PHYSICAL THERAPIST ASSISTANT PROGRAM

Clinical Education HANDBOOK

Fall 2017
PHYSICAL THERAPIST ASSISTANT CLINICAL EDUCATION HANDBOOK
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September 2017

Dear Clinical Coordinator/Instructor:

Thank you so much for your willingness to participate in the education of the students in the Physical Therapist Assistant Program at Zane State College. We know that taking on the responsibility of a student adds to already full schedules. However, the importance of the clinical aspect of training cannot be overstated. Your commitment of time and energy serves as a shining example to these students, and our expectation is that they will continue to serve the profession as clinical instructors when they begin working in the field.

The practicum course sequence of our curriculum serves to introduce the student to the actual practice of physical therapy and progress them over the course of one school year to entry-level competence in all skills required of a practicing physical therapist assistant.

The purpose of Practicum I is to enable the student physical therapist assistant to begin practicing those skills learned in the laboratory environment in the PT clinic under the close supervision of a licensed physical therapy clinician. Students are expected to meet safe and effective practice standards on those skills available by the end of the affiliation. Those skills are identified in the PTA Program CPI Expectations Sheet, course syllabi, and the Clinical Performance Instrument evaluation tool.

The goals for the practicum sequence of courses involve the student being able to function within the PT clinic with progressively less supervision. The expectation is that the student will demonstrate an appropriate knowledge level and will recognize the need to ask consultation when appropriate. Please see the Quick Reference PTA Student Performance Expectations included in this handbook for additional information.

It is our intention to maintain ready communication with all clinical sites. We may be reached at the following numbers: 740-454-2501 or 1-800-686-8324. Lori’s extension is 1312, Helen’s is 4112. We have voicemail available; however, our preferred method of communication is via electronic messaging. Our e-mail addresses are: lwahl@zanestate.edu or hrollins@zanestate.edu. Should an emergency arise, the administrative assistant of our division may be contacted to assist in relaying messages to our homes or cell phones. The general office extension is 1248.

We hope this handbook is helpful. Please feel free to contact us with any questions, comments, or concerns regarding the program, the evaluation tool, or student performance.

Thank you again for your time and efforts. We hope this is a mutually beneficial experience for all of us.

Sincerely,

Lori Wahl, PT, DPT
Program Director

Helen Rollins, PTA, ACCE
Academic Coordinator of Clinical
ZANE STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

MISSION STATEMENT

The mission of the Physical Therapist Assistant (PTA) Program offered by Zane State College is to produce competent entry-level rehabilitation professionals prepared to serve a diverse patient/client population in a variety of health care environments. The PTA program provides instruction in the theory and practice by combining classroom, laboratory, and clinical experience to:

< Meet the educational needs of its students.

< Meet health care needs of the community.

< Meet standards and guidelines established by the APTA/CAPTE.

< Produce a graduate whose educational experience reflects the current scope of practice in physical therapist assisting.

< Produce a graduate who is aware of the importance of life-long learning and participates in related activities.
PROGRAM PHILOSOPHY

The physical therapist assistant is prepared by an academic program which integrates preparatory and complimentary course content with the professional course offerings. The students enrolled in the program are considered to be active participants in the learning process and who, individually and collectively, have inherent self worth and value to society. Students will be encouraged to exchange ideas, discuss issues, and interact respectfully with each other and the faculty. The faculty will encourage and foster student learning through current and accepted methods of teaching and learning.

The faculty members are human resources for the students as well as facilitators, role models, and motivators. The lifelong and professional experiences that each faculty provides will assist the students to develop appreciation, understanding, and recognition of his/her professional responsibilities as a physical therapist assistant. As a graduate, each student will be a competent and proficient entry level physical therapist assistant who has been educated and trained to function in a variety of health care settings. He/she will be prepared to perform within the ethical and legal parameters of the profession and to function with the supervision, guidance, and direction of a licensed physical therapist.

The curriculum is based on the body of knowledge associated with physical therapy, the demands and needs of society regarding health care, the standards of education developed by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association and the social, political, technological and economic changes that affect health care delivery. Students will be oriented to the need for continued, on-going, and consistent personal and professional development to maintain individual competence and skill that is commensurate with quality care.

PROGRAM GOALS

The focus and driving force of the Physical Therapist Assistant Program is a concern for the health and well-being of individuals in the community at large. The program:

1. provides a curriculum reflective of the standards set by the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association

2. provides an education relevant to the current practice of physical therapy

3. promotes clinicians capable of contributing to the betterment of the community
4. contributes to the liberal arts education of the students by providing a core of general education courses

5. encourages a lifelong desire to achieve academic and professional excellence

PROGRAM OBJECTIVES

The Zane State College PTA Program prepares graduates who will be able to:

- Communicate effectively with colleagues, family members, patients, clients or consumers, other health practitioners, and the general public.

- Provide direct patient care and other patient related activities safely, competently, effectively, ethically, and legally under the supervision and direction of a licensed physical therapist.

- Incorporate and integrate the knowledge gained from basic and applied science courses with the knowledge, concepts, principles, and psychomotor skills (associated with physical therapist assisting and physical therapy).

- Collaborate and interact with other health care practitioners, consumers, and various departments or agencies to provide cost effective health care with a high level of quality.

- Demonstrate a commitment to on-going personal and professional learning and development.

- Adapt to social, political, technological, and economic changes related to health care delivery to benefit society and individual patients.

- Exhibit and maintain respect for human dignity during interactions with colleagues, family members, patients, clients or consumers, and other health care practitioners.

- Promote the concept of wellness and the prevention of disability, facilitate health promotion, and disease prevention.

- Use critical thinking in problem solving and decision making when providing patient care under the supervision and direction of a licensed physical therapist.
INTRODUCTION

Welcome to the Physical Therapist Assistant program and the field of physical therapy. You have chosen to become a member of a challenging and rewarding health care profession. Employment opportunities for physical therapist assistants can be found in hospitals, rehabilitation centers, nursing facilities, home health, outpatient and sports clinics, and schools. Therapists and assistants may work with persons of all ages with a variety of special needs, including physical disabilities, developmental delays, and limitations imposed by the aging process. The physical therapist assistant works under the supervision and direction of the licensed physical therapist to assist him/her in assessing patient/client needs, implementing a treatment plan and communicating progress toward established treatment goals. Physical therapist assistants fulfill various other roles in the management of physical therapy services.

This handbook is written as a guide to you as you enter the program to become a physical therapist assistant. Included is information regarding entrance into the program, class structure and goals, clinical experience requirements, personal appearance, professional behavior, academic expectations, and other general information.

ACADEMIC EXPECTATIONS

Attendance and Absence Policies

Consistent attendance in classes is a very important responsibility for all PTA students. Excused absences for illness, family difficulties, transportation problems, etc., are handled on an individual basis and the student remains responsible for obtaining information missed in class. Repetitive absences can result in a reduction of course grades. If a student is absent from class, the student must notify the instructor, or leave a message for the instructor prior to the absence if possible, or if not possible, later during the day. The student should communicate with the instructor before the next class meeting regarding any assignments, handouts, or announcements which were missed during class. The student should also reference the course syllabus regarding the content of the class to make sure that he/she obtains adequate notes from other students on any lecture or lab materials. Please note that a message can be left on PTA faculty voice mail or e-mail at any time of the day or night. Note that leisure travel is not generally considered an excused absence and should be avoided during academic semesters included in the PTA Program.

Entering class late presents difficulty if it occurs regularly. Tardiness results in the student missing important course content. Disruption of the class results in lost time for those who have already been in class. Although it is understandable that arriving late occasionally may not be able to be avoided, consistent lateness or a pattern of lateness throughout a course is unacceptable. Reasonable excuses for arriving late and consequences thereof will be considered on an individual basis. Please advise your instructor as to why you have been late or call ahead of time to notify the instructor you will be late if you are able to do this before class. In addition, it is helpful to text a classmate who can relay the message to the instructor.
Missed Assignments, Tests, Presentations

If a student misses a class where he or she is to present, an assignment is due, or when a test/quiz is scheduled, the student needs to make immediate contact with the instructor regarding the possibility to make up the test/quiz or reschedule the presentation. Except in extreme cases, arrangements to make up a test must be made before the next class meeting. Failure to do so will result in no credit for the exam. If a presentation is one that can be rescheduled, this should be done during the next available class meeting. If the presentation cannot be made up, due to class scheduling, the student must make specific arrangements with the instructor. Unfortunately, due to numbers of students and scheduling of classes, absence may limit the student from obtaining full credit for missed presentations. When possible it is always best to plan ahead for an absence and submit assignments or arrange to take exams/quizzes early.

Late Assignment Policies

Assignments should be turned in by the due date. The instructor will evaluate the reasons and will determine if late assignments will be accepted, and advise the student as to whether the assignment will be eligible for full credit. The instructor will determine a timeline for submitting the assignment. The assignment then must be handed in on the new deadline; otherwise the assignment will not be accepted for any credit. If for some reason you are absent on the day an assignment is due, you are expected to make an effort to have your work delivered to the instructor either in hard copy or electronically. If not, you must notify the instructor that day or leave a message for the instructor. In order to assure competency, it is necessary for students to complete every assignment required for each PTA course, even if reduced credit or no credit is awarded for the work. If you fail to turn in an assignment in any PTHA course, you will be assigned an incomplete (I) grade until all work has been submitted. This is true even if you earn enough points to pass with a 75% without the assignment(s).
Assignment Guidelines

These guidelines must be followed for all written assignments:

1. Work must be **word processed** and **printed on a high quality printer**, unless otherwise stated by the instructor. Handwritten work may not be accepted or be subject to a points reduction.

2. All written work should be titled with the name of the course, assignment and date. Your name should be easily visible!

3. Spelling, punctuation, and grammatical errors should be monitored closely. Instructors will be marking any corrections and points will be deducted from final scores if there are a significant number of these errors.

Knowledge and completion of assignments is **your** responsibility! It is recommended that you regularly check your syllabus for due dates as well as your Zane State College e-mail account and Blackboard for updates on assignments and/or grades. If you are unsure of an assignment, it is up to **you** to request clarification.

Course grades are determined on the basis of points earned for individual assignments and tests. The student needs to take responsibility for keeping track of points/grades during the course; any questions should be immediately referred to the course instructor. If the student feels he or she may not attain a satisfactory grade in the course, the student is encouraged to promptly schedule a meeting with the instructor.

Regarding problem resolution, **PTA students are encouraged to communicate regularly with the instructor regarding concerns or difficulties experienced in any course.** Concerns must be communicated in a professional manner. If the same concern is voiced by multiple students, it will be addressed with the class as a whole. Individual issues or problems will be discussed privately with students involved. Basic guidelines and limits are established and followed to assure program quality and equity for all PTA students.
Lab Guidelines

The PTA Labs are generally very active and involve a large number of students doing a variety of activities. It is important that all students be attentive to the activities that are done and the process needed for labs. Because many of the labs involve activity and use of space, it is important that all students strictly adhere to procedures for using equipment and supplies, cleaning up and maintaining the lab.

When laboratory sessions have ended all students are to immediately begin putting away supplies and cleaning up their own work area. STUDENTS ARE EXPECTED TO REMAIN IN THE LABORATORY UNTIL THE INSTRUCTOR VERIFIES THAT CLEAN UP HAS BEEN COMPLETED SATISFACTORYLY!

During laboratory sessions students should make sure that they are aware of where all supplies and equipment belong so that they are able to put these supplies away. Students should also make sure that they are aware of how to use equipment and supplies properly before doing so. Students should also be able to utilize their time effectively based on the assignments and input given by the instructor.

The above guidelines should be strictly adhered to in all PTHA courses. Any questions or concerns related to lab guidelines should be brought to the immediate attention of the instructor or program director.

Students are expected to dress appropriately for each lab session and to present acceptable personal hygiene as determined by the instructor. Refer to the Personal Appearance section.

Class Guidelines

A short break will be given during classes exceeding 90 min. If a student needs to leave class at any other time, the instructor should be informed of this prior to the class. Snacks and beverages are generally discouraged during lab time, although snacks may be consumed during breaks and lecture time. Note that Zane State College is a tobacco and smoke free campus thus, breaks cannot be utilized for those purposes.
In most instances, PTHA classes are designed specifically and exclusively for PTA students. The classroom environment is structured for adult learners and for specific needs of the PTA students. Therefore, students are discouraged from inviting guests or bringing children or family members to class. If special circumstances arise where a student feels it would be beneficial for a guest to attend class or an emergency situation arises in which child care is unavailable, students are expected to contact the instructor prior to class to make arrangements for themselves, guests, or children in these circumstances.

EXPECTATIONS FOR STUDENT PERFORMANCE

The PTA program consists of a minimum of 4 semesters of academic course work and clinical experience, following admission.

The second year PTHA courses and clinical experiences in particular, are very time consuming. All students, whether full or part time, should plan to spend progressively more time in classes, labs and clinical rotations as they go through the program. By the second year, the student is involved in these activities 40 hours per week. PTA students should allow plenty of study/project completion time throughout the program. The academic and clinical experience portions of the program are rigorous and require significant time commitment from the student.

Students in the PTA program are expected to maintain a GPA of at least 2.0 and to obtain grades of "C" or higher in all PTHA prefix and all basic and general education courses (see minimum grade requirements section). Students are expected to be active and responsible in the learning process and in meeting program requirements.

Throughout the PTA program, students will be involved in simulated and actual clinical activities typical to the PT profession. Students will be participating in these activities themselves as they learn to apply them to therapeutic situations. Activities completed will require the student to use both physical and cognitive skills, as well as professional behavior.

Physical skills used may include some amount of gross motor strength, mobility and stamina (such as that used to transfer a patient). Problem solving, judgment and organization skills will be needed as the student learns to apply theoretical concepts to treatment activities and as the student begins to take on supervised clinical roles. Students will need to be prepared to safely and effectively work with persons, who due to the nature of their disabilities, may be acutely ill (mentally and/or physically), may display inappropriate behaviors, or may lack certain physical and cognitive skills. The student is expected to maintain professional therapeutic relationships and behavior (such as being dependable, observing confidentiality, being empathetic, etc.) in both simulated and actual clinical situations.
The PTA program does not discriminate on the basis of race, ethnicity, gender, age, sexual orientation or disability. All students admitted to the program will be offered the opportunity and encouraged to alert faculty to any limitations which might impact upon completion of the program. Any student who identifies or displays limitations with any of the above mentioned skills, should work with PTA faculty to determine realistic and acceptable accommodations or ways to compensate, so that the student can have potential for success in the program. Accommodations used in the program will be structured to be consistent with situations the student could expect in the clinical work environment.

During the clinical experience portion of the program students are expected to provide their own transportation to and from clinical facilities. Due to the number of clinical sites needed and the requirements for clinical experiences, facilities providing clinical experience for this program cover a wide geographic area. Although attempts are made to minimize driving distances, all students do have to do a significant amount of driving for clinical rotations. Students should plan on having up to a 90 minute commute to clinical sites (from either the college or home). (See clinical experience section.)

**MINIMUM GRADE REQUIREMENTS**

Students in the Physical Therapist Assistant Program are required to maintain grades of "C" or above in all courses included on the PTA Program Course of Study. If a student receives a "D" or lower in any required program course, he/she will need to immediately meet with the PTA Program Director in order to withdraw from or make some type of adjustment for continued participation in the PTA program. The decision to allow a student to return/continue in the PTA Program rests with the program director upon consultation with other PTA faculty and the division dean. A student may only return to the program one time since the elapsed time mandated by the sequence of courses may prevent a student from remaining current in their knowledge and skills. The option to return to the program will be considered for a student who is unsuccessful in only one course. A grade of "D" or lower in more than one PTHA course will, in most instances, be cause for removal from the program. The grading scale for each PTHA course is 92-100% = A; 84-91% = B; 75-83% = C; 67-74% = D; below 67% = F. Clinical experiences may use a different scale depending on the evaluation tool used.

Should a student fail to meet the above minimum grade requirements in any PTHA course, a written request to return to the program the following year must be made to the program director within 3 months of the last date of attendance for the course in question.
ACADEMIC HONESTY

Students are expected to be honest and independent with regard to all assignments and assessments. Cheating, including plagiarism, will not be tolerated. If this should occur, the course instructor will automatically pursue action outlined in the Zane State College Student Handbook. Although it may be appropriate for students to work together on some assignments and projects, students must be particularly careful that all completed work is their own (see Academic Honesty Policy).

CELL PHONE/MOBILE ELECTRONIC DEVICES

As indicated in the College Handbook, cell phones and other messaging devices must be turned off during all Zane State College courses and academic functions unless specifically allowed by an instructor. Individual clinical facilities may have different policies and procedures. If devices are to be used during a clinical experience, it is imperative that there be no compromise of patient safety, confidentiality or comfort. The professional appearance on the part of the student should always be maintained.

EVALUATION OF STUDENT PERFORMANCE

Student performance is evaluated in PTHA courses through the following: written quizzes and examinations; projects and presentations; classroom exercises; lab practical evaluations, competencies and clinical performance. Several evaluation methods are used. These methods assist students in demonstrating strengths and allow faculty to provide feedback on areas needing improvement. Evaluation methods for each course are determined by the course content and objectives. PTA faculty strive to pace and schedule evaluations throughout the semester so that daily/weekly learning is reinforced but such that the students can reasonably manage the work. If the faculty have concerns about students' academic achievement based on completed evaluations, the instructor will notify the student as soon as possible. This may be done by meeting with the student to alert the student of concerns and to offer appropriate guidance or assistance. The students with concerns about their academic performance are encouraged to schedule a meeting with the instructor to develop a plan for the remainder of the academic term.

Each semester’s PTHA courses are prerequisite for the following semester’s PTHA course work. If a student is unable to successfully complete all PTHA courses in a given semester, the student, in most cases, may not continue with further PTHA courses until successful completion of previous course. An exception may occur if the student needs to take an incomplete grade for a course; if this occurs, the student may possibly begin the next semester of PTHA coursework, but will be required to complete the needed previous course work early in the semester. Students who are unable to successfully complete PTHA course work are generally advised to pursue alternate programs of study; in some circumstances, students may be given the option to repeat a PTHA course. If a student does plan to repeat a PTHA course, the student cannot continue other PTHA course work until the needed course is successfully completed the following year. In some instances clinical experience assignments may be delayed as well as the completion of the program curriculum.
LAB PRACTICAL POLICY

In order to ensure that students are competent and safe when working in the clinical setting, it is imperative that they be able to demonstrate appropriate levels of skills in the laboratory setting. In physical therapy courses with lab practical components, satisfactory performance is achieved with at least a 75 percent grade on the lab practicals. If a student is not successful on the first attempt, they must score at least a 75 percent on the second attempt involving a different scenario/different questions. If this is accomplished, the grade will be recorded as 75 percent regardless of the actual score. In the event that a student does not earn a 75 percent on the second attempt, they cannot receive a passing grade in the course, regardless of total course points accumulated.

