstrate procedure for utilization of biofeedback. ^(DOK 2)	
e. Demonstrate procedure for utilization of iontophoresis. ^(DOK 2)	
2. Demonstrate knowledge of necessary assessments and desired outcomes of therapeutic interventions. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA11, PTA14, PTA16, PTA17, PTA18}	
a. Differentiate between pain control theories. ^(DOK 1)	
b. Demonstrate procedure for interventions designed to reduce pain. ^(DOK 2)	
c. Demonstrate procedures for interventions designed to reduce muscle guarding, splinting, and spasms. ^(DOK 2)	
d. Demonstrate procedures for interventions designed to reduce edema. ^(DOK 2)	
e. Demonstrate procedures for interventions designed for strengthening and muscle reeducation. ^(DOK 2)	
f. Demonstrate procedures for interventions designed to affect muscle tone. ^(DOK 2)	

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and home management and community or work reintegration; ventilation, respiration and circulation examination
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- PTA9 Reports any changes in the patient's status to the supervising physical therapist
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies
- PTA16 Reads and understands the health-care literature
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance)

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)

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

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

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- Cameron, M. (2009). *Physical agents in rehabilitation* (3rd ed.). St. Louis, MO: Elsevier Saunders.
- Hayes, K. W. (2000). *Manual for physical agents* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- Kisner, C., & Colby, L. A. (2007). *Therapeutic exercise: Foundations and techniques* (5th ed.). Philadelphia, PA: F. A. Davis.
- Lippert, L. (2006). *Clinical kinesiology for physical therapist assistants* (4th ed.). Philadelphia, PA: F. A. Davis.
- Nelson, R. M., Currier, D. P., & Hayes, K. W. (1999). *Clinical electrotherapy* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2007). *Physical rehabilitation: Assessment and treatment* (5th ed.). Philadelphia, PA: F. A. Davis.

Course Name: Therapeutic Exercise and Rehabilitation II

Course Abbreviation: PTA 2334

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Identify the components and functions of the central and peripheral nervous systems. ^{PTA1}	
a. Identify the structure and function of the various components of the CNS. ^(DOK 1)	
b. Identify the structure and function of the various components of the PNS. ^(DOK 1)	
2. Implement the use of the developmental sequence in the treatment of neurological disorders. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8, PTA9, PTA10, PTA14}	
a. Describe the developmental sequence. ^(DOK 1)	
b. Describe the stages of mobility, stability, controlled mobility, and skill in the development of motor control. ^(DOK 1)	
c. Demonstrate the use of the developmental sequence in the treatment of neurologically involved pediatric patients. ^(DOK 2)	
d. Demonstrate the use of the developmental sequence in the treatment of neurologically involved adult patients. ^(DOK 2)	
3. Implement specific techniques in the treatment of neurological disorders. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA7, PTA8, PTA9, PTA10, PTA14}	
a. Demonstrate PNF (proprioceptive neuromuscular facilitation) techniques in the treatment of neurologically involved patients. ^(DOK 2)	
b. Demonstrate NDT (neurological developmental techniques) in the treatment of patients. ^(DOK 2)	
4. Describe the etiology, symptoms, and clinical course of specific neurological disorders. ^{PTA1}	
a. Describe the etiology, symptoms, and clinical course of cerebral palsy. ^(DOK 1)	
b. Describe the etiology, symptoms, and clinical course of a CVA. ^(DOK 1)	
c. Describe the etiology, symptoms, and clinical course of a head injury. ^(DOK 1)	
d. Describe the etiology, symptoms, and clinical course of spina bifida. ^(DOK 1)	
e. Describe the etiology, symptoms, and clinical course of an SCI. ^(DOK 1)	
f. Describe the etiology, symptoms, and clinical course of peripheral nerve disorders. ^(DOK 1)	

5. Perform selected patient assessment and treatment activities. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA14}
- Describe normal pathological reflexes and tone. ^(DOK 1)
 - Perform therapeutic exercise treatments for each of the diagnoses listed in competency #4. ^(DOK 2)
 - Demonstrate knowledge in management and teaching of the permanently disabled person including transfers, positioning, gait, and activities of daily living (ADL). ^(DOK 1)
 - Perform balance assessment and training. ^(DOK 2)
 - Perform righting and equilibrium reaction assessment. ^(DOK 2)
 - Perform sensory assessment. ^(DOK 2)
6. Perform patient assessment, and demonstrate therapeutic management of patients utilizing prosthetic and orthotic devices. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA14}
- Identify orthotic devices commonly used in the treatment of patients. ^(DOK 1)
 - Identify prosthetic devices commonly used in the treatment of patients with amputations. ^(DOK 1)
 - Perform appropriate assessments for patients who utilize prosthetic and orthotic devices. ^(DOK 2)
 - Demonstrate appropriate therapeutic intervention for patients who utilize prosthetic and orthotic devices. ^(DOK 2)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