Since this is a high stakes situation, the student will be offered remediation from the instructor prior to the second attempt. There is also an option for the instructor to request that another licensed PT or PTA (e.g., PTA faculty or an advisory committee member) observe the second attempt and provide an opinion of student performance. The instructor may take this information into consideration during the scoring process.

PERSONAL APPEARANCE

A specific dress code is not needed for most classroom or lab activities at the College. Please note that overly casual or revealing clothing is not acceptable in any instance. Clothing should not have offensive words on them. Since students will be role playing and working in close contact with each other during class and lab appropriate grooming and hygiene are expected and required as these will be in the group's best interest and will establish habits necessary for clinical practice in the future. During clinical experiences, students will be required to follow the general dress code at the facility. In most cases this will consist of business casual attire. Some clinical settings do allow scrubs. Students must wear closed toe, non-slip shoes. Overly casual, loose, tight fitting, revealing, mismatched, torn or stained clothing are not acceptable. In addition to the appropriate dress, care should be taken to make sure that hair is clean and styled, mustaches and beards are trimmed, finger nails are clean and trimmed. Jewelry should be kept to a minimum. Only small earrings are acceptable on the face or head. Covering of tattoos will follow individual clinic policy. Students are reminded they should not only look, but smell like a professional. Be mindful of strong colognes, smoke, perspiration, etc. Name tags, obtained through the College, should be worn unless the student is directed otherwise.

Although cleanliness and neatness are essential, this does not imply that new or expensive clothes need to be purchased. It is, however, required that students purchase at least one PTA Program polo shirt for clinical rotations. This area is being emphasized to assist you to be attentive to your role as a health care professional and the importance of your appearance in relating to patients and co-workers.

Please note that if a student’s appearance, personal hygiene, and/or any other reason prevents clinical placement, they will be dismissed from the program following 2 attempts by the ACCE.
CLINICAL EXPERIENCE

During the Physical Therapist Assistant program, each student will be required to participate in three clinical rotations which span over two semesters. The first clinical experience will be completed during the fall semester of the second year and will require 24 contact hours per week spent in a facility providing physical therapy services. This clinical experience is designed to provide the opportunity for participation in the clinic setting.

Students will observe and work directly with a qualified physical therapist or physical therapist assistant. Prior to the first clinical experience all PTA students will be required to produce documentation of certification in CPR and first aid. This certification may be acquired through the College or through the local chapter of the American Red Cross or the American Heart Association. Students will also be required to obtain a BCI report prior to the first clinical experience. Students should have the report sent to themselves and provide the results to their clinical facility upon request.

The second and third experiences, which are completed during the spring semester of the second year, will require the student to be in the clinic 32 contact hours per week. These two clinical experiences will occur sequentially during the first and second spring terms. These clinical rotations will provide in-depth experiences in physical therapy services. All students will be working under the direct supervision of a licensed physical therapist or physical therapist assistant in a facility or program providing physical therapy services. Please note that a classroom experience/seminar is associated with all practicums.

As will be noted below under "Transportation," some students will be placed in facilities for clinicals which are outside of the Zanesville area; these may include such communities as Canton, Coshocton, Cambridge, Columbus, Newark, Lancaster or Marietta. Regardless of the location, driving time should be within 90 minutes from the College or the student's home to the facility, unless the student has opted for an alternate location.

During the semester before a clinical experience is scheduled, the Academic Coordinator of Clinical Education will initiate the procedures for placement of students. These procedures may involve student requests, however every effort is made on the part of the academic coordinator of clinical education to assign students to facilities commensurate with the individual student’s capabilities and needs. Attendance is expected during all scheduled clinic days. It is the responsibility of the student to be on time and prepared for the clinical practice setting. It is the responsibility of the student to notify both the clinical instructor and the academic instructor if he or she is unable to attend as scheduled. Program guidelines require students to notify instructors either by telephone, voice, or electronic mail at least one hour before their scheduled start time. Specific guidelines will be set among clinical coordinators, the College, and the student prior to the beginning of the clinical experience. A Clinical Education Handbook is available on-line for all facilities and is available to students by clicking the Clinical Handbook link available in the following page: https://www.zanestate.edu/programs/physical-therapist-assistant. All costs and expenses associated with the clinical experiences are the responsibility of the student.
IMMUNIZATIONS, TESTS & CERTIFICATIONS

All PTA students must show documentation of completion of the Hepatitis B immunization series. This series requires three inoculations spread over an eight month period. Students need to begin the immunization during the summer prior to beginning the program to insure that the process is complete before clinical rotations. Immunizations are available through physicians’ offices, county health departments, and clinics. If you decline the Hepatitis B series, you must sign a waiver in order to participate in the program. *Note: Many students may have completed the Hep B series as part of their childhood immunizations. Also note that some practicum sites may require Hepatitis B immunizations or evidence of immunity.

As with all healthcare providers, PTA students must maintain current TB testing. These are annual checks. A two-step Mantoux test must be used for the second year since some clinical sites require it. These are also available through physicians, health departments and clinics.

Prior to beginning clinical rotations in the second year of the program, all students must show current adult CPR and basic first aid certification. This may be accomplished through a course offered at the College or through accepted community organizations. Students must also complete a three-hour on-line certification training course that prepares them to use the PTA CPI-Web, our clinical assessment tool.

Please note that influenza vaccinations are required by some clinical sites.

Verification that all required items have been completed will be provided to the program via assignments in PTHA 1010 and PTHA 2400.

Any other required documentation by a clinical site (e.g. drug testing) must be provided at the expense of the student.

FINGERPRINTING

In accordance with Ohio Senate Bill #38, effective October 1, 1993, anyone having contact with children in a licensed day care or child care environment, such as a public school, must undergo a criminal background investigation which includes fingerprint records being checked through the Bureau of Criminal Investigation. Senate Bill 160 effective Jan. 27th, 1997 also requires criminal records check for a position that involves care to a person age 60 and older. National voluntary accreditation programs (e.g.-HFAP, JCAHO) authorized by centers for Medicare and Medicaid services often require background checks as well.

PTA Program students are required by Zane State College to have this background investigation and fingerprints. Reports must be available by the start date of the fall semester clinical.

As of May 2008, a current BCI report and an FBI report are required to apply for licensure in the State of Ohio. Further information about these checks will be made available as
students approach graduation.

If a student is unable to be placed for practicum courses due to a criminal history, the student will be dismissed from the Program after two attempts by the ACCE.

TRANSPORTATION

It is recommended that all students have access to private transportation either through their own vehicle or by car pooling or ride sharing agreements with classmates. Transportation will occasionally be required for some regularly scheduled PTHA classes, such as required off campus experiences. Transportation will definitely be needed for the previously outlined clinical experiences. Because of the number of students enrolled in the PTA program and the availability of clinical sites in the immediate area, a number of students will have to participate in clinical experiences outside of the Zanesville area. Every effort will be made to place each student in a clinical experience location most convenient to him/her, but this cannot be guaranteed. Transportation to and from the clinical sites is the responsibility of the student.

Zane State College Division of Health, Liberal Arts, and Public Service
Drug Prevention Policy

1. PROFESSIONAL STANDARDS OF CONDUCT

In order to prepare the student for his/her chosen career field, the Division of Health, Public Service and Service-Related Programs recognizes the need to adopt specific policies which reflect the standards of practice within the various professions. Many helping and service professions support the belief that the use and/or being under the influence of intoxicants is a barrier to effective professional performance. It is also a belief that use and/or being under the influence of intoxicants jeopardizes the safety and well being of individuals served by health and public service professionals. Students are held responsible for knowing the standards of practice within their respective technologies.

2. LEGAL STANDARDS OF CONDUCT

The unlawful manufacture, distribution, dispensing, possession, use of or being under the influence of illicit drugs and/or alcohol is prohibited on Zane State College property or as any part of College activities.

3. LEGAL SANCTIONS FOR THE UNLAWFUL POSSESSION OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL

A number of state and local laws exist concerning the unlawful possession or distribution of illicit drugs and alcohol. The individual student is held responsible for knowing the laws and abiding by them.

4. DESCRIPTION OF HEALTH RISKS

All students need to be aware of the risks inherent with alcohol and/or drug abuse.
The College will have a number of health-related brochures distributed throughout the facilities.

5. DISCIPLINARY SANCTIONS

All students within the Division of Health, Public Service and Service-Related Programs must know and abide by the LEGAL AND PROFESSIONAL STANDARDS OF CONDUCT outlined above. If a student demonstrates evidence of use of a prohibited substance during classroom or laboratory instruction or during clinical practice that student will be subject to disciplinary actions. Those actions may include but not be limited to the following:

First incident during classroom laboratory.
A. The student will be dismissed from the immediate class.
B. The student will meet with program faculty and receive a verbal warning.
C. Notation of the incident will be made in the student’s program file.

Second incident during classroom laboratory.
A. The student will be dismissed from the immediate class and the remainder of his/her technical lab classes for one (1) week.
B. The student will meet with the program faculty and receive a written reprimand.
C. Notation of the incident and reprimand will be made in the student’s program file.

Third incident during classroom laboratory.
A. The student will be dismissed from the immediate class and all technical courses for the remainder of the quarter and consequently from the program.
B. The student will be referred for evaluation and subsequent treatment of chemical dependency.
C. The student may reenter the technical program only after providing evidence of evaluation, treatment as necessary and being “clean and sober.”
D. The student will be expected to sign a letter of agreement stipulating the conditions of readmission.
E. Notation of the incident will be made in the student’s program file.

Actions taken for those incidents occurring during clinical practice may include but not be limited to the following:

First incident during clinical practice.
A. The student will be removed immediately from the clinical experience and suspended from clinical practice until he/she is exonerated by testing for the presence of chemicals and/or evaluation for chemical dependency according to the policies and procedures of the clinical site and/or Zane State College.
B. If exonerated by testing, the student may return to the clinical setting.

C. If testing and/or evaluation reveals the presence of chemicals and/or chemical dependency, the student may not return to the clinic until treatment has been completed and appropriate documentation validates the student is “clean and sober.”

D. The student will be expected to sign a letter of agreement stipulating the conditions of return to the clinic.

E. The student may be permitted to attend technical classes during the treatment period.

F. Notation will be made in the student’s technical program file.

A second incident during clinical practice will result in immediate dismissal from the clinic and all technical program courses. The student may petition for readmission to the program after a two (2) year waiting period and documentation that he/she is “clean and sober.”

In extreme cases where the individual student’s behavior has had direct or indirect negative impact on a client/patient, a clinical site employee, or another student, the faculty and administration of Zane State College reserve the right to move to immediate dismissal from the program, college, or take legal action against the offending student.

As a result of any criminal drug statute conviction, the student must notify the College of the violation. The College, within 30 days of such notification, is required by Federal law to:

A. take appropriate action against such student, up to and including dismissal; and/or

B. require such student to participate satisfactorily in a drug treatment or rehabilitation program approved for such purpose by a Federal, state or local health, law enforcement, or other appropriate agency.
HEALTH REQUIREMENTS

All active PTA students are required to have a physical examination completed and documentation of same submitted each fall. Students must begin Hepatitis B immunizations by the fall of year one and complete these during the first year. Documentation of same must be submitted. Testing for tuberculosis is also required in years one and two (year one = 1-step; year two=2-step Mantoux). In some instances documentation of inoculation for childhood diseases will need to be provided. All costs associated with these health requirements are the responsibility of the student. If you decline immunizations, you must sign a waiver in order to participate in the program.

HEALTH AND LIABILITY INSURANCE

Students in the PTA program are encouraged to have health insurance. PTA students are required to have professional liability insurance through the College. This liability insurance is automatically put into effect and a fee charged to the student for it when registration into specific PTA courses is completed. The annual fee for liability insurance is approximately $20 per year for $1,000,000 in coverage.

REFERRAL PROCESSES

Health:

Students experiencing health problems, particularly those which might impact upon participation and performance in PTA courses, are encouraged to discuss concerns with the PTA program director. If the student is in need of intervention for health concerns, PTA faculty will advise the student of available resources in the Muskingum County area and of potential resources in other communities.

Guidance:

Students in need of guidance regarding academic course work are encouraged to discuss concerns with PTA faculty. Concerns specific to the PTA curriculum and courses are generally addressed by PTA faculty. If needed, PTA faculty members consult with other instructors and/or the Dean regarding specific issues. Students in need of guidance for other academic and/or non-academic concerns are referred to the One Stop for Student Success. As needed, PTA faculty may provide resources for community services for specific concerns.

RELATIONSHIP WITH PATIENTS/CLIENTS

In working with all patients and clients with whom you come in contact or are assigned, the following guidelines should be adhered to:

1. Always be courteous to a patient. Clearly identify yourself by name, credentials and department when approaching a patient or beginning a treatment. Explain to the patient, at his or her level of understanding, why you are seeing them and
obtain informed consent.

2. Always be cognizant of safety issues as they relate to all patients as well as specific patient conditions and diagnoses.

3. Be familiar with clinical facility emergency procedures and codes.

4. All patient interactions must be based on respect, responsibility and responsiveness.

5. Remember that all information regarding a patient is highly confidential and should not be discussed with anyone other than that patient and individuals directly involved in their care. When clinic experiences are discussed in class, real names of clients must never be shared. Never identify or discuss patients in public places, even with those involved in their case! HIPAA guidelines must be observed.

6. You may not accept gifts or money from patients or clients per clinic policy.

7. It is considered unprofessional and unethical to socialize with patients or clients outside of the clinic setting. Absolutely do not engage in this activity.

TUITION AND FEES

Information regarding current tuition and fee amounts is available in the College Catalog. Students should anticipate that their costs for books related to the PTHA courses will average $400 per semester. Please keep in mind that during some semesters the cost of textbooks for PTHA courses will be considerably less or more than this estimate. The student is also responsible for purchasing miscellaneous supplies as required by individual courses.
PTA PROGRAM

I have read the student handbook and understand the information, policies, and guidelines contained in the handbook.

Signature: ___________________________ Date: ___________________________

Please note any concerns, special needs which you would like to make your PTA instructors aware of at this time:

INFORMED CONSENT AND WAIVER

I (print name) ___________________________ understand that participation in the Physical Therapist Assistant program at Zane State College is on a voluntary basis. Furthermore, it is my responsibility to have a complete health examination prior to participation including all necessary medical clearance for participation in laboratory activity. I also understand it is my responsibility to provide for my own medical insurance.

I understand that there are inherent risks in engaging in therapeutic training activities, including, but not limited to, shortness of breath, muscle strain, broken bones, blisters, and in rare circumstances, possible death. I further accept responsibility for ensuring my participation is at a level appropriate for my health and fitness level.

In signing this consent form, I affirm that I have read this form in its entirety. In consideration for being allowed to participate in this Physical Therapist Assistant program, I agree to assume the risk of such participation, and further agree to hold harmless Zane State College and its employees from any and all claims, suits, losses, or related causes of action for damages, including, but not limited to such claims that may result from my injury, during, or arising in any way from, the program.

Signed: ___________________________ Date: ___________________________
ZANE STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Program Policy
Photographing and Videotaping of Students for Instructional Purposes

The use of photographic video depictions is widely used for a variety of learning experiences in both the physical therapist assistant program and in the college as a whole. The use of students as participants in these photographs and videos is a common and useful practice. Students in the PTA program at Zane State are expected to look for opportunities to assist in enhancing learning. To that end, students are highly encouraged to indicate with their signature that they are willing to participate in videotaping for instructional purposes. Students will always be informed that recordings of their images are being made.

I AGREE to allow the recording of my image for instructional purposes while a student in the physical therapist assistant program at Zane State College.

Signature__________________________________________     Date_______________________

I DO NOT AGREE to allow the recording of my image for instructional purposes while a student in the physical therapist assistant program at Zane State College.

Signature__________________________________________     Date_______________________
ZANE STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Program Policy

Drug Testing Policy

An important component of the physical therapist assistant program is the clinical experience that is gained during the Practicum courses. These courses require that the student work under the supervision of a clinical instructor in a health care facility. The possibility exists that, due to a clinical facility's policy, a student may be required to submit to drug tests. This may occur either prior to or during the clinical rotation. Since students are guests in these facilities, it is the program's policy that students comply with and are financially responsible for these test procedures. In the event that a drug test result is positive, the student will be removed from the facility and be required to comply with the disciplinary sanctions per Zane State College policy.

I understand that I may be required to submit to drug testing during the course of the physical therapist assistant program. I agree to comply with this procedure and the ramifications of the test results. I also understand that refusal to cooperate with this policy will result in exclusion/expulsion from the program.

Signature__________________________________________     Date_______________________
ZANE STATE COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Program Policy

Student Clinical Attendance and Call-Off Policy

1. Attendance: Participation is necessary to excel in performance-based learning activities. I understand that it is my responsibility to be on time and prepared for the clinical practice setting.

2. Responsible Behavior: I understand that the Academic Coordinator of Clinical Education (ACCE) or academic instructor will maintain contact with my clinical site periodically and that it is my responsibility to notify both my clinical instructor/supervisor as well as my ACCE if I am unable to attend clinical as scheduled, at least one hour prior to the beginning of my scheduled start time. I understand that acceptable modes of notification for the ACCE would include either voice mail or electronic mail messages. I further understand that my clinical instructor should be contacted personally, by telephone, unless the absence is scheduled with the clinical instructor in advance.

3. Professional Behavior: I further understand that it is up to the discretion of my clinical instructor/supervisor to determine how any missed hours are to be made up or remediated. I will offer to both my clinical instructor and ACCE, a plan, in written or electronic form, to complete any missed time from the clinic practice setting.

Student: Please sign below to acknowledge you agree to these conditions and expectations.

Print Student Name: __________________________________________________________

Student Signature: ___________________________________ Date: _______________
Social media is widely used by students, instructors, healthcare facilities and community members in the course of their daily lives and professions. Social media includes items such as blogs, podcasts, discussion forums, and social networks. Social media (networks) encompasses a variety of formats that include, but are not limited to, videos, and social networks like Facebook, Twitter, Snap Chat and Instagram.

Zane State College PTA students are expected to adhere to professional standards when using or participating in social media, specifically: respecting classmates, instructors, patients, professional organizations/institutions, and academic organizations/institutions. Students are expected to at all times protect the confidentiality, privacy, and security of patient identifiable information, protected health information and organization information they may come into contact with as a result of their clinical assignments. Even if an individual is not identified by name within the information you consider to use or disclose, if there is a reasonable basis to believe that the person could still be identified from that information, then its use or disclosure could constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA).

Students must be respectful. Students may not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person when posting on social media networks while they represent the Zane State College Physical Therapist Assistant Program.

In signing this form, I affirm that I have read this policy in its entirety. I agree to comply with this policy. I also understand that failure to comply with this policy may result in failure of a course if associated with a clinical practicum or expulsion from the program.