- PTA1 Communicates verbally and nonverbally with the patient, the physical therapist, health-care delivery personnel, and others in an effective, appropriate, and capable manner
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services
- PTA3 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health-care services and the expectations of members of the profession of physical therapy and reflects practice standards that are legal, ethical, and safe
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and home management and community or work reintegration; ventilation, respiration and circulation examination

- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

- Kisner, C., & Colby, L. A. (2007). *Therapeutic exercise: Foundations and techniques* (5th ed.). Philadelphia, PA: F. A. Davis.
- Lippert, L. (2006). *Clinical kinesiology for physical therapist assistants* (4th ed.). Philadelphia, PA: F. A. Davis.

Martin, S., & Kessler, M. (2007). *Neurologic intervention for physical therapist assistants* (2nd ed.) Philadelphia, PA: Elsevier Saunders.

O'Sullivan, S. B., & Schmitz, T. J. (2007). *Physical rehabilitation: Assessment and treatment* (5th ed.). Philadelphia, PA: F. A. Davis.

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

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

Journals and Magazines

Cook, C., Stickley, L, Ramey, K., & Knotts, V. J. (2005). Variables associated with occupational and physical therapy stroke rehabilitation utilization and outcomes. *Journal of Allied Health, 34*(1), 3–10.

Course Name: Clinical Education I

Course Abbreviation: PTA 2413

Classification: Vocational–Technical Core

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

Prerequisite: Core Physical Therapist Assistant Courses

Competencies and Suggested Objectives	
1.	Practice selected skills in a clinical setting. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA11, PTA12, PTA13, PTA14, PTA15, PTA16, PTA17, PTA18, PTA19, PTA20} a. Practice the knowledge of the following: ^(DOK 2) (1) The rationale and effectiveness of selected physical therapy interventions (2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member (3) State and federal laws (4) Ethical principles (5) The scope of their abilities in the delivery of care b. Implement components of a comprehensive treatment plan developed by a Physical Therapist that may include but is not limited to use or application of the following: ^(DOK 2) (1) Gait training with assistive devices (2) Transfer training (3) Standard precautions (4) Vital signs
2.	Begin to appropriately communicate the patient's status on a timely basis with the supervising Physical Therapist. ^{PTA1, PTA2, PTA3, PTA4, PTA14, PTA18} a. Practice verbal and nonverbal communication with the patient, the Physical Therapist, and physical therapist assistants. ^(DOK 1) b. Begin documentation of data collection and intervention. ^(DOK 1) c. Practice sensitivity to individual and cultural differences in limited aspects of physical therapy services. ^(DOK 1)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services
- PTA3 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health-care services and the expectations of members of the profession of physical therapy and reflects practice standards that are legal, ethical, and safe
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and home management and community or work reintegration; ventilation, respiration and circulation examination
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- PTA9 Reports any changes in the patient's status to the supervising physical therapist
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist
- PTA13 Takes appropriate action in an emergency situation
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist
- PTA16 Reads and understands the health-care literature
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical

therapy service; and participates in performance improvement activities (quality assurance)

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

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCESBooks

American Physical Therapy Association. (2010). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: APTA.

American Physical Therapy Association. (2007). *A normative model of physical therapist assistant education*. Alexandria, VA: APTA.

American Physical Therapy Association. (2003). *Guide to physical therapist practice* (2nd ed.). Alexandria, VA: APTA.

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

Course Name: Clinical Education II

Course Abbreviation: PTA 2424

Classification: Vocational–Technical Core

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

Prerequisite: Core Physical Therapist Assistant courses

Competencies and Suggested Objectives

1. Demonstrate selected skills in a clinical setting. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA11, PTA12, PTA13, PTA14, PTA15, PTA16, PTA17, PTA18, PTA19, PTA20}
 - a. Demonstrate knowledge of the following: ^(DOK 2)
 - (1) The rationale and effectiveness of physical therapy treatment procedures
 - (2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member
 - (3) State and federal laws
 - (4) Ethical principles
 - (5) The scope of their abilities in the delivery of care
 - b. With guidance, implement a comprehensive treatment plan developed by a Physical Therapist that may include but is not limited to use or application of the following: ^(DOK 2)
 - (1) Activities of daily living and functional training
 - (2) Assistive and adaptive devices
 - (3) Biofeedback
 - (4) Balance and gait training
 - (5) Developmental activities
 - (6) Electric current
 - (7) Electromagnetic radiations
 - (8) External compression
 - (9) Hydrotherapy
 - (10) Orthoses and prostheses
 - (11) Patient and family education
 - (12) Postural training and body mechanics
 - (13) Pulmonary hygiene techniques
 - (14) Therapeutic exercise
 - (15) Therapeutic massage
 - (16) Thermal agents
 - (17) Topical application (including iontophoresis)
 - (18) Traction
 - (19) Ultrasound

<ul style="list-style-type: none"> (20) Standard precautions/infection control (21) Wound care c. Practice appropriate data collection skills to assist the supervising physical therapist in monitoring and modifying the plan of care within the knowledge and limits of practice. These techniques identify the patient's status with respect to such things as the following: ^(DOK 2) <ul style="list-style-type: none"> (1) Architectural barriers and environmental modifications (2) Endurance (3) Flexibility and joint range of motion and muscle length (4) Functional activities (5) Gait and balance (6) Pain (7) Posture (8) Righting and equilibrium reactions (9) Segmental length, girth, and volume (10) Skin and sensation (11) Strength (12) Vital signs d. Recognize the roles and responsibilities of PTAs in a way that reflects an understanding of the following: ^(DOK 1) <ul style="list-style-type: none"> (1) Authority and levels of responsibility (2) Planning and time management skills (3) Policies and procedures
<p>2. Practice appropriate communication of the patient's status on a timely basis with the supervising Physical Therapist. ^{PTA1, PTA2, PTA3, PTA4, PTA14, PTA18}</p> <ul style="list-style-type: none"> a. Practice verbal and nonverbal communication with the patient, the Physical Therapist, and health-care delivery personnel. ^(DOK 1) b. Practice documentation of data collection and intervention. ^(DOK 1) c. Demonstrate sensitivity to individual and cultural differences in limited aspects of physical therapy services. ^(DOK 2)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and home management and community or work reintegration; ventilation, respiration and circulation examination
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
- PTA13 Takes appropriate action in an emergency situation
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist
- PTA16 Reads and understands the health-care literature
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance)
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

American Physical Therapy Association. (2010). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: APTA.

American Physical Therapy Association. (2007). *A normative model of physical therapist assistant education*. Alexandria, VA: APTA.

American Physical Therapy Association. (2003). *Guide to physical therapist practice* (2nd ed.). Alexandria, VA: APTA.

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

Course Name: Clinical Education III

Course Abbreviation: PTA 2434

Classification: Vocational–Technical Core

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

Prerequisite: Core Physical Therapist Assistant courses

Competencies and Suggested Objectives

1. Demonstrate skills in a clinical setting. PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA11, PTA12, PTA13, PTA14, PTA15, PTA16, PTA17, PTA18, PTA19, PTA20
 - a. Integrate a knowledge of the following: (DOK 2)
 - (1) The rationale and effectiveness of physical therapy treatment procedures
 - (2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member
 - (3) State and federal laws
 - (4) Ethical principles
 - (5) The scope of their abilities in the delivery of care
 - b. With minimal guidance, implement a comprehensive treatment plan developed by a Physical Therapist that may include but is not limited to use or application of the following: (DOK 2)
 - (1) Activities of daily living and functional training
 - (2) Assistive and adaptive devices
 - (3) Biofeedback
 - (4) Balance and gait training
 - (5) Developmental activities
 - (6) Electric current
 - (7) Electromagnetic radiations
 - (8) External compression
 - (9) Hydrotherapy
 - (10) Orthoses and prostheses
 - (11) Patient and family education
 - (12) Postural training and body mechanics
 - (13) Pulmonary hygiene techniques
 - (14) Therapeutic exercise
 - (15) Therapeutic massage
 - (16) Thermal agents
 - (17) Topical application (including iontophoresis)
 - (18) Traction
 - (19) Ultrasound
 - (20) Standard precautions/infection control