Signature_____________________________________________  Date__________________
ACADEMIC INTEGRITY

Academic integrity is expected throughout this program and all associated courses. Academic honesty is required for program continuation. Violations of academic integrity are described in detail in the Zane State College Catalog, Academic Integrity Policy. In the PTA Program, some examples of academic misconduct might include:

1. Cheating - representing as one’s own any written or oral work submitted for evaluation or a grade that was prepared by another person; receiving or disseminating test/quiz content or questions and/or practical examination scenarios; any attempt to assist a lab practical partner with their practical work; working together on electronic, written, or oral work that has not been described as a group activity by the instructor.

2. Fabrication - The falsification of any information or citation in an academic exercise.

3. Plagiarism - Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations, or bibliographical reference.

The first offense of academic integrity in a PTHA class will be addressed by the PTA Program Faculty on a case-by-case basis and based on the circumstances. Any additional offenses, or a first offense determined to be of a nature inconsistent with continuation in the program, will be dealt with as described in the Zane State College Catalog. The PTA Program Faculty will determine if the offense or offenses of a student warrant recommendation for dismissal from the Program.
To practice physical therapy as a physical therapist assistant in the state of Ohio, it is required that accredited PTA school graduates pass 2 required examinations; The NPTE (National Physical Therapy Examination) for the PTA as well as a jurisprudence examination for the state of Ohio. There are significant fees associated with those examinations and they should be planned for well in advance. Fees areas are as follows and current rates can be obtained from the Federation of State Boards of Physical Therapy (FSBPT) web site:

* BCI/FBI fingerprinting and criminal background check
* Passport size photo
* Application fee to the State of Ohio to hold an Ohio license
* NPTE for the PTA Examination
* Prometrics fee to proctor the NPTE for the PTA
* Ohio Jurisprudence Examination
* Prometrics fee to proctor the Ohio Jurisprudence Examination

By signing below, you acknowledge that you must take and pass the post-graduation examinations mentioned above to be able to practice as a PTA in the state of Ohio. You also acknowledge that associated fees are significant and are your personal financial obligation. You take personal responsibility to investigate these fees regularly in the event of a change in cost or requirement.

Signature_____________________________________________  Date__________________
Practicum Performance Expectations
Zane State College
Physical Therapist Assistant (PTA) Program

Quick Reference PTA Student Performance Expectations

**PTHA 2400:**
This is the first clinical experience within the Physical Therapist Assistant Program curriculum. Student/learners will be investing 24 hours per week for 10 weeks in a physical therapy clinical setting within the local geographic area. Students will have the opportunity to practice and apply skills learned in other classes. Students will also have the opportunity to become integrated into a physical therapy department by working under the supervision and direction of a licensed physical therapist and with the guidance of a clinical instructor.
The student can be expected to perform the following activities within the department:
MMT, goniometry, girth measurements, vital signs, measurement for assistive devices, gait training, transfers, bed mobility, soft tissue mobilization, hydrotherapy, physical agents, US, electrical stimulation, cervical and lumbar traction, AROM/PROM exercise, patient/family education and treatment documentation using SOAP format.
Additional experience with techniques is encouraged, as deemed appropriate by the CI and the student, note that competence should be established by the CI prior to student performance of the technique.

Other potential experiences (dependent upon availability)
Department in-services, department meetings, orthopedic surgery observation, home or workplace ergonomic assessment, school-based therapies and IEP meetings.

(Student/learners have successfully completed Dysfunction of the Musculoskeletal System and Kinesiology. They completed manual muscle testing, goniometry, and intro to therapeutic exercise in Physical Therapy Procedures II. Summer quarter they completed modalities. During Physical Therapy Procedures I they covered the following techniques: vital signs, body mechanics/safety, wheelchair management, positioning/draping, transfers, gait training, massage, and thermal physical agents. They completed documentation, legal/ethical issues, and HIPPA regulations during Introduction to the Clinical Setting.)

**(During this fall semester, student/learners are completing the following in PTHA 2700 Rehabilitation – Concepts and Applications: balance/coordination, abnormal gait analysis, amputations & prosthetics, orthotics, muscle tone, motor learning & control, NDT, PNF, CVA, TBI, SCI, cardiac rehab and Chest PT. The students have covered a variety of orthopedic diagnosis and treatment, ranging from discogenic diagnoses, tendonitis and ligamentous injuries of the joints to total joint replacement. Students are completing the following in PTHA 2320 Therapeutic Exercises – Concepts and Application: stretching and resistance training for the UE and LE, aquatic exercise, therapeutic exercise for trunk and spine, joint mobilization, and initiation and progression of exercise.)

**Mastery should not be expected in these content areas during this clinical experience

**PTHA 2500:**
This is the second clinical experience within the Physical Therapist Assistant Program curriculum. Student/learners will be investing 32 hours per week for 7 weeks in a physical therapy clinical setting within the local geographic area. Students will have the opportunity to practice and apply skills learned throughout the PTA program. Students will operate under the direction and supervision of a licensed physical therapist and with the guidance of a clinical instructor.
The student can be expected to perform the following activities within the department, in addition to those listed above for PTHA 2400: model professional behaviors, identify/request opportunities to promote career development, initiate effective communication with all team members, completes documentation in a timely manner with minimal guidance from CI, safely implements therapeutic exercise programs based on the POC established by the PT, demonstrates awareness of patient responses to interventions and modifies as necessary based on the established POC, submits appropriate charges for services with minimal guidance from CI, and begins to contribute to discharge planning and recommendations with guidance from CI.

Other potential experiences (dependent upon availability)
Department in-services, department meetings, orthopedic surgery observation, home or workplace ergonomic assessment, school-based therapies and IEP meetings, and/or multi-disciplinary meetings.
(Student/learners have successfully completed all coursework in the PTA curriculum with the exception of PTHA 2600 Practicum III for the PTA and PTHA 2650 Role Transition & Professionalism. Student learners have recently completed a 15 hour seminar with content on geriatric diagnoses and management prior to entering this clinical experience.)

**PTHA 2600:**
This is the third and final clinical experience within the Physical Therapist Assistant Program. Student/learners will be investing 32 hours per week for 7 weeks in a physical therapy clinical setting within the local geographic area. Students will have the opportunity to practice and apply skills learned throughout the PTA program. Students will operate under the direction and supervision of a licensed physical therapist and with the guidance of a clinical instructor. Progressive attainment of competence will be achieved by students. Competence is defined as achieving a rating of “Entry-Level Performance” for all 14 performance criteria within the Web PTA CPI and absence of any marks within the “significant concerns” box. Students may have achieved a rating of “Entry-Level Performance” for performance criteria during earlier practicums, depending on clinical setting and experience with patients in that setting. The student can be expected to perform the following activities within the department, in addition to those listed above for PTHA 2400 and PTHA 2500: prioritize patients and schedules independently, demonstrate safe and appropriate handling skills of patients, seek answers and solutions in unfamiliar clinical situations with independence, complete all necessary documentation independently and not exceeding the time of “Entry-Level Performance” for the site, submit charges associated with services to CI independently, communicate effectively with all members of the healthcare team, demonstrate ability to independently interact with and notify supervising PT of need for treatment modifications, progressions or goal revision when patient response to intervention has not met expectations established by the PT, confidently completes patient/family education to prepare for HEP/discharge, and contribute to discharge planning and recommendations with guidance from CI.

*Other potential experiences (dependent upon availability)*
Department in-services, department meetings, orthopedic surgery observation, home or workplace ergonomic assessment, school-based therapies and IEP meetings, and/or multi-disciplinary meetings.

(Student/learners have successfully completed all coursework in the PTA curriculum. Student learners have recently completed a 15 hours seminar with content on pediatric diagnoses and management, developmental milestones and pediatric assessment prior to entering this final clinical experience.)
### Zane State College Physical Therapist Assistant Program CPI Performance Expectations for Clinical Practicums - Midterm (M) and Final (F)

<table>
<thead>
<tr>
<th>PTHA 2400 M / F</th>
<th>PTHA 2500 M / F</th>
<th>PTHA 2600 M / F</th>
<th>Web CPI Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Beginner/Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>1. Safety - Performs in a safe manner that minimizes risk to the patient, self, and others.</td>
</tr>
<tr>
<td>Ad Beginner/Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>5. Communication - Communicates in ways that are congruent with situational needs.</td>
</tr>
<tr>
<td>Beginning/Ad Beginner</td>
<td>Ad Beginner/Intermediate</td>
<td>Ad Intermediate/Entry-Level►</td>
<td>13. Documentation – Produces quality documentation in a timely manner to support the delivery of physical therapy services.</td>
</tr>
</tbody>
</table>

► **Red Flag Items** – If there is any concern noted in one or more of these areas please ☎️ contact ACCE immediately at 740-588-4112!
Directed Practice Syllabi
COURSE SYLLABUS – Part I

Course Title: PTHA 2400 – Practicum I for the Physical Therapist Assistant
Credit Hours: 2 (1 lecture 16 lab – T)

**Course Description:** PTHA 2400 provides students with the opportunity to apply classroom knowledge and laboratory skills in the clinical setting while closely supervised by a licensed physical therapist assistant and/or physical therapist. This course begins with a comprehensive review of first year content. A fee applies to this course.

**Pre-Requisites/Co-Requisites:** Grade of "C" or better in PTHA 1050, PTHA 1110, PTHA 1120, and PTHA 2100

**Required Text and Materials:**
Web PTA Clinical Performance Instrument (CPI) training Certificate of Completion


All textbooks, lecture notes, and laboratory materials from PTHA 1010, 1050, 1070, 1110, 1120, 1240 and 1060.

Clothing that is appropriate and acceptable by the clinical site, a Zane State College PTA Program polo shirt, a Zane State College Clinical Name Badge, and/or other clothing required by the College.

Liability insurance, BCI background check (FBI if not an Ohio resident x 5 years) and health clearance (inoculations, physical examinations, drug testing, etc.

**Goals:** Upon satisfactory completion of this clinical education experience the student will be able to:
1.00 Develop effective communication and interaction skills with staff and clients.
2.00 Demonstrate professional behaviors and appearance.
3.00 Demonstrate the ability to manage a beginning level case load.
4.00 Observe and participate, at a beginning level, in various aspects of patient care while closely supervised by a licensed physical therapist or physical therapist assistant under the direction and supervision of a PT.
5.00 Become aware of departmental administration, policies, procedures, and personnel responsibilities.

**Objectives:**
1.00 Develop effective communication and interaction skills with staff and clients.
   1.01 Establish positive rapport with patients, family, and other members of the healthcare team.
   1.02 Use appropriate and acceptable verbal and nonverbal communication with staff, patients, and patient family members.
   1.03 Begin to use correct medical terminology in verbal and written communications.
1.04 Initiate documentation according to the format used in the clinical facility.
1.05 Accurately explain physical therapy to patients and family members as necessary.
1.06 Discuss concerns or problems related to patients or the clinical site with the clinical instructor or the program faculty.

2.00 Demonstrate professional behaviors and appearance
2.01 Establish respect and trust with all patients.
2.02 Participate effectively to develop a positive relationship with the clinical instructor.
2.03 Become personally responsible for continued professional growth.
2.04 Demonstrate an awareness of the meaning of ethical practice.
2.05 Display respect for cultural, religious, and socioeconomic differences in people.
2.06 Maintain acceptable personal hygiene, appearance, and dress while in the clinical setting.
2.07 Display appropriate work habits such as being on time, notifying the facility/program faculty of an illness, and accepting changes in assignments and schedules.

3.00 Demonstrate the ability to manage a beginning level case load.
3.01 Display the ability to enlist the assistance of support staff or the supervising clinician when appropriate.
3.02 Analyze individual strengths and weaknesses in regard to assignments.
3.03 Demonstrate awareness of the need to modify a given treatment plan in cases such as a change in the patient’s physiological state or indications for progression.
3.04 Utilize department resources efficiently in performance of treatments.

4.00 Observe and participate, at a beginning level, in various aspects of patient care while closely supervised by a licensed physical therapist or physical therapist assistant.
4.01 Instruct patients, family members, and other caregivers in treatment procedures.
4.02 Demonstrate good body mechanics.
4.03 Display an awareness of and consistent use of safety measures at all times.
4.04 Participate in discharge planning.
4.05 Assist the physical therapist in evaluation process as requested.
4.06 Determine and record accurate results in goniometry and manual muscle testing.
4.07 Adjust and fit all ambulation aids and provide accurate instruction in correct gait patterns.
4.08 Perform therapeutic exercise routines using active, passive, and resistive techniques.
4.09 Correctly position patients for all treatment procedures.
4.10 Accurately monitor and record patient vital signs including pulse, respiration, blood pressure, and temperature.
4.11 Demonstrate proper use of universal precautions and isolation techniques.
4.12 Recognize precautions and contraindications as they apply to treatment modalities.
4.13 Observe, assist, and perform treatments with close supervision using the following modalities: Hydrotherapy, Cryotherapy, Basic soft tissue mobilization, Paraffin, Hot packs Cervical and lumbar traction, Ultrasound, Electrical Stimulation, Biofeedback

5.00 Become aware of departmental administration, policies, procedures, and personnel responsibilities.
5.01 Accurately describe the organizational structure of the physical therapy service unit.
5.02 Identify the relationships between the physical therapy provider and other healthcare units.
5.03 Identify the roles and responsibilities of the physical therapist and the physical therapist assistant.
5.04 Outline the referral process of the physical therapy service provider.

**Goals & Objectives for Seminar Portion:**

1.00 Discuss the regulation of physical therapy in Ohio according to the statutes and rules of the Ohio Revised Code and the policies of the PT section of the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board.
   1.01 Outline and discuss the professional duties which can only be provided by the physical therapist in Ohio.
   1.02 Outline and discuss the professional duties which may be delegated to the PTA.

2.00 Identify the roles, functions and responsibilities of the physical therapist assistant and his/her relationship with the physical therapist and other health care practitioners or providers.
   2.01 Provide two examples of the role of the PTA in the supervision of an aide, volunteer and student.
   2.02 Describe supervision according to the PT statutes and state how it affects the PTA.
   2.03 Describe the types or levels of information frequently shared in an effective interprofessional team approach.

3.00 Discuss the provision of physical therapy services by the PTA showing an understanding of physical therapy ethics, standards of practice, documentation and communication.
   3.01 Define professional ethics.
   3.02 List and briefly describe the standards of ethical conduct for the PTA as found in the APTA Code of Ethics.
   3.03 Describe the purposes of medical record documentation.

4.00 Discuss muscle function and its effects on joint motion.
   4.01 Explain the concept of muscle contractibility and elasticity.
   4.02 Describe the action or function of tendons and ligaments.
   4.02 Identify the attachments of various muscles to bones (origins and insertions) in the extremities and trunk.

5.00 Identify and describe the characteristics of normal human gait and the forces which act on the body during the gait cycle.
   5.01 Describe the phases or the normal gait cycle.

6.00 Identify normal and abnormal gait by observing a classmate during ambulation.

7.00 Display or provide basic knowledge of the normal and abnormal movements of the spine, upper extremity and lower extremity including muscles that influence movement.
   7.01 Describe the biomechanics of the spine
   7.02 Describe the biomechanics of various upper extremity & lower extremity articulations
7.03 Evaluate a person’s standing or sitting posture.
7.04 Identify the muscles involved according to movements of the head, trunk, and extremities.

8.00 Identify and palpate various musculoskeletal structures and landmarks of the spine, skull, thorax upper and lower extremities on a classmate.

9.00 Evaluate a person’s standing and/or sitting posture
   9.01 Observe a person’s standing and/or sitting posture and note gross deviations from normal.
   9.02 Properly use a plumb bob technique to evaluate a person’s standing or sitting posture.

10.00 Demonstrate the proper use and application of techniques to measure segmental length, girth, and volume.
   10.01 Select the appropriate methods and equipment to measure a patient’s segmental length, and girth.
   10.02 Properly apply the selected measurement method.
   10.03 Use appropriate precautions as part of the treatment.
   10.04 Properly position and drape the patient.
   10.05 Determine whether there are contraindications to the application of the measurement methods and respond to them appropriately.

11.00 Demonstrate the proper method to measure joint motion of the upper and lower extremities, neck and trunk.
   11.01 Properly position a goniometer prior to the measurement of joint range at all joint locations in a given patient.
   11.02 Properly measure the joint range of all joints amenable to measurement in a given patient.
   11.03 Properly position and stabilize the patient prior to performing joint measurements.
   11.04 Properly read and report the joint range that was measured.

12.00 Demonstrate the proper method to manually measure the muscle strength of the upper and lower extremities, neck and trunk.
   12.01 Properly position and stabilize the patient prior to performing a manual muscle test.
   12.02 Properly apply the resistive force when performing a manual muscle test.
   12.03 Properly grade and report the muscle strength that was measured.
   12.04 Properly select the location for the application of the resistive force used to measure muscle strength.

13.00 Demonstrate the proper application of strengthening exercise for a patient.
   13.01 Demonstrate eccentric and concentric muscle contraction.
   13.02 Properly perform passive, active assistive and active resistive exercise to the extremities and trunk.
   13.03 Teach a patient how to perform active assistive, active and active resistive exercise to his/her extremities, neck and trunk.
   13.04 Demonstrate manual resistance exercise to head, trunk and extremities.

14.00 Demonstrate the proper application of stretching techniques for a patient.
14.01 Properly position a patient for safe and effective stretching.
14.02 Properly apply stretching techniques, such as contract-relax, and hold-relax, on multiple muscle groups.
14.03 Teach a patient to safely perform stretching activities at home.

15.00 Define and describe vital signs.
15.01 Define the vital signs of pulse (heart) rate, respiration rate, and blood pressure.
15.02 Identify normal ranges for pulse, RR, and BP.
15.03 Explain why it is necessary to monitor a patient's vital signs for a period of time.
15.04 Describe the expected normal and abnormal changes in a patient's vital signs due to exercise.

16.00 Describe the proper methods to use for infection control.
16.01 Define infection control and standard precautions.
16.02 Identify agents of infection, including blood borne pathogens and modes of transmission.
16.03 Describe proper hand washing techniques for medical asepsis.

17.00 Define and describe proper body mechanics.
17.01 Describe proper body mechanics for lifting, pushing, pulling, and carrying objects.
17.02 Explain to others how to use proper body mechanics.

18.00 Describe concepts and principles associated with bed mobility and basic transfer techniques.
18.01 Explain various aspects of a patient’s functional mobility in bed.
18.02 Instruct a patient how to move in bed.
18.03 Explain how to perform various transfers with/without assistive devices.

19.00 Describe the concepts and principles associated with active and passive exercise.
19.01 Define active, passive, and resistive exercise.
19.02 Define active, active assisted and passive range of motion.

20.00 Identify and name the components, features, and types of ambulation equipment.
20.01 Describe how to properly measure, fit, and use various ambulation aides.

21.00 Describe various patterns of ambulation using assistive devices.
21.01 Describe the assisted gait patterns of: 3 point; modified 3 point; 4 point; 2 point; swing to; swing through; modified 4 point; modified 2 point; step to and step through.
21.02 Describe the proper methods for guarding a patient during ambulation on various surfaces.

22.00 Discuss the principles, techniques and effects associated with thermotherapy (superficial heating and cooling).
22.01 List 3 expected therapeutic effects of thermotherapy.
22.02 Explain how thermotherapy techniques can be used to treat a patient.
22.03 Outline precautions or contraindications to consider when thermotherapy is used or applied.
23.00 Describe the therapeutic effects of soft tissue mobilization (STM).
23.01 Describe one therapeutic effect of STM to each of the following: muscle, skin, tendons, and pain.
23.02 Define cross friction/fiber massage.
23.03 Outline precautions or contraindications to be considered for massage activities.

24.00 Discuss and apply the principles, techniques, and effects associated with ultrasound and electrical stimulation.
24.01 List 3 expected therapeutic effects of both ultrasound and electrical stimulation.
24.02 Outline the indications for ultrasound and electrical stimulation techniques.
24.03 Outline precautions or contraindications to consider when applying ultrasound and electrical stimulation techniques.

25.00 Perform and measure the vital signs of another person.
25.01 Correctly and accurately locate and measure a person’s radial pulse.
25.02 Correctly and accurately measure a person’s blood pressure.
25.03 Correctly and accurately measure a person’s respiration rate.

26.00 Demonstrate proper body mechanics.
26.01 Use proper body mechanics when lifting, pushing, pulling, reaching, and carrying.
26.02 Teach another person how to use proper body mechanics.

27.00 Demonstrate proper methods for moving a patient in bed and transfers.
27.01 Properly move a patient in bed.
27.02 Properly apply and use a gait/transfer belt.
27.03 Properly perform various transfer techniques.

28.00 Demonstrate the proper application of therapeutic exercise and gait activities with a patient.
28.01 Demonstrate passive active assisted and active exercise movements.
28.02 Demonstrate eccentric and concentric muscle contraction.
28.03 Properly measure, fit, and demonstrate the use of various assistive devices.
28.04 Demonstrate the assisted gait patterns: 3 point; modified 3 point; 4 point; 2 point; swing to; swing through; modified 4 point; modified 2 point; step to and step through.
28.05 Teach a patient to use the gait patterns best suited for that patient.
28.06 Properly guard a patient during ambulation and transfers.

29.00 Apply various forms of superficial heat on another person.
29.01 Correctly apply hot packs.
29.02 Correctly apply paraffin.
29.03 Inform a patient of precautions or contraindications to the use of heat.

30.00 Perform therapeutic massage on another person.
30.01 Correctly apply massage to a patient’s back, upper or lower extremity.
30.02 Demonstrate effleurage, petrissage, kneading, friction, and wringing massage movements.
30.03 Properly apply the lubricant for a massage.
31.00 Apply various forms of superficial cold on another person.
   31.01 Correctly apply cold packs.
   31.02 Correctly apply ice massage.

32.00 Discuss principles and concepts of disease and injury, to the musculoskeletal system that are commonly treated by physical therapy personnel.
   32.01 Discuss the reaction of muscle, bone and soft tissue to trauma, disease, disuse, or dysfunction.
   32.02 Differentiate between a sprain and a strain.

33.00 Describe various musculoskeletal injuries, diseases or conditions that occur in the human.
   33.01 Differentiate between and describe various conditions affecting the musculoskeletal system.

34.00 Apply knowledge of anatomy to the musculoskeletal injuries and diseases described in this course.
   34.01 Identify the soft tissue structures, including muscles, tendons, and ligaments involved in an injury or disease process.

35.00 Integrate kinesiological concepts with the musculoskeletal injuries and diseases described in this course.
   35.01 Correlate the damage to structures in the upper extremity with the resultant disruption of functional movement.

36.00 Prepare information and write documentation for the medical record using the S.O.A.P. format.
   36.01 Properly separate the information into subjective, objective, assessment and plan categories.
   36.02 Use acceptable terminology and abbreviations.

37.00 Identify and describe CPT and ICD-9 codes.
   37.01 Describe the purpose of CPT and ICD-9 codes.
   37.02 Describe how CPT ICD-9 codes are used as they relate to physical therapy.
   37.03 Identify CPT and ICD-9 codes and describe how one would go about defining their meanings.
COURSE SYLLABUS – Part II
Course Title: Practicum I for the Physical Therapist Assistant
Course Number-Section: PTHA 2400 –01
Credit Hours: 2 (1 lecture 16 lab – T)

Instructor: Helen Rollins and Lori Wahl
E-mail: hrollins@zanestate.edu and lwahl@zanestate.edu
Contact Information: 740.588.4112 – Helen and 740.588.1312 - Lori
Office Location: HSH 325 B
Office Hours: As posted
Class time: August 25 and September 1, 2017 8:30 a.m. – 4:20 p.m.; MWF or 24 hours weekly as assigned in clinic September 6 – November 17, 2017
Classroom: T 400
Exam Date: Tuesday, December 12, 2017; 1 – 3 p.m.

Required Text and Materials: Web PTA Clinical Performance Instrument (CPI) training Certificate of Completion


All textbooks, lecture notes, and laboratory materials from PTHA 1010, 1050, 1070, 1110, 1120, 1240 and 1060.

Clothing that is appropriate and acceptable by the clinical site, a Zane State College PTA Program polo shirt, a Zane State College Clinical Name Badge, and/or other clothing required by the College.

Liability insurance, BCI background check (FBI if not an Ohio resident x 5 years) and health clearance (inoculations, physical examinations, drug testing, etc.

Course Policy Statements:

1. Students will be assigned to a clinical site where they will begin clinical practice while supervised by a licensed physical therapist or licensed physical therapist assistant. Students are expected to comply with the policies and procedures of the facility regarding items such as attendance, dress, personal hygiene, parking guidelines, patient care, and departmental administration.

2. Students will be expected to spend three (3) days per week for eight (8) hours for approximately 10 weeks (or the equivalent of 240 contact hours) at their assigned clinical site. Transportation to and from the clinical site is the responsibility of the student.

3. Student performance will be evaluated and rated according to the Web Clinical Performance Instrument. Clinical Instructors are responsible for providing this input at both mid-term and final however the Academic Advisor from the PTA Program is ultimately responsible for determining and assigning a grade.

Students who are not successful during a practicum will not be permitted to progress in the curriculum and the clinical experience will need to be remediated. Graduation from the program may be delayed.

4. All costs associated with the clinical experience are the responsibility of the student (clothing, lab coats, required vaccines, drug screening, parking, name badge, insurance, transportation, meals, etc.).
5. Clinical supervisors will be expected to develop and maintain a learning experience for each student that will fulfill the course objectives, provide guidance, provide the opportunity for the student to gain new knowledge and promote professional development of the student. The supervisor is also expected to complete a written evaluation of the student’s performance and discuss the evaluation with the student. The evaluation should be ongoing throughout the experience with the mid-term and final evaluations submitted to the PTA program faculty. If a student is at risk of not meeting the established CPI Performance Expectations for PTHA 2400 (see page 13) for any red flag item the clinical supervisor is required to notify the Academic Advisor and student prior to the mid-term and/or final evaluations.

6. Student assignments (adjunct learning experiences):
   a. Each student will perform one (1) client medical record review. A template will be provided on Blackboard. The completed review must be submitted electronically in Blackboard by the date indicated.

   b. Students will construct a portfolio containing a copy of each of the following: physical exam, immunization record/Hep-B documentation, 2-Step TB/Mantoux results, BCI, CPR/First Aid and the Web CPI certificate of completion to be handed in to ZSC faculty. A Clinical Information Packet will also be constructed. These must be available to the clinical facility upon request.

   c. Each student will perform 2 interviews, one with a client and one with a clinician. Forms will be provided by the instructor via Blackboard. Final drafts of this assignment must be submitted electronically via Blackboard by the date indicated.

   d. Participate in patient care while supervised by a licensed physical therapist or physical therapist assistant. Prepare and submit (8) weekly feedback and goal forms to be reviewed and signed weekly by your clinical instructor. Form must be submitted electronically as an e-mail attachment to both Dr. Wahl at lwahl@zanestate.edu and Helen Rollins at hrollins@zanestate.edu by 5:00 p.m. every Tuesday following the clinical week the form corresponds with – late forms may not be accepted for full points or any points.

   e. Each student will complete a Directed Practice form in lieu of a weekly feedback form during the mid-term week. This form must be submitted electronically to the assigned academic advisor by the date indicated, Friday 10/10/17 by 5:00 p.m. This form is not reviewed or signed by the Clinical Instructor. Complete honesty is encouraged.

   f. Prepare documentation (SOAP note) on one patient whom you observe or treat at least twice during the clinical experience. This sample will be reviewed by the clinical supervisor and co-signed by all appropriate parties (PTA and PT) prior to submission. Regardless, of whether you utilize electronic or paper documentation at your site you must copy and scan the documentation sample and submit electronically via Blackboard by the date indicated.

7. Evaluation of student participation in patient care will be measured using the clinical education evaluation form established by the program (Web PTA CPI) and completed by the clinical supervisor. Students must also complete a self-assessment. Students must perform satisfactorily in all categories to advance in the program. 200 points (150 points = satisfactory). Student assessment of the site must be completed by the student and reviewed with the CI at both mid-term and final.

8. The student will take a pre-clinical exam at the beginning of the semester. Students must pass this exam with a 75 percent grade. If unsuccessful in the first attempt, the exam must be retaken until a 75 percent is achieved. However, the grade from the first attempt will be used to determine the overall points for the course. Students must also pass the course with a 75 percent.

Grading and Evaluation:

9. The student will take a comprehensive multiple choice final exam at the end of the semester. Students must pass this exam with a 75 percent grade. If unsuccessful in the first attempt, the exam must be retaken until a 75 percent is achieved. However, the grade from the first attempt will be used to determine the overall points for the course. Students must also pass the course with a 75 percent.

   a. Record review 10 points due week 4 (9/14/17)
   b. Clinical Portfolio 10 points due week 2 (9/1/2017)
   c. Clinical Information Packet 10 points due week 2 (9/1/2017)
   d. Weekly Feedback and Goal Forms – 2 points each (x 8) due weekly Tues. by 5 p.m.
Directed Practice Form (x1) – 4 pts 20 points due Friday (10/10/17)

e. Patient Interview 10 points due week 5 (9/21/17)
f. Clinician Interview 10 points due week 9 (10/19/17)
g. Documentation (SOAP) 10 points due week 8 (10/12/17)
h. Pre-clinical Exam 100 points

i. Comprehensive Final 100 points

Student Assessment of Site 20 points (10 points x 2) due 10/11/17 and 11/17/17

CPI 200 points due 10/11/17 and 11/17/17 Total Points 500 points

Grading Scale:

460 - 500 = A
420 - 459 = B
375 - 419 = C
335 - 374 = D
below 335 = F

The Zane State College student is a guest in the affiliating facility. Should the clinical or field site facility request or demand removal of a student due to the student’s inappropriate or unprofessional behavior, or lack of compliance with any clinical site policy the student will be removed immediately and be assigned an F in the course. The decision as to whether the student may persist in the PTA Program rests with the PTA Program Director.
## PTHA 2400 Seminar Schedule

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:30</td>
<td>Introduction/PTHA 1010 (take home)</td>
</tr>
<tr>
<td></td>
<td>Practice Pre-Clinical Exam (group)</td>
</tr>
<tr>
<td>9:30 – 1:30</td>
<td>Two Hour Alternating Sessions</td>
</tr>
<tr>
<td></td>
<td>• Kinesiology (to include normal gait)</td>
</tr>
<tr>
<td></td>
<td>• Goniometry</td>
</tr>
<tr>
<td>1:30 – 2:30</td>
<td>Modalities/Massage Review</td>
</tr>
<tr>
<td></td>
<td>Lunch (please pack lunch – no time to leave)</td>
</tr>
<tr>
<td>2:30 – 4:00</td>
<td>Gait Patterns/Transfers/Bed Mobility</td>
</tr>
<tr>
<td>4:00 – 4:20</td>
<td>Wrap Up and Questions</td>
</tr>
<tr>
<td></td>
<td>Review Clinical Portfolio Assignment/Check list provided</td>
</tr>
<tr>
<td></td>
<td>Receive Clinical Handouts (complete and return beginning of Day 2 for points)</td>
</tr>
<tr>
<td></td>
<td>Return Graded Pre-Clinical Exam</td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 11:30</td>
<td>Review Pre-Clinical Exam Student Questions and Collect</td>
</tr>
<tr>
<td></td>
<td>One and ½ Hour Alternating Sessions</td>
</tr>
<tr>
<td></td>
<td>• Kinesiology (to include posture)</td>
</tr>
<tr>
<td></td>
<td>• Manual Muscle Testing/Vitals Review – Scorebuilder Cards/Lab Practice</td>
</tr>
<tr>
<td>11:30 – 11:45</td>
<td>Clinical Supervision Guidelines/Review</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Lunch (brown bag – pack*) and First Year Meet and Greet</td>
</tr>
<tr>
<td>12:30 – 2:00</td>
<td>Case scenarios – 8 minute rule/CPT codes; Chart review and billing – Genesis Charts</td>
</tr>
<tr>
<td>2:00 – 3:30</td>
<td>Therapeutic Exercise Basics: P/AA/AROM, resisted ex and stretching</td>
</tr>
<tr>
<td>3:30 – 4:20</td>
<td>Pre-Clinical Exam (100 pts)</td>
</tr>
<tr>
<td></td>
<td><strong>Clinical Portfolio and Clinical Information Packet Due</strong></td>
</tr>
</tbody>
</table>

* There is not sufficient time to leave the classroom to purchase lunch or heat lunch – please plan appropriately*
2. Attendance: Participation is necessary to excel in performance-based learning activities. I understand that it is my responsibility to be on time and prepared for the clinical practice setting.

3. Responsible Behavior: I understand that the Academic Coordinator of Clinical Education (ACCE) or academic instructor will maintain contact with my clinical site periodically and that it is my responsibility to notify both my clinical instructor/supervisor as well as my ACCE if I am unable to attend clinical as scheduled, at least one hour prior to the beginning of my scheduled start time. I understand that acceptable modes of notification for the ACCE would include either voice mail or electronic mail messages. I further understand that my clinical instructor should be contacted personally, by telephone, unless the absence is scheduled with the clinical instructor in advance.

4. Professional Behavior: I further understand that it is up to the discretion of my clinical instructor/supervisor to determine how any missed hours are to be made up or remediated. I will offer to both my clinical instructor and ACCE, a plan, in written or electronic form, to complete any missed time from the clinic practice setting.

Student: Please sign below to acknowledge you agree to these conditions and expectations.

Print Student Name:___________________________________________________

Student Signature:___________________________________ Date:_____________
<table>
<thead>
<tr>
<th>PTHA 2400 M / F</th>
<th>PTHA 2500 M / F</th>
<th>PTHA 2600 M / F</th>
<th>Web CPI Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Beginner/ Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>15. Safety - Performs in a safe manner that minimizes risk to the patient, self, and others.</td>
</tr>
<tr>
<td>Ad Beginner/ Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>19. Communication - Communicates in ways that are congruent with situational needs.</td>
</tr>
<tr>
<td>Ad Beginner/ Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>27. Documentation – Produces quality documentation in a timely manner to support the delivery of physical therapy services.</td>
</tr>
</tbody>
</table>

► **Red Flag Items** – If there is any concern noted in one or more of these areas please 📞 contact Program Director immediately at 740-588-4112!
COURSE SYLLABUS

Course Title: PTHA 2500 - Practicum II for the Physical Therapist Assistant
Credit Hours: 3
Instructors: Helen Rollins and Lori Wahl
E-MAIL: hrollins@zanestate.edu
lwahl@zanestate.edu

Course Description:
The student continues to apply classroom knowledge and laboratory skills in a clinical setting with an increasing emphasis on independence while under the supervision of a licensed PT or PTA. Includes the first of two advanced modules which addresses the special considerations associated with the treatment of older adults.

Prerequisites: Grade of "C" or better in PTHA 1050, PTHA 1110, PTHA 1120, and PTHA 1060

Office: Health Science Hall, 325B

Office Hours: as posted on HSH reception area window and by appointment

Phone: Zanesville Local Calls: (740) 454-2501, Ext. 4112 (Helen) or 1312 (Lori)
Cambridge Local Calls: (740) 432-6568, Ext. 4112 (Helen) or 1312 (Lori)
Calls outside the Zanesville & Cambridge areas: 1-800-686-8324, Ext. 4112 (Helen) or 1312 (Lori)

Class Time: Classroom:
Sections 01&02: Wed., Jan. 18, 2017; 1 – 4:50 p.m.
Fri., Jan. 20, 2017; 9 a.m. - 12:20 p.m.
M, T, W, TH – 32 hours/week;

The date and time for this course's final exam will be:
FRIDAY, MARCH 10, 2017 9:00 a.m. – 1:00 p.m. in room T 415

Required Text and Materials:
Clothing that is appropriate and acceptable by the clinical site, a Zane State College PTA Program polo shirt, a Zane State College Clinical Name Badge, and/or other clothing required by the College.


Liability insurance, BCI background check (FBI if not an Ohio resident x 5 years) and health clearance (inoculations, physical examinations, drug testing, etc.) that is appropriate and acceptable by the clinical site or required by Zane State College.

S. M. Giles (2007), PTA Online Advantage - Student Version Exam 1, Scorebuilders, Scarborough, ME.
(password to be purchased in the bookstore and turned in to the instructor during seminar – utilized for the web-based final exam Friday, March 10th 9 a.m. – 1 p.m. Be sure to retain a picture of the password on your phone for your records).
Goals: Upon satisfactory completion of this clinical practicum the student will be able to:
1.00 Identify and comply with departmental or service area administration, policies and procedures and personnel responsibilities.
2.00 Participate, at the appropriate level, in various aspects of patient care while supervised by a licensed physical therapist or physical therapist assistant.
3.00 Demonstrate consistent, accurate and timely documentation skills.
4.00 Demonstrate effective communication and interaction skills.
5.00 Demonstrate effective data gathering skills.
6.00 Display appropriate and acceptable professional behavior and appearance.
7.00 Describe the aging process.
8.00 Describe the normal or expected physical and psychosocial aspects of aging.
9.00 Describe the pathological aspects of aging.
10.00 Describe treatment considerations for elderly persons.
11.00 Identify and describe methods of assessment and evaluation of the elderly.