<p>(21) Wound care</p> <p>c. Perform data collection skills to assist the supervising Physical Therapist in monitoring and modifying the plan of care within the knowledge and limits of practice. These techniques identify the patient's status with respect to such things as the following: (DOK 2)</p> <ol style="list-style-type: none"> (1) Architectural barriers and environmental modifications (2) Endurance (3) Flexibility and joint range of motion and muscle length (4) Functional activities (5) Gait and balance (6) Pain (7) Posture (8) Righting and equilibrium reactions (9) Segmental length, girth, and volume (10) Skin and sensation (11) Strength (12) Vital signs <p>d. Participate in discharge planning and follow-up care. (DOK 2)</p> <p>e. Recognize the roles and responsibilities of Physical Therapist Assistants by doing the following: (DOK 1)</p> <ol style="list-style-type: none"> (1) Utilizing planning and time management skills (2) Providing assistance in performance evaluations (3) Adhering to policies and procedures (4) Recognizing the impact of fiscal considerations for physical therapy providers and consumers (5) Participating in continuous quality improvement (6) Reading and interpreting professional literature (7) Participation in continued development of knowledge and skills
<p>2. Demonstrate appropriate communication of the patient's status on a timely basis with the supervising Physical Therapist. ^{PTA1, PTA2, PTA3, PTA4, PTA8, PTA9, PTA10, PTA11, PTA12, PTA14, PTA15, PTA17, PTA18}</p> <ol style="list-style-type: none"> a. Demonstrate verbal and nonverbal communication with the patient, the Physical Therapist, and health-care delivery personnel. (DOK 1) b. Synthesize pertinent information needed for documentation of data collection and intervention. (DOK 1) c. Demonstrate sensitivity to individual and cultural differences in limited aspects of physical therapy services. (DOK 2) d. Begin to participate in teaching other health-care providers, patients, and families. (DOK 1) e. Participate in reporting patient progress in team conferences. (DOK 2)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

- PTA1 Communicates verbally and nonverbally with the patient, the physical therapist, health-care delivery personnel, and others in an effective, appropriate, and capable manner
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services
- PTA3 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health-care services and the expectations of members of the profession of physical therapy and reflects practice standards that are legal, ethical, and safe
- PTA4 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes
- PTA5 Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist including functional training, manual therapy techniques, physical agents and mechanical agents, therapeutic exercise, and wound management
- PTA6 Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care in the areas of aerobic capacity and endurance; anthropometrical characteristics; arousal, mentation and cognition; assistive, adaptive, orthotic, protective, supportive, and prosthetic devices; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and home management and community or work reintegration; ventilation, respiration and circulation examination
- PTA7 Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- PTA9 Reports any changes in the patient's status to the supervising physical therapist.
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- PTA11 Participates in educating patients and caregivers as directed by the supervising physical therapist
- PTA12 Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
- PTA13 Takes appropriate action in an emergency situation
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies
- PTA15 Participates in discharge planning and follow-up as directed by the supervising physical therapist
- PTA16 Reads and understands the health-care literature
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant
- PTA18 Interacts with other members of the health care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement

purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance)

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

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction

CS15 Productivity and Accountability

SUGGESTED REFERENCESBooks

American Physical Therapy Association. (2010). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: APTA.

American Physical Therapy Association. (2007). *A normative model of physical therapist assistant education*. Alexandria, VA: APTA.

American Physical Therapy Association. (2003). *Guide to physical therapist practice* (2nd ed.). Alexandria, VA: APTA.

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

Course Name: Clinical Education IV

Course Abbreviation: PTA 2444

Classification: Vocational–Technical Core

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

Prerequisite: All Core Physical Therapist Assistant and Clinical Education courses

Competencies and Suggested Objectives

1. Demonstrate entry-level mastery of skills in a clinical setting. ^{PTA1, PTA2, PTA3, PTA4, PTA5, PTA6, PTA7, PTA8, PTA9, PTA10, PTA11, PTA12, PTA13, PTA14, PTA15, PTA16, PTA17, PTA18, PTA19, PTA20}
 - a. Demonstrate entry-level mastery of the following: ^(DOK 2)
 - (1) The rationale and effectiveness of physical therapy treatment procedures
 - (2) The Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member
 - (3) State and federal laws
 - (4) Ethical principles
 - (5) The scope of their abilities in the delivery of care
 - b. Implement a comprehensive treatment plan developed by a Physical Therapist that may include but is not limited to use or application of the following: ^(DOK 2)
 - (1) Activities of daily living and functional training
 - (2) Assistive and adaptive devices
 - (3) Biofeedback
 - (4) Balance and gait training
 - (5) Developmental activities
 - (6) Electric current
 - (7) Electromagnetic radiations
 - (8) External compression
 - (9) Hydrotherapy
 - (10) Orthoses and prostheses
 - (11) Patient and family education
 - (12) Postural training and body mechanics
 - (13) Pulmonary hygiene techniques
 - (14) Therapeutic exercise
 - (15) Therapeutic massage
 - (16) Thermal agents
 - (17) Topical application (including iontophoresis)
 - (18) Traction
 - (19) Ultrasound
 - (20) Standard precautions/infection control

<p>(21) Wound care</p> <p>c. Demonstrate entry-level mastery of data collection skills to assist the supervising Physical Therapist in monitoring and modifying the plan of care within the knowledge and limits of practice. These techniques identify the patient's status with respect to such things as the following: ^(DOK 2)</p> <ol style="list-style-type: none"> (1) Architectural barriers and environmental modifications (2) Endurance (3) Flexibility and joint range of motion and muscle length (4) Functional activities (5) Gait and balance (6) Pain (7) Posture (8) Righting and equilibrium reactions (9) Segmental length, girth, and volume (10) Skin and sensation (11) Strength (12) Vital signs <p>d. Interact with patients and families in a manner that provides the desired psychosocial support including the recognition of cultural and socioeconomic differences. ^(DOK 2)</p> <p>e. Provide suggestions to the PT for discharge planning and follow-up care. ^(DOK 2)</p> <p>f. Reflect an entry-level mastery of the following in performance: ^(DOK 2)</p> <ol style="list-style-type: none"> (1) Understanding levels of authority and responsibility (2) Utilizing planning and time management skills (3) Providing assistance in performance evaluations (4) Adhering to policies and procedures (5) Recognizing the impact of fiscal considerations for physical therapy providers and consumers (6) Participating in continuous quality improvement (7) Reading and interpreting professional literature (8) Participation in continued development of knowledge and skills
<p>2. Demonstrate entry-level mastery of communication of the patient's status on a timely basis with the supervising Physical Therapist. ^{PTA1, PTA2, PTA3, PTA4, PTA8, PTA9, PTA10, PTA11, PTA12, PTA14, PTA15, PTA17, PTA18}</p> <ol style="list-style-type: none"> a. Demonstrate verbal and nonverbal communication with the patient, the Physical Therapist, and health-care delivery personnel. ^(DOK 1) b. Synthesize pertinent information needed for documentation of data collection and intervention. ^(DOK 1) c. Demonstrate sensitivity to individual and cultural differences in limited aspects of physical therapy services. ^(DOK 2) d. Teach other health care providers, patients, and families. ^(DOK 2) e. Participate in reporting patient progress in team conferences. ^(DOK 2)

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

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

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

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS6 Interpersonal and Self-Directional Skills

- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

- American Physical Therapy Association. (2010). *Physical therapist assistant clinical performance instrument*. Alexandria, VA: APTA.
- American Physical Therapy Association. (2007). *A normative model of physical therapist assistant education*. Alexandria, VA: APTA.
- American Physical Therapy Association. (2003). *Guide to physical therapist practice* (2nd ed.). Alexandria, VA: APTA.
- Mendez, F., Babbitt, A., Lavine, C., Myers, J., & Jacobs, K. (2003). *PTA MACS*. San Antonio, TX: Medrec.

Course Name: Medical Conditions and Related Pathology

Course Abbreviation: PTA 2513

Classification: Vocational–Technical Core

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

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

Competencies and Suggested Objectives	
1. Demonstrate an introductory knowledge of disease processes, traumatic disorders, and medical conditions that affect various body systems. ^{PTA1, PTA16, PTA20}	
a. Explain the etiological factors and prognoses of selected disease processes and conditions. ^(DOK 1)	
b. List the incidence of various diseases and medical conditions. ^(DOK 1)	
2. Demonstrate knowledge of common surgical procedures. ^{PTA1, PTA3, PTA8, PTA10, PTA16}	
a. Discuss indications and contraindications for various surgical procedures. ^(DOK 1)	
b. List postoperative procedures for various surgical procedures including precautions to be followed. ^(DOK 1)	
3. Explain and differentiate among diagnostic procedures. ^{PTA1, PTA8, PTA16, PTA19}	
a. Discuss various tests and procedures utilized in differential diagnosis for various conditions. ^(DOK 1)	
b. Differentiate among various diagnostic procedures performed in physical therapy. ^(DOK 1)	
4. Discuss treatment procedures for specific conditions. ^{PTA1, PTA2, PTA8, PTA10, PTA14, PTA16}	
a. Utilize an understanding of the incidence, pathology, and systemology of specific conditions discussed. ^(DOK 2)	
b. Correlate possible psychological and psychosocial implications that are associated with various conditions and treatments. ^(DOK 2)	