Course Objectives:
1.00 Identify and comply with departmental or service area administration, policies and procedures and personnel responsibilities.
1.01 Accurately describe the organizational structure of the physical therapy service unit and the facility in which it is located.
1.02 Describe the relationships between the physical therapy service unit and related service units.
1.03 Describe the philosophy and major goals of the physical therapy service unit and the facility in which it is located.
1.04 Describe the roles and responsibilities of the physical therapist and the physical therapist assistant and other health care providers in the facility.
1.05 Describe the services provided by the physical therapy service unit and the facility in which it is located.
1.06 Perform administrative tasks in accordance with established policies and procedures.
1.07 Describe the roles and responsibilities of health care professionals in the service unit and identify any similarities and differences in them.
1.08 Describe the referral process of the service unit including the sequence of events that occur following the receipt of a referral.

2.00 Participate, at the appropriate level, in various aspects of patient care while supervised by a licensed physical therapist or physical therapist assistant.
2.01 Observe and discuss patient illness, disabilities or conditions emphasizing the impact of the illness, disability or condition on the patient’s lifestyle and responsibilities.
2.02 Describe the reasons or needs patients have to be treated by the service unit.
2.03 Use proper body mechanics during all aspects of patient care and preparation of treatment.
2.04 Properly position and drape a patient for treatment.
2.05 Correctly apply or assist with the application of equipment and patient care techniques while supervised by a licensed physical therapist or physical therapist assistant and commensurate with student’s level of education.
2.06 Describe why patients are being treated by the service unit in terms of diagnoses, disabilities, illnesses or conditions.
2.07 Guide, direct, or monitor patients as they perform activities previously developed by the physical therapist or physical therapist assistant.
2.08 Assist the physical therapist with patient evaluations and treatment planning.

3.00 Demonstrate consistent, accurate, and timely documentation skills.
3.01 Correctly provide or prepare subjective and objective reporting information.
3.02 Assist with the assessment and plan reporting information.
3.03 Use professional terminology and acceptable abbreviations in all documentation and reports.
3.04 Document clearly, concisely and accurately in a timely mode according to facility standards and program course work.
3.05 Effectively use various forms of documentation such as S.O.A.P., narrative, checklist, or outline as directed by the physical therapist.
3.06 Submit the documentation material to the physical therapist for review, revisions, corrections or approval.
3.07 Maintain confidentiality of any patient related documentation.

4.00 Demonstrate effective communication and interaction skills.
4.01 Establish rapport, respect and trust with all patients.
4.02 Use appropriate and acceptable verbal and nonverbal communication with patients and other persons in the service unit.
4.03 Achieve a positive relationship with all patients and other persons in the service unit.
4.04 Accurately explain physical therapy and the treatment procedures provided in the service unit to patients and family members as necessary or requested within the student’s level of knowledge.
4.05 Develop a positive and meaningful relationship with the supervising physical therapist or physical therapist assistant.
4.06 Promote his/her professional development through learning activities such as questioning, discussions, reading, viewing A-V materials and staff conferences.
4.07 Discuss and attempt to resolve concerns or problems related to patients on the clinical site by interaction with the supervising physical therapist, physical therapist assistant or program facility.

5.00 Demonstrate effective data gathering skills.
5.01 Determine what patient information is relevant or pertinent from the information gathered from various sources.
5.02 Maintain confidentiality of any patient related information or data.
5.03 Accurately record relevant patient behavior or verbalized information from the patient.
5.04 Use all appropriate and available sources from which to collect patient data.
5.05 Describe how data gathering is accomplished by the staff of the service unit and how the obtained information is used.

6.00 Display appropriate and acceptable professional behavior and appearance.
6.01 Identify and comply with the policies and procedures of the service unit and facility.
6.02 Demonstrate proper judgment when responding to unexpected or unusual circumstances or events.
6.03 Maintain acceptable personal hygiene, appearance and dress while in the clinical setting.
6.04 Display proper work habits such as being on time, notifying the facility of an illness and
accepting changes in assignments or schedules.

6.05 Discuss your real or perceived strengths and deficiencies with the supervising physical therapist and program instructor.

6.06 Maintain an appropriate professional distance when interacting with patients.

6.07 Respond to patient needs first even when they interfere or conflict with personal needs.

6.08 Develop independent problem solving and clinical decision making skills.

7.00 Describe the aging process.

7.01 Identify the normal changes expected with aging.

7.02 Define who the elderly are.

7.03 Describe common misconceptions regarding elderly populations.

8.00 Describe the normal or expected physical and psychosocial aspects of aging.

8.01 Explain anticipated physical changes in various body systems.

8.02 Explain typical psychological changes observed in elderly populations.

9.00 Describe the pathological aspects of aging.

9.01 State the etiology of a given pathology, disease or disabling condition affecting the elderly as presented in this course.

9.02 Identify the areas of function affected by the pathology or condition and the impact on the functional ability of the elderly person.

10.00 Describe treatment considerations for elderly persons.

10.01 Identify various physical therapy treatment interventions that would be appropriately included in a physical therapy plan of care to meet treatment goals for diagnoses presented in this course.

10.02 Identify specialized needs of the elderly person, as it pertains to delivery of care.

11.00 Identify and describe methods of assessment and evaluation of the elderly.

11.01 Describe the major types of assessments used with elderly persons and describe the areas of function associated with them.

11.02 Describe the role of the PTA in assisting with gathering objective data for the elderly population.

Diversity in the Classroom:

It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.
Interested students must make an appointment with Accessibility Services in Student Services (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

**Free Tutoring Services:**
Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

**Minor Children:**
According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

**Other Policies:**
Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.

**Responsiveness Policy:**
Faculty will respond to student inquiries within 24 hours if communication received between Sunday at 3 p.m. and Thursday at 5 p.m. Response will be initiated within 48 hours if inquiry is made outside of those times (e.g. weekends and single days the college is closed for holidays, weather emergencies, etc.).

**Procedures:**
1. Students will be assigned to a clinical site where they can participate in clinical practice while supervised by a licensed physical therapist or physical therapist assistant. Students are expected to comply with the policies and procedures of the facility regarding items such as attendance, dress, parking guidelines, personal hygiene, patient care, documentation and departmental administration.
2. **Students will be expected to spend four (4) days per week, eight (8) hours per day, for 7 weeks (total of 224 hours) at their assigned clinical site.** Transportation to and from the clinical site is the responsibility of the student.
3. All costs associated with the clinical experience are the responsibility of the student (clothing, name badge, insurance, vaccines, drug testing, transportation, meals, etc.)
4. Student performance will be evaluated and rated according to the *Web PTA Clinical Performance Instrument*. The student’s clinical instructor(s) will be the primary evaluator. However, the determination of the final letter grade is determined by the academic advisor assigned to the student. Students who receive an unsatisfactory evaluation will not be permitted to progress in the curriculum and the clinical experience will need to be repeated. Graduation from the program will be delayed.
5. Clinical supervisors will be expected to develop and maintain a learning experience for each student that will fulfill the course objectives, provide guidance, provide the opportunity for the student to gain new knowledge and promote professional development of the student. The supervisor is also expected to complete a written/electronic evaluation of the student’s performance and discuss the evaluation with the student, both at midterm and final. The evaluation process should be ongoing throughout the experience with the final evaluation submitted to the PTA program at the conclusion of the experience. If a student is at risk of not meeting the established CPI Performance Expectations for PTHA 2500 (see page 9) for any red flag item, the clinical supervisor is required to notify the Academic Advisor and student prior to the mid-term and/or final evaluations.
6. The PTA clinical coordinator or course instructor will maintain contact with the site clinical supervisor via e-mail, telephone, weekly clinical feedback forms submitted electronically by student/CI, and/or site visits. Concerns or problems related to the clinical experience from the student or the supervisor (CI) should be directed to the program coordinator, ACCE or course instructor without delay.

7. Student assignments (adjunct learning experiences)
   a. Participate in patient care while supervised by a licensed physical therapist or physical therapist assistant. Complete (6) clinical feedback forms, to be signed by clinical instructor and turned in electronically as an e-mail attachment by 5:00 p.m. Tuesday of each week following the corresponding form.

   b. Each student will compose a written case study. The final product will be 2 pages typed. This case study will apply the Nagi model of disability to identify the active pathology, impairments, functional limitations, and disability for a patient you have treated in the clinic at least 2 times. The case study will also need to explore any contextual factors (i.e. environmental and/or personal factors) as identified in the ICF disablement model that are present in your case, which could possibly or negatively affect the patient’s therapeutic outcomes. Finally, critically analyze the plan of care and offer input regarding how the patient’s environmental and/or personal factors were considered or not in the construction/implementation of the treatment plan. You will be provided a journal article to review, which describes the Nagi model and reviews the International Classification of Functioning, Disability and Health (ICF) model to aid in the completion of this assignment. **Assignment guidelines and rubric will be available via Blackboard. This will be submitted via Blackboard.**

   c. Each student will complete an assignment showing clear communication between the student PTA and an evaluating PT in the clinical setting. Communication may include topics related to patient needs, status changes and/or modification of the treatment plan. **Directions will be posted to Blackboard. The assignment must be submitted via Blackboard.**

   d. Students must submit the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction. Clinical Instructors must initial and date at midterm and sign and date at final. This should be submitted as a scanned e-mail attachment at midterm and by hard copy at final exam. Midterm and Final copies must both be signed and dated.

   e. Failure to turn in written assignments in a timely manner will cause a loss of points. **Failure to complete any assignment will result in an F in the course.**

   f. At the end of the clinical the student will take a comprehensive final (PTAEXAM: Online Advantage, Scorebuilders) assessing overall knowledge and skills.

   g. Evaluation of student participation in patient care will be measured using the Web PTA Clinical Performance Instrument (CPI) completed by the clinical supervisor. Students must perform satisfactorily in all categories indicated on the CPI Expectations Sheet according to the Zane State College PTA Program (see page 9).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>40</td>
<td>week of 2/20. Check Bb for date.</td>
</tr>
<tr>
<td>Clinical Feedback (6)</td>
<td>30</td>
<td>Tuesdays weekly</td>
</tr>
<tr>
<td>PT/PTA Comm</td>
<td>15</td>
<td>week of 2/6. Check Bb for date.</td>
</tr>
<tr>
<td>Student Eval of Site</td>
<td>20</td>
<td>total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10 points at mid-term; e-mail or fax by Tuesday, Feb. 14th; 10 points due at the final exam on Friday, March 10th.)</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>Clinical Performance (CPI)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>455</td>
<td></td>
</tr>
</tbody>
</table>
Grading Scale:
A=418-455
B=382-417
C=341-381
D=305-340
F=below 305

The Zane State College student is a guest in the affiliating facility. Should the clinical or field site facility request or demand removal of a student due to the student’s inappropriate or unprofessional behavior or noncompliance with clinical policies, the student will be removed immediately and be assigned an F in the course.

Tentative Classroom Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME/Location</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| Wednesday, January 18 | 1:00 – 4:50 p.m. T 400 | * Students must: print, complete and hand in “Petition to Graduate”*
|                  |                     | * Provide Clinical Handouts                                         |
|                  |                     | * Aging Quiz                                                         |
|                  |                     | * Normal Aging                                                       |
|                  |                     | * Case-based Objective Information Gathering                         |
|                  |                     | * Therapeutic Exercise for Aging Client                              |
|                  |                     | * Assignment: Critical Thinking Activity Case                        |
| Friday, January 20 | 9:00 a.m.– 12:20 p.m. T 400 | * Parkinson’s Disease and Dementia                                   |
|                  |                     | * Pharmacology/Cases                                                 |
|                  |                     | * Integumentary/Wound Care                                           |
|                  |                     | * Geriatric Critical Thinking Activity                               |
| Friday, March 10 | 9:00 a.m. – 1:00 p.m. Campus Center 415 | * Final Exam (bring photo password; instructor will have card)       |
|                  |                     | * Hand in hard copy of Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction. Be sure that it has been signed and dated at both the midterm and final. |
## Zane State College Physical Therapist Assistant Program CPI Performance Expectations for Clinical Practicums - Midterm (M) and Final (F)

<table>
<thead>
<tr>
<th>PTHA 2400</th>
<th>PTHA 2500</th>
<th>PTHA 2600</th>
<th>Web CPI Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>M / F</td>
<td>M / F</td>
<td>M / F</td>
<td></td>
</tr>
<tr>
<td>Ad Beginner/Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>29. Safety - Performs in a safe manner that minimizes risk to the patient, self, and others.</td>
</tr>
<tr>
<td>Ad Beginner/Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>32. Cultural Competence - Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.</td>
</tr>
<tr>
<td>Ad Beginner/Intermediate►</td>
<td>Intermediate/Ad Intermediate►</td>
<td>Entry-Level►</td>
<td>33. Communication - Communicates in ways that are congruent with situational needs.</td>
</tr>
<tr>
<td>Beginning/Ad Beginner</td>
<td>Ad Beginner/Intermediate</td>
<td>Ad Intermediate/Entry-Level</td>
<td>34. Self-Assessment and Lifelong Learning - Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.</td>
</tr>
<tr>
<td>Beginning/Ad Beginner</td>
<td>Ad Beginner/Intermediate</td>
<td>Ad Intermediate/Entry-Level</td>
<td>41. Documentation – Produces quality documentation in a timely manner to support the delivery of physical therapy services.</td>
</tr>
</tbody>
</table>

► **Red Flag Items** – If there is any concern noted in one or more of these areas please 📧 contact ACCE immediately at 740-588-4112!
Course Title: PTHA 2600 - Practicum III for the Physical Therapist Assistant
Credit Hours: 3
Instructors: Helen Rollins and Lori Wahl
E-MAIL: hrollins@zanestate.edu or lwahl@zanestate.edu

Course Description:
PTHA 2600 requires the student PTA to apply both theory and advanced skills with entry level competence while under the guidance and direction of a licensed PTA and/or PT. This course includes the second of two advanced modules which address the special considerations associated with the treatment of children.

Prerequisite: Grade of "C" or better in PTHA 2270, PTHA 2320, PTHA 2400, and PTHA 2500.

Office: Health Science Hall, 325B
Office Hours: as posted on HSH reception area window and by appointment

Phone: Helen @ -
Zanesville local calls: (740) 454-2501, Ext. 4112
Cambridge local calls: (740) 432-6568, Ext. 4112
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 4112

Lori @ -
Zanesville local calls: (740) 588-1312
Cambridge local calls: (740) 432-6568, Ext. 1312
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 1312

Class Time: Classroom:
Section 01&02: Thursday, March 23, 2017 from 9a.m.-12:50 p.m. (seminar)
Thursday, March 30, 2017 from 9a.m.-12:30p.m. (seminar)
M, T, W, & F – 32 hours/week (clinical)
Monday, March 20, 2017 through Friday, May 5, 2017

The Final Exam is scheduled for Thursday, May 11, 2017; from 1-3 p.m.

Required Text and Materials:
Clothing that is appropriate and acceptable by the clinical site, a Zane State College PTA Program polo shirt, a Zane State College Clinical Name Badge, and/or other clothing required by the College.


ISBN: 978-1-4557-4020-8

Liability insurance, BCI background check (FBI if not an Ohio resident x 5 years) and health clearance (inoculations, physical examinations, etc.) that is appropriate and acceptable by the clinical site or required by Zane State College.
Goals:
Upon successful completion of this clinical education experience the student will be able to:

1.00 Select and perform a variety of physical therapy interventions in a technically competent and safe manner consistent with an entry level assistant position while supervised by a licensed physical therapist or physical therapist assistant.

2.00 Assist the licensed physical therapist with evaluation and treatment planning activities and techniques, as requested.

3.00 Follow the established physical therapy plan of care by appropriately selecting and implementing activities, including data collection, to fulfill established patient goals while supervised by a licensed physical therapist or physical therapist assistant and consistent with an entry level assistant position.

4.00 Communicate effectively and appropriately with patients, family members and rehab team members.

5.00 Correctly perform administrative activities commensurate with the ethical and legal duties of an entry level physical therapist assistant.

6.00 Perform accurate and timely documentation of patient care activities and progress.

7.00 Display professional behavior and appearance during all aspects of patient care and staff interactions.

8.00 Demonstrate appropriate responses to emergency situations; assist and maintain a safe environment; and remove or reduce architectural barriers.

9.00 Assist in management of daily clinic operations to achieve the goals of the clinical setting.

10.00 Describe normal human growth and development with emphasis on developmental milestones and reflex integration.

11.00 Identify pediatric and developmental assessment tools frequently used in pediatric physical therapy settings.

12.00 Identify major themes in abnormal development and describe general treatment approaches for the pediatric client.

Objectives:
Upon successful completion of this clinical education experience the student will be able to:

1.00 Select and perform a variety of physical therapy interventions in a technically competent and safe manner consistent with an entry level assistant position while supervised by a licensed physical therapist or physical therapist assistant.

1.01 Familiarize self with equipment prior to delivery of treatment

1.02 Verify presence/absence of contraindications and/or precautions

1.03 Apply physical agents according to established guidelines

1.04 Identify deviations from normal, in gait and transfer training

1.05 Participate in the selection of appropriate supportive devices

1.06 Take appropriate steps to resolve improper fit/adjustment and function

1.07 Select and applies appropriate exercises for patient needs and expected functional outcomes, as established by a licensed physical therapist

1.08 Progress patient within the established plan of care based on patient tolerance and response to treatment

2.00 Assist the licensed physical therapist with evaluation and treatment planning activities and techniques, as requested.

2.01 Obtains appropriate subjective and objective data from patient, as requested by the licensed physical therapist

2.02 Properly employ data collection techniques

2.03 Accurately record subjective and objective data

3.00 Follow the established physical therapy plan of care by appropriately selecting and
implementing activities, including data collection, to fulfill established patient goals while supervised by a licensed physical therapist or physical therapist assistant and consistent with an entry level assistant position.

3.01 Monitor patient response and modify treatment as indicated
3.02 Communicate to the physical therapist patient progress or lack of progress

4.00 Communicate effectively and appropriately with patients, family members and rehab team members.
4.01 Demonstrate respectful communication in all situations
4.02 Adjust communication as appropriate for each patient/caregiver in both treatment and educational situations
4.03 Demonstrates awareness of patient rights and follows confidentiality guidelines in all situations
4.04 Demonstrate active listening skills

5.00 Correctly perform administrative activities commensurate with the ethical and legal duties of an entry level physical therapist assistant.
5.01 Demonstrate understanding of roles and responsibilities of support personnel
5.02 Delegate tasks and provide supervision appropriately
5.03 Submits accurate documentation and charges to support physical therapy services provided

6.00 Perform accurate and timely documentation of patient care activities and progress.
6.01 Submits documentation per facility guidelines.
6.02 Write notes within the time limits and frequency established by the facility

7.00 Display professional behavior and appearance during all aspects of patient care and staff interactions.
7.01 Dress in accordance with the standards of the facility
7.02 Display a high level of personal hygiene
7.03 Maintain composure and professional demeanor in all dealings with patients, family members, and other healthcare providers
7.04 Manage time effectively both in scheduling and prioritizing activities

8.00 Demonstrate appropriate responses to emergency situations; assist and maintain a safe environment; and remove or reduce architectural barriers.
8.01 Recognize safety hazards and takes steps necessary to prevent injury
8.02 Respond quickly if needed in an emergency
8.03 Utilize proper guarding techniques and body mechanics
8.04 Recognize hindrances to patient function and mobility and act to reduce them

9.00 Assist in management of daily clinic operations to achieve the goals of the clinical setting.
9.01 Clean and maintain equipment according to facility guidelines
9.02 Communicates supply needs to appropriate personnel

10.00 Describe normal human growth and development with emphasis on developmental milestones and reflex integration.
10.01 Outline the normal sequence of gross and fine motor development.
10.02 Identify typical age for reflex integration of primitive and tonic reflexes
11.00 Identify pediatric and developmental assessment tools frequently used in pediatric physical therapy settings.

11.01 Identify various pediatric assessment tools

11.02 Describe the population and setting appropriate for utilization of various pediatric assessment tools

12.00 Identify major themes in abnormal development and describe general treatment approaches for the pediatric client.

12.01 Recognize impairments and functional limitations commonly identified in the pediatric population and describe general treatment strategies for each

Diversity in the Classroom:
It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.

Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

Free Tutoring Services:
Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

Minor Children:
According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

Other Policies:
Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.
Responsiveness Policy:
Faculty will respond to electronic communications made via e-mail from students within 24 hours M – F (Fri before noon). Any message received after 12 noon on Fridays, on weekends, or any day the college is closed (holidays, weather emergencies, etc.) will receive a response the next regular business day.

Procedures:
1. Students will be assigned to a clinical site where they can participate in clinical practice while supervised by a licensed physical therapist or physical therapist assistant. Students are expected to comply with the policies and procedures of the facility regarding items such as attendance, dress, parking guidelines, personal hygiene, patient care, documentation and departmental administration.

2. **Students will be expected to spend four (4) days per week, eight (8) hours per day, for 7 weeks (total of 224 hours) at their assigned clinical site.** Students are expected to be flexible regarding the clinical schedule and realize that patient census or clinical instructor availability may require students are in clinic more than 4 days per week to accumulate necessary hours. Transportation to and from the clinical site is the responsibility of the student.

3. All costs associated with the clinical experience are the responsibility of the student (clothing, name badge, insurance, vaccines, drug testing, transportation, meals, etc.)

4. Student performance will be evaluated and rated according to the Web PTA Clinical Performance Instrument. The student’s clinical instructor(s) will be the primary evaluator. However, the determination of the final letter grade is determined by the academic advisor assigned to the student. Students who receive an unsatisfactory evaluation will not be permitted to progress in the curriculum and the clinical experience will need to be repeated. Graduation from the program will be delayed.

5. Clinical supervisors will be expected to develop and maintain a learning experience for each student that will fulfill the course objectives, provide guidance, provide the opportunity for the student to gain new knowledge and promote professional development of the student. The supervisor is also expected to complete a written/electronic evaluation of the student’s performance and discuss the evaluation with the student, both at midterm and final. The evaluation process should be ongoing throughout the experience with the final evaluation submitted to the PTA program at the conclusion of the experience. **If a student is at risk of not meeting the established CPI Performance Expectations for PTHA 2600 (see page 8) for any item the clinical supervisor is required to notify the academic advisor and student prior to the mid-term and/or final evaluations.**

6. The PTA clinical coordinator or course instructor will maintain contact with the site clinical supervisor via e-mail, telephone, weekly clinical feedback forms submitted by student/CI, and/or site visits. Concerns or problems related to the clinical experience from the student or the supervisor (CI) should be directed to the program coordinator, ACCE or course instructor without delay.

7. Student assignments (adjunct learning experiences)
   a. Participate in patient care while supervised by a licensed physical therapist or physical therapy assistant. Complete (5) clinical feedback forms, to be signed by clinical instructor. **Form must be submitted electronically as an e-mail attachment to both Dr. Wahl at lwahl@zanestate.edu and Helen Rollins at hrollins@zanestate.edu by 5:00 p.m. every Tuesday following the clinical week the form corresponds with – late forms may not be accepted for full points or any points.**
   b. Student will complete an updated Clinical Site Information Form (CSIF) with the assistance of his/her CI and/or CCCE. The CSIF itself can be downloaded from the APTA website at www.apta.org. A template will also be available via Blackboard. Some sites may have a current CSIF already completed for 2015-16, which the student may use as a template, checking for accuracy, i.e. staff changes, etc… The student copy of the CSIF must be turned in hard copy at the course final exam date.
   c. Student will complete a teaching/education project that consists of two parts. The first part requires submission, to PTA Faculty, of a project proposal that illustrates the purpose and need for
the project. The second part requires the student to deliver/present the information to a group of participants. Student performance will be evaluated by the academic instructor for the proposal component and by the clinical supervisor for the actual presentation. Details of this project will be provided to students and clinical supervisors. **Students should discuss and explore teaching opportunities with their clinical supervisor early in the semester.** Examples of teaching/education opportunities appropriate for this assignment include: fall prevention education of community groups; facilitator/speaker at a community support group for stroke survivors, autism, patients with fibromyalgia, etc…; presenter for bicycle helmet safety or backpack safety; participation in health screenings at facility sponsored health fair; ergonomic screenings or education for staff or industry; body mechanics education for new employee orientation or staff training; in-service delivered to multi-disciplinary staff members.

d. Failure to turn in written assignments in a timely manner will cause a loss of points. **Failure to complete all assignments will result in an “I” for the course.**

e. At the end of the clinical the student will take a comprehensive written exam assessing overall knowledge and skills.

8. Evaluation of student participation in patient care will be measured using the *Web PTA Clinical Performance Instrument (CPI)* completed by the clinical supervisor. Students must perform satisfactorily in all categories indicated on the CPI Expectations Sheet according to the Zane State College PTA Program (see page 9).

9. Students must pass the final exam with a 75 percent grade. If unsuccessful on the first attempt, the exam must be retaken until a passing score is achieved. However, **the grade from the first attempt will be used to determine the overall points for the course.**

*The Zane State College student is a guest in the affiliating facility. Should the clinical or field site facility request or demand removal of a student due to the student’s inappropriate or unprofessional behavior or noncompliance with clinical policies, the student will be removed immediately and be assigned an F in the course.*

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Feedback Forms (5) (3 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>CSIF Assignment – due at final exam</td>
<td>15</td>
</tr>
<tr>
<td>Student Teaching Project</td>
<td>20</td>
</tr>
<tr>
<td>Proposal - due semester week 12/clinic week 3 (10 pt.) (Thursday, April 6, 2017)</td>
<td></td>
</tr>
<tr>
<td>Presentation - complete by semester week 16 (10 pt.) (Friday, May 5, 2017)</td>
<td></td>
</tr>
<tr>
<td>Student Evaluation of Clinical Site</td>
<td>20</td>
</tr>
<tr>
<td>(10 points at mid-term Wed. April 12th; 10 points at final due at the Final Exam)</td>
<td></td>
</tr>
<tr>
<td>CPI (Clinical Performance Inventory)</td>
<td>200</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>420</td>
</tr>
</tbody>
</table>

387 - 420 = A
353 - 386 = B
315 - 352 = C
282 - 314 = D
Below 281 = F
**TENTATIVE CLASSROOM SCHEDULE**

<table>
<thead>
<tr>
<th>Thursday, March 23</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 9 a.m. – 11 a.m.   | Intro/Helpful Pediatric Resources  
Typical Development |
| 11 a.m. – 11:30 a.m. | Reflex Review/Activity |
| 11:30 a.m. – 12:50 p.m. | Assessment Tool Activity & Presentations  
LUNCH (please pack a lunch*) |

<table>
<thead>
<tr>
<th>Thursday, March 30</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m. – 10:00 a.m.</td>
<td>Atypical Development &amp; Treatment Strategies</td>
</tr>
<tr>
<td>10:00 a.m. – 11:00 a.m.</td>
<td>Case Studies and Presentations</td>
</tr>
</tbody>
</table>
| 11:00 a.m. – 12:30 p.m. | Orthopedic Pediatric Conditions  
Genetic Disorders  
Miscellaneous Diagnoses (CP, MMC, DM,  
JRA, SPD, Burns) |

*There is not sufficient time to leave the classroom to purchase lunch or heat lunch – please plan appropriately*
Zane State College Physical Therapist Assistant Program CPI Performance Expectations for Clinical Practicums - Midterm (M) and Final (F)

<table>
<thead>
<tr>
<th>PTHA 2400 M / F</th>
<th>PTHA 2500 M / F</th>
<th>PTHA 2600 M / F</th>
<th>Web CPI Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Beginner/ Intermediate ►</td>
<td>Intermediate/Ad Intermediate ►</td>
<td>Entry-Level ►</td>
<td>43. Safety - Performs in a safe manner that minimizes risk to the patient, self, and others.</td>
</tr>
<tr>
<td>Ad Beginner/ Intermediate ►</td>
<td>Intermediate/Ad Intermediate ►</td>
<td>Entry-Level ►</td>
<td>44. Clinical Behaviors - Demonstrates expected clinical behaviors in a professional manner in all situations.</td>
</tr>
<tr>
<td>Ad Beginner/ Intermediate ►</td>
<td>Intermediate/Ad Intermediate ►</td>
<td>Entry-Level ►</td>
<td>46. Cultural Competence - Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.</td>
</tr>
<tr>
<td>Ad Beginner/ Intermediate ►</td>
<td>Intermediate/Ad Intermediate ►</td>
<td>Entry-Level ►</td>
<td>47. Communication - Communicates in ways that are congruent with situational needs.</td>
</tr>
<tr>
<td>Beginning/Ad Beginner</td>
<td>Ad Beginner/Intermediate</td>
<td>Ad Intermediate/Entry-Level</td>
<td>52. Interventions: Physical Agents and Mechanical Modalities – Applies selected physical agents and mechanical modalities in a competent manner.</td>
</tr>
<tr>
<td>Beginning/Ad Beginner</td>
<td>Ad Beginner/Intermediate ►</td>
<td>Ad Intermediate/Entry-Level ►</td>
<td>55. Documentation – Produces quality documentation in a timely manner to support the delivery of physical therapy services.</td>
</tr>
</tbody>
</table>

►  Red Flag Items – If there is any concern noted in one or more of these areas please ☑️ contact ACCE immediately at 740-588-4112!
Procedures
Courses
Courses
Course Description: PTHA 1010 introduces the history and principles of physical therapy and the role of the Physical Therapist Assistant within the field. The course initiates problem solving to resolve clinical dilemmas related to legal and ethical questions. Concepts of professionalism and patient-provider interactions are introduced. Additionally, the course provides an opportunity to visit various clinical settings:

Pre-Requisites/Co-Requisites: Admission to the PTHA Program and BMCA 1010 or BMCA 1020 or BMCA 1050

Required Text and Materials:

Laws and Rules Regulating the Practice of Physical Therapy
http://www.otptat.ohio.gov/PracticeActs.aspx

Suggested Reference Materials:
*Physical Therapy*, Journal of the American Physical Therapy Association
*PT Magazine*, American Physical Therapy Association

Goals:
Upon satisfactory completion of PTHA 1010, the student will be able to:
1.00 Define physical therapy and discuss the scope of practice locally and nationally as structured in the *Guide to Physical Therapy Practice*.
2.00 Discuss the history, purpose, and structure of the American Physical Therapy Association.
3.00 Discuss the regulation of physical therapy in Ohio according to the statutes and rules of the Ohio Revised Code and the policies of the PT section of the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board.
4.00 Explain the role of government and the private sector in the delivery of health care.
5.00 Identify and explain the characteristics of various third party payers (Medicare, Medicaid, HMO, PPO, etc.)
6.00 Identify the roles, functions, and responsibilities of the physical therapist assistant and his/her relationship with the physical therapist and other health care practitioners or providers.
7.00 Discuss the provision of physical therapy services by the PTA showing an understanding of physical therapy ethics, standards of practice, and laws.
8.00 Identify several current issues or trends affecting physical therapy.
9.00 Obtain information about different clinical sites based on observation sessions.
10.00 Describe the similarities and differences between or among the clinical sites visited.
11.00 Demonstrate appropriate behavior and appearance during each site visit.
12.00 Describe various methods or ways to develop appropriate professional – patient interaction.
13.00 Apply concepts and techniques of problem solving to resolve clinical problems.
14.00 Apply concepts and techniques of decision making to make appropriate decisions regarding patient care.
15.00 Demonstrate an understanding of reimbursement in the health care setting.
16.00 Identify several techniques to improve learning and teaching in the clinical environment.

Objectives:

Upon satisfactory completion of this course the student will be able to:

1.00 Define physical therapy and discuss the scope of practice locally and nationally as structured in the Guide to Physical Therapy Practice.
   1.01 State the APTA definition of physical therapy.
   1.02 Explain physical therapy in language that a co-worker, a patient, or a family member can understand.
   1.03 Describe at least five different settings where physical therapy is frequently practiced.
   1.04 Define the disablement model and how this relates to the physical therapy profession.
   1.05 Differentiate between the practice of physical therapy, occupational therapy, and athletic training.
   1.06 Provide examples of diagnoses and treatments encompassed in the four major categories in the Guide to Physical Therapy Practice.
   1.07 Describe the history of the physical therapy profession.

2.00 Discuss the history, purpose and structure of the American Physical Therapy Association.
   2.01 Discuss or describe at least four purposes of the APTA.
   2.02 Describe the organizational structure of the APTA nationally.
   2.03 Describe the organizational structure of the APTA at the state level (Ohio).
   2.04 Outline at least five services provided by the APTA to its members.
   2.05 Describe the membership category appropriate for the physical therapy assistant and indicate the rights or privileges of that category.

3.00 Discuss the regulation of physical therapy in Ohio per the statutes and rules of the Ohio Revised Code and the policies of the PT section of the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board.
   3.01 Discuss the purpose of professional licensure.
   3.02 Describe the duties and powers of the PT section of the Ohio OT-PT-AT Board.
   3.03 Describe the duties and powers of the Ohio OT-PT-AT Board.
   3.04 List the qualifications or requirements necessary for a person to become a licensed physical therapist and a licensed physical therapist assistant.
3.05 Describe the factors that would lead to disciplinary action toward a PT or PTA by the PT Section.
3.06 Outline and discuss the professional duties which can only be provided by the physical therapist in Ohio.
3.07 Outline and discuss the professional duties which may be delegated to the PTA.
3.08 Define the role of the physical therapist.
3.09 Define who constitutes unlicensed support personnel and outline the duties that they can be assigned.

4.00 Explain the role of government and the private sector in the delivery of health care.
4.01 Describe the public health system including public assistance entitlement programs in the U.S.
4.02 Discuss the primary levels of health care available in the U.S.
4.03 Describe the purposes of accreditation of health care institutions.
4.04 Name two accrediting bodies common to health care facilities.
4.05 Define quality assurance.
4.06 Explain Title 18 of the 1965 Social Security Act.
4.07 Explain Title 19 of the 1965 Social Security Act.

5.00 Identify and explain the characteristics of various third party payers (Medicare, Medicaid, HMO, PPO, PHP, etc.)
5.01 Define Medicare.
5.02 Define Medicaid.
5.03 Define various terms associated with health insurance.
5.04 Define HMO and describe its characteristics.
5.05 Define PPO and describe its characteristics.
5.06 Compare and contrast an HMO and a PPO.
5.07 Define managed care and describe its role in current health care delivery.
5.08 Define capitation and describe its role in current health care delivery.

6.00 Identify the roles, functions and responsibilities of the physical therapist assistant and his/her relationship with the physical therapist and other health care practitioners or providers.
6.01 Define the legal role of the PTA in Ohio.
6.02 Describe supervision per the PT statutes and state how it affects the PTA.
6.03 Identify at least six commonly accepted allied health professionals and describe their professional roles in general.
6.04 Discuss the goals and purposes of an inter-professional health care team.
6.05 Describe the types or levels of information frequently shared in an effective inter-professional team approach.
6.06 Identify common situations where both the PT and PTA are needed and beneficial to patient care.
6.07 Provide one example of the role of the PTA in the supervision of an aide, a volunteer, and a student.
6.08 State the major similarities and differences in the roles of the PT and the PTA.
6.09 Specify the role of the PTA in screening, evaluations, re-evaluation, and treatment
planning.

7.00 Discuss the provision of physical therapy services by the PTA showing an understanding of physical therapy ethics, standards of practice, documentation and communication.
  7.01 Define professional ethics.
  7.02 List and briefly describe the ethical principles for the PT as found in the APTA Code of Ethics.
  7.03 List and briefly describe the standards of ethical conduct for the PTA as found in the APTA Code of Ethics.
  7.04 Discuss the major components of the Standards of Practice as provided by the APTA.
  7.05 Describe the purposes of medical record documentation.
  7.06 Identify the four primary sections of a SOAP note.
  7.07 Describe different types of communication and how each plays a role in communicating with patients, patients’ families, and other healthcare personnel.
  7.08 List 3 of the reasons medical documentation is required.
  7.09 Be familiar with the advantages and disadvantages of a POMR.
  7.10 Recognize that PTs and PTs are mandated reporters of all forms of abuse and have an obligation to help the patient.
  7.11 Recognize the various forms of abuse in the health care setting.

8.00 Identify several current issues or trends affecting physical therapy.
  8.01 Describe three current issues affecting physical therapy.
  8.02 Describe trends related to the profession of physical therapy.
  8.03 Explain how current issues and trends relate to the delivery of health care in the U.S.
  8.04 Explain the role of the PT profession in the development of wellness and prevention programs, and the effects of these programs on the health care industry.

9.00 Obtain information about two different clinical sites based on observation sessions.
  9.01 Prepare a written report of each site visit using the format provided.
  9.02 Ask questions to clarify or expand information provided by the site representative.
  9.03 Observe the staffing configurations at each site.
  9.04 Observe the patient load and type at each site.
  9.05 Observe the roles of the physical therapist and the physical therapist assistant at each site.
  9.06 Observe the interactions between the physical therapist and the physical therapist assistant at each site.

10.00 Describe the similarities and differences between or among the clinical sites visited.
  10.01 Describe the staffing configuration at each site.
  10.02 Describe the patient load and type at each site.
  10.03 Describe the roles of the physical therapist and physical therapist assistant at each site.
  10.04 Describe the interactions between the physical therapist and physical therapist assistant at each site.
10.05 Identify similarities and differences in staffing, patient load and type, roles and interactions of the physical therapist and physical therapist assistant.

11.00 Demonstrate appropriate behavior and appearance during each site visit.
   11.01 Be on time for each site visit.
   11.02 Demonstrate respect toward all personnel and patients at each site.
   11.03 Exhibit acceptable appearance as described on Blackboard.
   11.04 Maintain confidentiality of information obtained about any patient.
   11.05 Demonstrate compliance with requests from site representatives related to behavior or appearance.