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

- PTA1 Communicates verbally and nonverbally with the patient, the physical therapist, health-care delivery personnel, and others in an effective, appropriate, and capable manner
- PTA2 Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services
- PTA3 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health-care services and the expectations of members of the profession of physical therapy and reflects practice standards that are legal, ethical, and safe
- PTA8 Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- PTA10 Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- PTA14 Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific formats required by state practice acts, the practice setting, and other regulatory agencies
- PTA16 Reads and understands the health-care literature
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students

Related Academic Standards

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

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21st Century Skills

- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

SUGGESTED REFERENCES

Books

- Frazier, M. S., & Drzymkowski, J. W. (2009). *Essentials of human diseases and conditions* (4th ed.). St. Louis, MO: Elsevier Saunders.
- Kisner, C., & Colby, L. A. (2007). *Therapeutic exercise: Foundations and techniques* (5th ed.). Philadelphia, PA: F. A. Davis.
- Minor, S., & Minor, M. A. (2006). *Patient care skills* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- O'Sullivan, S. B., & Schmitz, T. J. (2007). *Physical rehabilitation: Assessment and treatment* (5th ed.). Philadelphia, PA: F. A. Davis.
- Porter, S., Porter, S., & Tidy, N. (2008). *Tidy's physiotherapy* (14th ed.). Churchill Livingstone/Elsevier.
- Tamparo, C. D., & Lewis, M. A. (2000). *Diseases of the human body* (3rd ed.). Philadelphia, PA: F. A. Davis.
- Zelman, M. (2010). *Human diseases: A systemic approach* (7th ed.). Upper Saddle River, NJ: Pearson.

Course Name: Physical Therapy Seminar

Course Abbreviation: PTA 2523

Classification: Vocational–Technical Core

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

Prerequisite: Four semesters of core Physical Therapist Assistant course work

Competencies and Suggested Objectives	
1. Present a topic of interest and/or case study in physical therapy.	PTA1, PTA4, PTA16, PTA20
a. Review current professional literature. (DOK 1)	
b. Identify a particular interest in an aspect of physical therapy treatment to be targeted for development. (DOK 1)	
c. Utilize clinical experiences, didactic instruction, patient and therapist interviews, and other resources in addition to a review of all pertinent literature to develop a clinical expertise. (DOK 2)	
d. Compose a paper and present to a peer audience the body of knowledge gained during the development of the selected topic. (DOK 2)	
e. Identify patients from clinical education experiences with an interesting diagnosis and a clinical course that includes physical therapy intervention. (DOK 1)	
2. Complete a mock licensure exam.	PTA1, PTA3, PTA4, PTA16, PTA20
a. Attain a passing score on a mock exam. (DOK 1)	
b. Utilize test results to identify areas of knowledge that should be targeted for further study in preparation for licensure exam. (DOK 2)	
3. Demonstrate the skills required for successful employment.	PTA1, PTA3, PTA20
a. Demonstrate effective planning and time management skills. (DOK 1)	
b. Describe the supervisory process and performance evaluations. (DOK 1)	
c. Delineate the importance of policies and procedures in the provision of patient care. (DOK 1)	
d. Delineate the importance of continuous performance improvement activities. (DOK 1)	

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

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

Related Academic Standards

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

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21st Century Skills

- CS2 Financial, Economic, Business, and Entrepreneurial Literacy
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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Books

Giles, S. (2010). *PTA exam: The complete study guide*. Scarborough, ME: Scorebuilders.