12.00 Describe various methods or ways to develop appropriate professional-patient interaction.
   12.01 List the qualities of a therapeutic relationship between a PTA and a patient.
   12.02 Describe the characteristics and importance of informed consent.
   12.03 Distinguish "professional" approach from "nonprofessional" approach.
   12.04 Describe what the PTA can do to attempt to maintain professional distance.
   12.05 Identify and describe cultural differences that may affect the delivery of PT services. Describe the cultural continuum and how it relates to gender, race, creed, ethnicity, and sexual orientation.
   12.06 Define empathy, sympathy, and know their differences.
   12.07 Understand the types of verbal and non-verbal communication and how this can improve the therapeutic relationship.

13.00 Apply concepts and techniques of problem solving to resolve clinical problems.
   13.01 Describe three problem solving methods or techniques.
   13.02 Recognize and define a problem.
   13.03 Investigate, analyze, and confirm the problem.
   13.04 Develop alternative strategies to solve the problem and identify the positive and negative features of each.
   13.05 Compare the alternatives and choose the most appropriate one to resolve the problem.
   13.06 Evaluate the outcome of the alternative selected as to its effectiveness in resolving the problem.

14.00 Apply concepts and techniques of decision making to make appropriate decisions regarding patient care.
   14.01 Describe the decision-making process.
   14.02 Describe decision making methods or techniques.
   14.03 Obtain and apply clinical information about a patient to reach a decision about his/her treatment.
   14.04 Evaluate the outcome of the decision made as to its effectiveness in treating the patient.

15.00 Reimbursement in the health care setting.
   15.01 Be familiar with all terms related to the reimbursement of physical therapy practice.
15.02 Be familiar with the differences of reimbursement organizations (Medicare, Medicaid, Private Insurance, Tri-Care, Veterans Health).

16.00 Learning and teaching.
16.01 Know the 6 different types of learning styles to improve your communication and self-learning abilities as a physical therapist assistant student.
16.02 List the different communication methods for teaching.
16.03 Recognize the different methods for patient education.
16.04 List the barriers to learning and familiarize yourself with a strategy to address each barrier.
COURSE SYLLABUS – Part II

Course Title: Introduction to the Physical Therapy Profession

Course Number-Section: PTHA 1010
Credit Hours: 3 (3 lecture 0 lab – T)

Instructor: Kyle D. Paladino, PT, MPT, BS, Certified in Pediatric Vestibular Rehabilitation
E-mail: Kpaladino@zanestate.edu

Contact Information: Please use e-mail for all communication.
Office Location: I do not have an office but can meet you at campus as needed.
Office Hours: As an adjunct faculty, no office hours are maintained.
Classroom: Where your device connects to the Internet.
Exam Date: Final Exam will be due by Thursday, December 7, 2017.

Required Text and Materials:


Suggested Reference Materials:
Physical Therapy, Journal of the American Physical Therapy Association
PT Magazine, American Physical Therapy Association
PT Bulletin, American Physical Therapy Association at www.apta.org

Course Policy Statements:

Course Format:
PTHA 1010 will be offered as an online course. The dynamics of an online course are different from a face-to-face (traditional) or blended course. In a face-to-face learning environment, much of the control is in the professor’s hands. In this virtual class, you will determine when you attend class. You will have specific assignments with specific due dates, but when you choose to work on and complete activities are in your control within those parameters. Good time management is important.

1. Students are responsible for material presented online and to complete assignments, tests, and posts on discussion board in a timely manner.

2. Information contained in required readings will be used for testing; information contained in reference materials may be used for student projects, papers, etc.
3. Students with questions about the course and its requirements are urged to discuss them (e-mail me straight away) with the instructor when they first occur.

4. **All assignments (discussion board, quizzes, tests) will be due Sunday at 11:59 PM of the week they are assigned.** Late or incomplete assignments may not be accepted; untidy or poorly prepared material will receive a lesser grade. Evidence of plagiarism may result in a 0 for the assignment and further actions as described in the College Student Handbook. **Proper spelling, grammar, and punctuation must be used for all written assignments.** When responding to other students’ posts on Blackboard, **students must use appropriate language and professionalism.** (For example, students should never use degrading comments when responding. However, students are encouraged to agree or disagree with other students’ responses and give evidence to support your response. This encourages professional behavior and communication that is important to clinical practice.)

5. Students must pass the final exam with a 75 percent grade. If unsuccessful in the first attempt, the exam must be re-taken until a score of 75 percent is achieved. However, the grade from the first attempt will be used to determine the overall points for the course. Students must also pass the course with a 75 percent.

6. Understand that some assignments will autograde and populate the grade book. Others will be hand graded by the instructor and will take longer to provide feedback. You can expect hand graded assignments to be graded and visible in the grade book 1 week after the due date unless otherwise stated by the instructor.

**Grading and Evaluation:**

a. Medical Information Portfolio 10 points  
b. 6 Quizzes (20 points each) 120 points  
c. Discussion Board or Blackboard Submissions 120 points total  
d. Orthopedic Diagnosis Paper 25 points  
e. Neurological Diagnosis Paper 25 points  
f. ABPTS Specialty Section Paper 50 points  
g. 2 Site Visit Reports (25 points each) 50 points  
h. Comprehensive Final Exam 100 points  
   Total 500 points  

**Grading:**  
458 – 500 = A  
418 – 457 = B  
373 – 417 = C  
333 – 372 = D  
Below 333 = F
Policies and Procedures for Online Courses

1. **Attendance policy:** The delivery method for this course is online. As such, students do not actually need to be in class at a certain time on a certain day. However, students are expected to login to Blackboard through My Z-Online daily to receive updates from their instructor and participate with classmates in course activities. During each login students should check for updates on dates and times of assessments, email, discussion pages, and scheduled Collaborate sessions (as appropriate).

2. **Studying for the course:** On the average, it is recommended that the student devote approximately two hours preparing for each hour of class through readings, watching videos and/or interacting with course modules.

3. **Participation and Discussion:** Zane State College is preparing you for a career, and attendance and participation is essential for success in this class and on the job. Active participation in discussions is expected.

4. **Academic honesty:** This course is designed to help new online learning students navigate their way around the virtual Zane State College campus with confidence. If cheating, as defined in the Academic Integrity Policy in the College Catalog, is discovered the student in question will have the specific activity graded as a zero and is subject to possible dismissal from the course and the College.

5. **Course withdrawal:** Students should familiarize themselves with the course withdraw policy and procedures which are explained in the college catalog. It is important to note that students who simply discontinue class without officially withdrawing from the course will receive a grade based upon the total points they have accumulated.

6. **Classroom courtesy:** Netiquette, otherwise known as Internet etiquette, is a set of social standards generally followed to create a pleasant online experience. Some simple rules include no “shouting” (using all capital letters) and avoiding extensive use of text lingo. As an online learner, you will also want to be aware of flaming. flaming is a personal attack on another student (or the instructor). It is better to share your opinions in a professional manner – the classroom is one of the best places to practice! We will be using the netiquette rules of engagement in this virtual class.

7. **Other rules and guidelines:** All students are expected to follow the rules and guidelines of Zane State College outlined in the College Catalog and Student Code of Conduct.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASS CONTENT</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Review Syllabus</td>
<td>Syllabus Chapter 1</td>
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<td></td>
<td>Chapter 1: The Profession of Physical Therapy</td>
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<td></td>
<td>* Medical Information Portfolio [10 points] - Due Thursday, August 24, 2017, before the end of school day. Please hand to Mysti Hittle in the Health Science Hall offices and have her place in my mailbox.</td>
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<tr>
<td></td>
<td>* Discussion Board - introduction in your own words explain what physical therapy is. [10 points] - Due Sunday, August 27, 2017, by 11:59 PM.</td>
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<td>2</td>
<td>Chapter 2: The PTA as a Member of the Health Care Team</td>
<td>Chapter 2</td>
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<td>QUIZ 1 (Chapters 1-2) [20 points]- Due Sunday, September 3, 2017, by 11:59 PM.</td>
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<td>*sorry about a Labor Day weekend Quiz 😞</td>
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<td>Submit to Discussion Board your proposed topic for the Orthopedic Diagnosis paper which is due on Sunday, September 17, 2017. Topic submission is due by 11:59 PM. Failure to do so results in my giving you a very boring topic. Or a very difficult one.</td>
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<tr>
<td>3</td>
<td>Chapter 3: Physical Therapist Clinical Practice</td>
<td>Chapter 3: Please read only pages 51 – 60.</td>
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<td>Select your Specialty Paper topic and submit by Discussion Board. Your submission of your selected topic is DUE 9/10/17 11:59 pm. There are 18 Specialty Areas of Physical Therapy as recognized by the APTA. I will cap the number of persons completing the same topic. Papers will be due at the start of Week 13, November 12th, 2017, by 11:59 PM. There will be no exceptions for late entry. The specialty paper is worth 50 points.</td>
<td>Stop before at the section “Physical Therapy Employment.”</td>
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<tr>
<td>Chapter</td>
<td>Title</td>
<td>Due Date and Time</td>
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<tr>
<td>5</td>
<td>Chapter 5: Physical Therapy Practice Areas QUIZ 3 (Chapters 4 and 5) [20 points] – Due Sunday, September 24, 2017, by 11:59 PM.</td>
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<tr>
<td>6</td>
<td>Chapter 6: Ethics and Professionalism * Submit via Blackboard: State of Ohio Practice Act Worksheet [25 points] - Due by Sunday, October 1, 2017, by 11:59 PM. Please submit to Discussion Board your requested topic for your Neurological Diagnosis Paper by Sunday, October 1, 2017, by 11:59 PM. I will give you a list of pediatric and adult neurological diagnoses from which to choose. There will be a cap as to how many students can write about a particular topic. Again, failure to do so results in my assigning you a topic. The Neurological Diagnosis Paper is due Sunday, October 15, 2017, by 11:59 PM.</td>
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<td>6</td>
<td>Chapter 6 Read Ohio State Practice Act - link on Blackboard</td>
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<tr>
<td>Chapter</td>
<td>Chapter Title</td>
<td>Details</td>
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<td>10</td>
<td>11: Reimbursement and Research</td>
<td><strong>CLINICAL SITE VISITS</strong> will (hopefully) be scheduled during October and early November. The worksheet required will be due one week later upon the same day of the week by 11:59 PM. Each <strong>CLINICAL SITE VISIT</strong> is valued at <strong>25 points</strong>. Please look for more details as the dates near.</td>
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</tbody>
</table>
| 11      | 10 and 12 | Chapters 10: Teaching and Learning  
Chapter 12: Student Learning Success  
**QUIZ 6** (Chapters 10, 11, 12) completed by Sunday, November 5, 2017 by 11:59 PM. |
| 12      | **NO NEW READING** | **CLINICAL SPECIALTY PAPER DUE** [50 points]. Must be submitted to Blackboard or by E- |

*Please note: There is no reading for Chapters 10 and 12.*

*Please stop before “Learning Resources” on page 197.*
mail by 11:59 PM on Sunday, November 12, 2017, for consideration of full credit. There will be no extensions; this is a hard deadline.

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<tr>
<th></th>
<th>Wellness PowerPoint</th>
<th>Links provided on Blackboard Wellness and Prevention- links provided in Blackboard</th>
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<tbody>
<tr>
<td></td>
<td>HAVE A VERY HAPPY THANKSGIVING!</td>
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<tr>
<td>14</td>
<td><strong>NO NEW READING OR ASSIGNMENTS</strong></td>
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<td></td>
<td><strong>BEGIN PREPARATIONS FOR FINAL EXAMINATION</strong></td>
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<td>15</td>
<td><strong>NO NEW READING OR ASSIGNMENTS</strong></td>
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<td><strong>CONTINUE TO PREPARE FOR FINAL EXAMINATION</strong></td>
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<td>* Final Examination Preparation Worksheet that may include case studies, communication, laws, reimbursement, medical documentation, etc. [25 points total] - Due Sunday, November 26, 2017, at 11:59 PM.</td>
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<tr>
<td>16</td>
<td><strong>COMPREHENSIVE FINAL EXAM</strong></td>
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<td>Final Exam is worth 100 points.</td>
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<td>Due by <strong>THURSDAY, DECEMBER 7, 2017 by 11:59 PM.</strong></td>
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Course Description: PTHA 1070 is a competency based course that introduces fundamental treatment considerations and techniques including body mechanics, gait training, mobility and basic transfers. This course presents the principles, concepts and application of objective measurement techniques including manual muscle testing and goniometry. A fee applies to this course.

Pre-Requisites/Co-Requisites: Admission to the PTHA Program

Required Text and Materials:


Large goniometer


Lecture Goals: Upon satisfactory completion of the lecture component of this course the student will be able to:

1.00 Define and describe vital signs.
2.00 Describe the proper methods to use for infection control.
3.00 Define and describe proper body mechanics.
4.00 Describe various positions used to position patients for treatment including draping.
5.00 Describe concepts and principles associated with bed mobility and basic transfer techniques.
6.00 Describe the concepts and principles associated with active and passive exercise.
7.00 Identify and name the components, features, and types of ambulation equipment.
8.00 Describe various patterns of ambulation using assistive devices.
9.00 Discuss concepts, principles and theory related to the measurement of segmental length, girth, and volume.
10.0 Describe the concepts and principles associated with goniometry.
11.0 Describe the concepts and principles associated with manual muscle testing.

Objectives:
1.00 Define and describe vital signs.
   1.01 Define the vital signs of pulse (heart) rate, respiration rate, blood pressure and body temperature.
   1.02 Explain why it is necessary to measure a patient's vital signs.
   1.03 Explain why it is necessary to monitor a patient's vital signs for a period of time.
   1.04 Describe the expected normal and abnormal changes in a patient's vital signs due to exercise.
   1.05 Explain to a patient or family member the importance of measuring and monitoring a patient's vital signs.

2.00 Describe the proper methods to use for infection control.
   2.01 Define infection control and standard precautions.
   2.02 Identify agents of infection, including blood borne pathogens.
   2.03 Describe proper hand washing techniques.
   2.04 Describe how to properly apply and remove protective garments (cap, gown, mask, gloves).
   2.05 Define asepsis, sepsis, isolation, protective isolation.

3.00 Define and describe proper body mechanics.
   3.01 Describe proper body mechanics for lifting, reaching, pushing, pulling, and carrying objects.
   3.02 Explain to others how to use proper body mechanics.
   3.03 Explain precautions to use when lifting, reaching, pushing, pulling and carrying objects.
   3.04 Define body mechanics including the terms base of support, center of gravity, vertical gravity line, lever arm and torque.

4.00 Describe various positions used to position patients for treatment including draping.
   4.01 Describe appropriate positioning of the trunk, head and extremities with the patient supine, prone, side lying or sitting.
   4.02 Define supine and prone.
   4.03 Discuss 4 precautions to be considered when a patient is supine, prone, side lying or sitting.
   4.04 State 3 reasons to position a patient properly.
   4.05 Describe appropriate draping for a patient who is supine, prone, side lying or sitting.
5.00 Describe concepts and principles associated with bed mobility and basic transfer techniques.
5.01 Explain how to move a patient up, down, and side to side when he/she is in bed.
5.02 Explain how to move a patient to side lying, from supine to prone and return and to sitting when he/she is in bed.
5.03 Instruct a patient how to move in bed.
5.04 Explain how to perform an assisted standing transfer.
5.05 Instruct a patient to perform an independent standing transfer.
5.06 Explain how to perform an assisted sitting transfer using a transfer board, multiple person lifts or mechanical lift.

6.00 Describe the concepts and principles associated with active and passive exercise.
6.01 Define active, passive, and resistive exercise.
6.02 Differentiate between active and passive forms of exercise.
6.03 Describe the clinical benefits of passive exercise.
6.04 Describe the clinical benefits of active exercise.
6.05 Explain concentric and eccentric muscle contraction.
6.06 Define range of motion.

7.00 Identify and name the components, features, and types of ambulation equipment.
7.01 Describe how to properly measure, fit, and use crutches.
7.02 Describe how to properly measure, fit, and use walkers.
7.03 Describe how to properly measure, fit, and use canes.

8.00 Describe various patterns of ambulation using assistive devices.
8.01 Identify the proper assistive device for a patient with a specific physical condition to enable the person to ambulate safely and efficiently.
8.02 Explain the advantages and disadvantages of various types of crutches, walkers and canes.
8.03 Describe the assisted gait patterns of: 3 point; modified 3 point; 4 point; 2 point; swing to; swing through; modified 4 point; modified 2 point; step to and step through.
8.04 Identify the proper assisted gait patterns for a patient with a specific physical condition to enable the person to ambulate safely and efficiently.
8.05 Describe the proper methods for guarding a patient during ambulation on a level surface, ascending and descending stairs or a curb and ascending or descending an incline.
8.06 Instruct a patient how to perform ambulation using an assistive device on a level surface, on stairs, an incline and activities of daily living.

9.00 Discuss concepts, principles and theory related to the measurement of segmental length, girth, and volume.
9.01 Define segmental length, girth, and volume.
9.02 Describe the various methods that can be used to measure segmental length, girth, and volume.
9.03 Discuss the principles associated with the measurement of segmental length, girth,
and volume.
9.04 List the indications for the measurement of segmental length, girth, and volume.
9.05 List the precautions and contraindications when measuring segmental length, girth, and volume.
9.06 Discuss the equipment needed to measure segmental length, girth, and volume.

10.00 Describe the concepts and principles associated with goniometry.
10.01 Define goniometry.
10.02 Describe four factors that can adversely affect range of motion of a patient.
10.03 Define abduction, adduction, internal (medial)/external (lateral) rotation, flexion and extension as they apply to joint measurement.
10.04 Explain the essential principles related to the positioning of the goniometer.
10.05 State the accepted normal range of motion for the joints of the shoulder, hip, upper extremity, lower extremity and neck.
10.06 Describe types of goniometers currently in use.

11.00 Describe the concepts and principles associated with muscle strength testing.
11.01 Define manual muscle testing.
11.02 Define the grades of strength associated with manual muscle testing.
11.03 Explain the essential principles related to the application of manual resistance and measure a patient’s strength.
11.04 Describe four factors that can adversely affect the strength of a muscle or muscle group.
11.05 Describe the measurement devices currently in use to perform manual muscle testing.