Journals and Magazines

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

Course Name: Seminar III

Course Abbreviation: PTA 2911

Classification: Vocational–Technical Elective

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

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

Competencies and Suggested Objectives	
1. Begin to prepare for the licensure exam.	PTA1, PTA2, PTA3, PTA16, PTA19, PTA20
a. List test-taking strategies for multiple choice questions.	(DOK 1)
b. Identify components of the licensure exam.	(DOK 1)
c. Write practice licensure exam questions.	(DOK 2)
2. Complete a research paper on an assigned topic.	PTA1, PTA16, PTA20
a. Perform research on a topic to locate appropriate sources.	(DOK 2)
b. Compile and assess information gathered.	(DOK 2)
c. Prepare a college-level paper with correct documentation of sources.	(DOK 2)

STANDARDS

Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants

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

Related Academic Standards

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

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

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21st Century Skills

- CS1 Global Awareness
- CS3 Civic Literacy
- CS6 Interpersonal and Self-Directional Skills
- CS7 Critical Thinking and Problem Solving
- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS15 Productivity and Accountability

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Federation of State Boards of Physical Therapy. (n.d.). Retrieved March 3, 2010, from <http://www.fsbpt.org/>

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Exercise mat, floor-type (1 per 2 students)
2. Freezer, cold pack (1 per program)
3. Hydrocollator (2 per program)
4. Ice machine (1 per program)
5. Parallel bars (1 per program)
6. Ramp (1 per program)
7. Stairs (1 per program)
8. Stimulator, electrical, combination electrotherapy unit (2 per program)
9. Stimulator, electrical, microcurrent (1 per program)
10. Stimulator, electrical, ultrasound combo unit (1 per 4 students)
11. Stimulator, electrical, high voltage pulse current unit (2 per program)
12. Stimulator, electrical, Russian (1 per program)
13. Stimulator, electrical, portable FES (1 per 4 students)
14. Stimulator, electrical, DC current (1 per 12 students)
15. Stimulator, electrical, interferential (2 per program)
16. Stretcher, rolling gurney with mattress (1 per program)
17. Table, mat (1 per 5 students)
18. Table, tilt, electric (1 per program)
19. Traction, device (2 per program)
20. Traction table with split section (1 per program)
21. Bed traction (1 per program)
22. Ultrasound unit with cart (1 per 4 students)
23. UV/Infrared light (1 per program)
24. Fluidotherapy (1 per program)
25. Shortwave diathermy (1 per program)
26. Pulsavac (1 per program)
27. Wheelchair, hemi-drive (1 per program)
28. Wheelchair, standard unit (1 per 4 students)
29. Wheelchair, reclining (1 per program)
30. Whirlpool, extremity (1 per program)
31. Whirlpool, mobile with bench seat (1 per program)
32. High-Low table (1 per program)
33. Sequential circulator (1 per program)
34. Stairmaster (1 per program)
35. Treadmill (1 per program)
36. Stationary bike (1 per program)
37. Computer (2 per program)
38. Printer, laser (1 per 2 computers)
39. Skeleton, articulated model (1 per program)
40. Skeleton, disarticulated model (1 per program)
41. TV, color 25 in. with remote (1 per program)
42. VCR (1 per program)

- 43. DVD player (1 per program)
- 44. Washer (1 per program)
- 45. Dryer (1 per program)
- 46. Refrigerator (1 per program)
- 47. High-Low mat (1 per program)

NON-CAPITALIZED ITEMS

- 1. Ball, large exercise (1 per program)
- 2. BAPS board (1 per program)
- 3. Bed, hospital, electric (1 per program)
- 4. Biofeedback, EMG (1 per 4 students)
- 5. Biofeedback, temperature, pulse, muscle (1 per program)
- 6. Chair, traction (1 per program)
- 7. Cutaneous sensory kit (1 per 4 students)
- 8. Dynamometer, hand (1 per program)
- 9. Exercise board with legs (1 per program)
- 10. Goniometer set (1 per 2 students)
- 11. Hand evaluation kit (1 per program)
- 12. Inclinator (2 per program)
- 13. Iontophoresor (1 per 4 students)
- 14. Microwave (1 per program)
- 15. Mirror, freestanding (2 per program)
- 16. Overhead hospital bed frame (1 per program)
- 17. Paraffin bath (2 per program)
- 18. Pinch dynamiter (1 per 4 students)
- 19. Postural evaluation kit (2 per program)
- 20. Pulley weights (1 per program)
- 21. Pump, external compression (2 per program)
- 22. Scales, digital (1 per program)
- 23. Skin fold fat calipers (1 per program)
- 24. Stimulator, electrical, TENS (1 per 2 students)
- 25. Table, small adjustable (2 per program)
- 26. Vestibular board (1 per program)
- 27. Volumeter, hand-arm (2 per program)
- 28. Volumeter, foot (1 per program)
- 29. Weight cart with cuff weights (1 per program)
- 30. Wheelchair cushion (2 per program)
- 31. Call bells (1 per 2 students)
- 32. Plinths (1 per 2 students)
- 33. Lift, hydraulic (1 per program)
- 34. Splints, wrist, knee immobilizer (1 assorted set per program)
- 35. Braces: Back, knee, ankle (1 assorted set per program)
- 36. Prone positioner (1 per 4 students)
- 37. Pulleys (1 per program)
- 38. Rowing machine (1 per program)

39. Theraputty, variety set (1 per 10 students)
40. Powder board (2 per program)
41. Hot packs (20 per program)
42. Strength evaluator (1 per program)
43. Exercise ball (2 per program)
44. ASP “Sharps” container (1 per program)
45. Back support, lumbosacral corset (1 per program)
46. Ball, therapeutic (Small) (1 per program)
47. Bolster, pediatric (1 set per program)
48. Cane, standard adjustable (1 per 3 students)
49. Cane, quad (1 per 6 students)
50. Cold pack (20 per program)
51. Crutches, axillary (1 pair per 2 students)
52. Crutches, loftstrand (2 pair per program)
53. Dumbbell rack with dumbbells (1 per program)
54. Exercise skate (4 per program)
55. Gait belts (1 per 2 students)
56. Goggle (2 per program)
57. Goniometer, finger (1 per 4 students)
58. Goniometer, large (1 per 2 students)
59. Goniometer, small (1 per 3 students)
60. Hand splint, resting hand splint (2 pair per program)
61. Towels (3 per student)
62. Pillows (15 per 10 students)
63. Hip abduction pillow (1 per program)
64. Knee brace, Swedish knee cage (1 per program)
65. Pillowcases, standard (3 per student)
66. Platform attachment (1 set or pair per program)
67. Reach extender (1 per program)
68. Reflex hammer (1 per student)
69. Sliding board (1 per 4 students)
70. Sling, arm (1 per program)
71. Sock aide (1 per program)
72. Sphygmomanometer (1 per 2 students)
73. Stethoscope (1 per 2 students)
74. Stop watch (2 per program)
75. Tape measure (1 per student)
76. Terminal knee extension boards (2 per program)
77. Thermometer, glass (1 per student)
78. Walker, standard adjustable (1 per 2 students)
79. Walker, standard rolling with brakes (2 per program)
80. Ankle model (1 per program)
81. Brain model (1 per program)
82. Elbow, model deluxe (1 per program)
83. Hand model (1 per program)
84. Hip model (1 per program)

85. Knee model (1 per program)
86. Knee model, deep dissection (1 per program)
87. Cart, VCR/TV (1 per program)
88. Chart, anatomical (1 set per program)
89. Lumbar model, 4th and 5th (1 per program)
90. Shoulder model (1 per program)
91. Spine model (1 per program)
92. Synovial joint model (1 per program)
93. Vertebral column, deluxe (1 per program)
94. Desks (1 per student)
95. Chairs (1 per student)
96. File cabinets (3 per program)
97. Bookshelves (2 per program)
98. Flat sheet (2 per student)

RECOMMENDED INSTRUCTIONAL AIDS

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

1. Overhead projector

Assessment

Blueprint

This program is assessed using the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants. The physical therapist assistant (PTA) examination is designed to assess basic entry-level competence of the licensure candidate who has graduated from an accredited program.

Please visit <https://www.fsbpt.org/ForCandidatesAndLicensees/NPTE/index.asp> for more information regarding the NPTE for Physical Therapist Assistants.

Appendix A: Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants¹

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

¹ Commission on Accreditation in Physical Therapy Education. (2009). *Evaluative criteria for accreditation of education programs for the preparation of physical therapist assistants*. Alexandria, VA: American Physical Therapy Association.

- PTA16 Reads and understands the health-care literature
- PTA17 Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience; and educates others about the role of the physical therapist assistant
- PTA18 Interacts with other members of the health-care team in patient-care and non-patient care activities; provides accurate and timely information for billing and reimbursement purposes; describes aspects of organizational planning and operation of the physical therapy service; and participates in performance improvement activities (quality assurance)
- PTA19 Demonstrates a commitment to meeting the needs of patients and consumers; demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities
- PTA20 Identifies career development and lifelong learning opportunities; recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students

Appendix B: Related Academic Standards²

Reading

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

Mathematics Computation

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

Applied Mathematics

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

Language

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

Spelling

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

² CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 2005 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills³

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

³ *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others