**Laboratory Goals:** Upon satisfactory completion of the laboratory component of this course the student will be able to:

1.00 Perform and measure the vital signs of another person.
2.00 Demonstrate proper infection control techniques.
3.00 Demonstrate, using another person, various activities or positions to resolve an emergency situation.
4.00 Demonstrate proper body mechanics.
5.00 Position a person properly for a given treatment.
6.00 Demonstrate proper methods for moving a patient in bed and transfers.
7.00 Demonstrate the proper application of passive and active range of motion with a patient.
8.00 Demonstrate how to properly measure, fit, and use assistive ambulation devices.
9.00 Select the proper pattern and assistive device.
10.00 Demonstrate the proper use and application of techniques to measure segmental length, girth, and volume.
11.00 Demonstrate the proper method to measure joint motion of the upper and lower extremities, neck and trunk.
12.00 Demonstrate the proper method to manually measure the muscle strength of
the upper and lower extremities, neck and trunk.

1.00 Perform and measure the vital signs of another person.
1.01 Correctly and accurately locate and measure a person’s pulse rate at the neck, wrist, elbow, knee, ankle, and temporal area of the head.
1.02 Correctly and accurately measure a person’s blood pressure with the person sitting.
1.03 Correctly and accurately measure a person’s blood pressure with the person standing.
1.04 Obtain and use the proper size blood pressure cuff for each patient.
1.05 Perform hygiene methods to self or equipment prior to measuring a person’s pulse rate or blood pressure.
1.06 Correctly and accurately measure a person’s respiration rate with the person standing, sitting, or reclining.
1.07 Correctly and accurately measure a person’s body temperature orally.
1.08 Instruct another person how to correctly and accurately measure pulse rate, blood pressure, respiration rate and body temperature.

2.00 Demonstrate proper infection control techniques.
2.01 Demonstrate proper hand washing technique
2.02 Correctly apply and remove protective garments (cap, gown, mask, gloves.)

3.00 Demonstrate, using another person, various activities or positions to use to resolve an emergency situation.
3.01 Demonstrate appropriate emergency actions for the person with a soft tissue injury.
3.02 Demonstrate appropriate emergency action for the person with a burn.
3.03 Demonstrate appropriate emergency action for the person with a possible or recognized fracture.
3.04 Demonstrate appropriate emergency action for the person who is unconscious.
3.05 Demonstrate appropriate emergency action for the person who convulses.
3.06 Demonstrate appropriate emergency action for the person who is choking.
3.07 Correctly and accurately complete an incident report.

4.00 Demonstrate proper body mechanics.
4.01 Use proper body mechanics when lifting, pushing, pulling, reaching, and carrying.
4.02 Teach another person how to use proper body mechanics.
4.03 Instruct another person how to protect his/her back from injury when lifting, pushing, pulling, reaching, and carrying.

5.00 Position a person properly for a given treatment.
5.01 Correctly position a patient supine, prone, side lying or sitting.
5.02 Correctly drape a patient who is supine, prone, side lying, or sitting.
5.03 Adjust a patient’s position to improve his/her comfort or support.
5.04 Adjust a patient’s drape to improve his/her warmth or modesty.
5.05 Instruct another person how to correctly position and drape a patient who is supine, prone, side lying, or sitting.
5.06 Instruct another person how to adjust a patient’s position or drape to improve his/her comfort, support, warmth, or modesty.

6.00 Demonstrate proper methods for moving a patient in bed and transfers.
   6.01 Properly move a patient up, down, and side to side when he/she is in bed.
   6.02 Properly move a patient to side lying from supine to prone and return and to sitting when he/she is in bed.
   6.03 Teach and correct a patient how to move in bed.
   6.04 Properly apply and use a gait/transfer belt.
   6.05 Properly perform an assisted standing transfer.
   6.06 Teach and correct a patient how to perform an independent standing transfer.
   6.07 Properly perform an assisted sitting transfer using a transfer board, multiple person lifts or a mechanical lift.

7.00 Demonstrate the proper application of passive and active range of motion with a patient.
   7.01 Demonstrate passive exercise movements and active exercise movements.
   7.02 Demonstrate eccentric and concentric muscle contraction.
   7.03 Properly perform passive range of motion to the upper and lower extremities, neck and trunk.
   7.04 Properly perform active assistive and active resistive exercise to the extremities, trunk, and neck.
   7.05 Teach a patient how to perform active assistive, active and active resistive exercise to his/her extremities, neck and trunk.

8.00 Demonstrate how to properly measure, fit and use assistive ambulation devices.
   8.01 Properly measure, fit, and demonstrate the use of crutches.
   8.02 Properly measure, fit, and demonstrate the use of walkers.
   8.03 Properly measure, fit, and demonstrate the use of canes.

9.00 Select the proper pattern and assistive device.
   9.01 Properly select the assistive device best suited for a patient with a specific physical condition.
   9.02 Demonstrate the assisted gait patterns of: 3 point; modified 3 point; 4 point; 2 point; swing to; swing through; modified 4 point; modified 2 point; step to and step through.
   9.03 Properly select and teach a patient to use the assisted gait patterns best suited for that patient.
   9.04 Properly guard a patient during ambulation on a level surface; stairs, curb, inclines and during other functional activities.

10.00 Demonstrate the proper use and application of techniques to measure segmental length, girth, and volume.
   10.01 Select the appropriate methods and equipment to measure a patient’s segmental
length, girth, and volume.
10.02 Properly apply the selected measurement method.
10.03 Use appropriate precautions as part of the treatment.
10.04 Properly position and drape the patient.
10.05 Determine whether there are contraindications to the application of the measurement methods and respond to them appropriately.

11.00 Demonstrate the proper method to measure joint motion of the upper and lower extremities, neck and trunk.
11.01 Properly position a goniometer prior to the measurement of joint range at all joint locations in a given patient.
11.02 Properly measure the joint range of all joints amenable to measurement in a given patient.
11.03 Properly position and stabilize the patient prior to performing joint measurements.
11.04 Properly read and report the joint range that was measured.
11.05 Demonstrate consistent reliability with repeated joint measurements.

12.00 Demonstrate the proper method to manually measure the muscle strength of the upper and lower extremities, neck and trunk.
12.01 Properly position and stabilize the patient prior to performing a manual muscle test.
12.02 Properly apply the resistive force when performing a manual muscle test.
12.03 Properly grade and report the muscle strength that was measured.
12.04 Properly select the location for the application of the resistive force used to measure muscle strength.
12.05 Demonstrate consistent reliability with repeated muscle strength measurements.
Instructor: Helen Rollins  
E-mail: hrollins@zanestate.edu  
Contact Information: 740-588-4112  
Office Location: Health Science Hall, 325 B  
Office Hours: Mondays & Thursdays -10:00-11:00AM, Tuesdays–1:00–2:00 PM
Class time:  
Section 01: M, 1:00-2:50 PM & W, 8:00-10:50 AM  
Section 02: M, 1:00-2:50 PM & W, 11:00-2:50 PM
Classroom: T 400  
Exam Date: Monday, December 11, 2017 at 1:00 PM in T400
Large goniometer  

Course Policy Statements:
1. Students are expected to attend each lecture and laboratory session and are responsible for material missed due to absence. It is expected that you will notify the instructor via telephone, electronic mail or text message if you will be absent, prior to the start time. I reserve the right to deduct five points for any missed lecture and ten points for any missed lab.
2. Students who are absent for a mini-quiz, quiz, exam, or lab practical will need to arrange with the instructor an opportunity to complete a make-up. Decisions to permit a student to “make-up” a mini-quiz, quiz, exam or lab practical will be at the discretion of the
instructor. Value of the make-up work is also at the discretion of the instructor and may differ from the original point value. “Make-ups” must be completed prior to the next class meeting or per the instructors deadline when permitted.

3. Students often find it necessary to contact the course instructor outside of class time. Students are encouraged to utilize posted office hours or to correspond via e-mail. Course instructor will respond to electronic mail within 24 hours if received M – TH. Any message received after 5 p.m. on Thursdays, on weekends, or any day the college is closed (holidays, weather emergencies, etc.) will receive a response the next business day the college is open.

4. Students must pass the final exam with a 75 percent grade. If unsuccessful on the first attempt, the exam must be retaken until a passing score is achieved. However, the grade from the 1st attempt will be used to determine the overall course points.

5. Reading assignments are to be completed prior to the date the topic is discussed in lecture or practiced in the laboratory.

**Grading and Evaluation:**

6. Evaluation of students will consist of mini-quizzes, quizzes, competencies, exams and lab practical examinations.
   a. Competency List – 25 points
   b. Quizzes x 3 (25 pt. each) - 75 points
   c. Exams x 2 (100 pt. each) - 200 points
   d. Final Exam – 150 points
   e. 5 mini-quizzes (10 pt. each) - 50 points
   f. Lab Practical x 2 (50 pt. each) - 100 points

   600 Total Points

7. The instructor reserves the right to penalize students 2 points each for competency not completed by established dates, these points will be deducted from the associated lab practical score. (See Competency Section of syllabus)

8. No form of academic dishonesty will be tolerated. Consequences will be determined according to the College Student Handbook and Zane State College PTA Program Policy - Academic Integrity.

**Grading Scale**

- 558 - 600 points = A
- 504 – 557 points = B
- 450 – 503 points = C
- 402 - 449 points = D
- 401 and below = F
## TENTATIVE ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>READING ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to Course &amp; Base Group Assignments Vital signs, emergency procedures, standard precautions and infection control</td>
<td>Ch 2, 3, and 12, Pierson Scorebuilders Cards, #139-143, #159-160, #258 – 262</td>
</tr>
<tr>
<td>2</td>
<td>Tentative Blackboard: Body mechanics, patient positioning and draping <strong>Mini-Quiz 1</strong> Bed Mobility/Transfer Activities – In class lecture</td>
<td>Ch 4, 5, Pierson Scorebuilders Cards, #171 Ch. 8, Pierson Scorebuilders Cards, #212-216</td>
</tr>
<tr>
<td>3</td>
<td>No Monday Class – Labor Day Holiday BlackBoard Lecture Available (Acute Care Environment) - class discussion during lab</td>
<td>Ch. 7, 10, Pierson Scorebuilders Cards, #217-218, #224-226</td>
</tr>
<tr>
<td>4</td>
<td>Quiz 1: Assistive Devices and Gait Activities</td>
<td>Ch 9, Pierson Scorebuilders Cards, #220-223</td>
</tr>
<tr>
<td>5</td>
<td>Basic Exercise: Passive and Active ROM</td>
<td>Ch. 6, Pierson Scorebuilders Cards, #98-99</td>
</tr>
<tr>
<td>6</td>
<td>Exam I</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>LAB PRACTICAL EXAMS</td>
<td>Monday and Wednesday</td>
</tr>
<tr>
<td>8</td>
<td>No Monday Class - Goniometry - Introduction &amp; Measurement Terminology – Bb Lecture</td>
<td>Norkin, Ch. 1 - 4 Scorebuilders Cards, #32, #36</td>
</tr>
<tr>
<td>9</td>
<td><strong>Mini-Quiz 3:</strong> Goniometry – Upper Quarter and Cervical/Neck</td>
<td>Norkin, Ch. 5 – 7 &amp; 11 Scorebuilders Cards, #33-34, #36-38, #41</td>
</tr>
<tr>
<td>10</td>
<td><strong>Mini – Quiz 4:</strong> Goniometry - Lower Quarter and Lumbar/Trunk</td>
<td>Norkin, Ch. 8 -10 &amp; 12 Scorebuilders Cards, #34-35, #38-42</td>
</tr>
<tr>
<td>11</td>
<td>Quiz 2: Circumferential &amp; Volumetric Measurements &amp; Muscle Length Measurements</td>
<td>Handouts; Pierson Ch. 11, pp. 310-313. Scorebuilders Card, #49</td>
</tr>
<tr>
<td>12</td>
<td>Exam II: MMT Terminology and Intro</td>
<td>Daniels &amp; Worthingham Ch. 1 -2 Muscle List/Innervations</td>
</tr>
<tr>
<td>13</td>
<td>MMT of Upper Quarter</td>
<td>Daniels &amp; Worthingham Ch. 5 &amp; 6 Scorebuilder Cards #6-12, #24</td>
</tr>
<tr>
<td>14</td>
<td><strong>Mini-Quiz 5</strong> and MMT of Lower Quarter</td>
<td>Daniels &amp; Worthingham Ch. 5 -6</td>
</tr>
<tr>
<td>15</td>
<td>Quiz 3 / LE Competencies &amp; Review</td>
<td>Daniels &amp; Worthingham Ch. 5 -6</td>
</tr>
<tr>
<td>16</td>
<td>Lab Practical Exams</td>
<td>Monday and Wednesday</td>
</tr>
<tr>
<td>17</td>
<td>Final Exam</td>
<td>Monday, 12/11/17 at 1 p.m.</td>
</tr>
</tbody>
</table>

* Competencies should be worked on throughout the semester with numbers 1-9 being completed **prior** to the first lab practical. Numbers 10-15 must be completed **prior** to the second lab practical. **Note:** 2 points per incomplete competency will be deducted from the associated lab practical score (see page__).
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vital signs, emergency procedures, standard precautions and infection control</td>
<td>Ch 2, 3, and 12, Pierson Scorebuilders Cards, #139-143, #159-160, #258 – 262</td>
</tr>
<tr>
<td>2</td>
<td>Body mechanics, patient positioning &amp; draping, Bed Mobility / Transfer Activities</td>
<td>Ch 4, 5, Pierson Scorebuilders Cards, #171 Ch. 8, Pierson Scorebuilders Cards, #212-216</td>
</tr>
<tr>
<td>3</td>
<td>Bed Mobility / Transfer Activities Mini -Quiz II Wheelchair Features and Activities; Special Equipment and Patient Care Environment</td>
<td>Ch. 8, Pierson Scorebuilders Cards, #212-216 Ch. 7, 10, Pierson Scorebuilders Cards, #217-218, #224-226</td>
</tr>
<tr>
<td>4</td>
<td>Assistive Devices and Gait Activities</td>
<td>Ch 9, Pierson Scorebuilders Cards, #220-223</td>
</tr>
<tr>
<td>5</td>
<td>Basic Exercise: Passive and Active ROM</td>
<td>Ch. 6, Pierson, Handouts Scorebuilders Cards, #98-99</td>
</tr>
<tr>
<td>6</td>
<td>Practical Exam Review</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>LAB PRACTICAL EXAMS</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Goniometry - Introduction &amp; Measurement of Shoulder</td>
<td>Norkin, Ch. 1 - 4 Scorebuilders Cards, #32, #36</td>
</tr>
<tr>
<td>9</td>
<td>Goniometry – Upper Quarter and Cervical/Neck</td>
<td>Norkin, Ch. 5 – 7 &amp; 11 Scorebuilders Cards, #33-34, #36-38, #41</td>
</tr>
<tr>
<td>10</td>
<td>Goniometry - Lower Quarter and Lumbar/Trunk</td>
<td>Norkin, Ch. 8 -10 &amp; 12 Scorebuilders Cards, #34-35, #38-42</td>
</tr>
<tr>
<td>11</td>
<td>Circumferential &amp; Volumetric Measurements &amp; Muscle Length Measurements</td>
<td>Handouts; Pierson Ch. 11, pp. 310-313 Scorebuilders Card, #49</td>
</tr>
<tr>
<td>12</td>
<td>MMT Grades and Technique MMT of Trunk/Cervical Spine/Scapula</td>
<td>Daniels &amp; Worthingham Ch. 1 -2 Daniels &amp; Worthingham, Ch.3 - 4 Scorebuilder Cards #24</td>
</tr>
<tr>
<td>13</td>
<td>MMT of Upper Quarter</td>
<td>Daniels &amp; Worthingham Ch. 5 &amp; 6 Scorebuilder Cards #6-12, #24</td>
</tr>
<tr>
<td>14</td>
<td>No Wed Labs – Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Practical Exam Review</td>
<td>Daniels &amp; Worthingham Ch. 6 Scorebuilder Cards #6-16, #24</td>
</tr>
<tr>
<td>16</td>
<td>Lab Practical Exams</td>
<td>Monday and Wednesday</td>
</tr>
<tr>
<td>17</td>
<td>Final Exam</td>
<td>Monday 12/11/17 at 1 p.m.</td>
</tr>
</tbody>
</table>

* When class size causes it to be necessary, some lab practicals may need to be completed outside of regularly scheduled lab hours.

Note: Students may find it necessary to use the laboratory at times other than the scheduled lab
periods to practice techniques. The laboratories will be available upon request when at least two
students will be present in the lab and a faculty member is readily available in case assistance is
needed. Weekend or evening access to the lab will be possible only if a faculty member is
present. Also, please note that no equipment is to be removed from the lab without prior consent
from PTA faculty. Additional practice of techniques and application of equipment is encouraged
to improve student proficiency and competence.

LAB PRACTICAL GUIDELINES

1. Students will participate in groups of two or more; each student may serve as a subject
   and a therapist.
2. Brief case studies or patient simulations will be used to establish a clinical approach for
   patient care. Students will select one simulation, which will have multiple procedures
   associated with it, and will perform the activities (application or equipment,
   measurements or procedures) appropriate for the patient condition.
3. Each student will complete the simulation selected within a specified amount of time in
   order to adhere to an established schedule.
4. No lecture or laboratory notes or other materials will be permitted to be used during the
   practical.
5. Students are to wear appropriate clothing and are expected to be on time for their
   scheduled practical.
6. In order to ensure that students are competent and safe when working in the clinical
   setting, it is imperative that they be able to demonstrate appropriate levels of skills in the
   laboratory setting. In physical therapy courses with lab practical components,
   satisfactory performance is achieved with at least a 75 percent grade on the lab practicals.
   If a student is not successful on the first attempt, they must score at least a 75 percent on
   the second attempt involving a different scenario. If this is accomplished, the grade will
   be recorded as 75 percent regardless of the actual score. In the event that a student does
   not earn a 75 percent on the second attempt, they cannot receive a passing grade in the
   course, regardless of total course points accumulated.
   Since this is a high stakes situation, the student will receive remediation from the
   instructor prior to the second attempt. There is also an option for the instructor to request
   that another person (e.g., PTA faculty or an advisory committee member) observe the
   second attempt and provide an opinion of student performance. The instructor may take
   this information into consideration during the scoring process.
7. Students will be evaluated on treatment area and patient preparation; observation of and
   responsiveness to the patient; treatment activities; and conclusion of the treatment. Refer
to the Lab Practical Evaluation Form for a detailed listing of each area.
LAB PRACTICAL I
EVALUATION FORM

<table>
<thead>
<tr>
<th>Name ________________________________</th>
<th>Date ________________</th>
<th>Course No. ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator ___________________________</td>
<td>Simulation No. ________</td>
<td>Score</td>
</tr>
</tbody>
</table>

I. Preparation Activities (7 points)

A. Washes/cleans hands (1)

B. Introduced self – both name and title (2)

C. Explained purpose of treatment – (2)
   a. describes what will be completed during the Rx (1)
   b. explains how activities planned relate to pt. function (1)

D. Set up of treatment area (2)
   a. considers physical space, i.e. w/c placement, path for gait (1)
   b. gathers supplies, i.e. draping materials, gait belt, (1)

II. Assessment Activities (8 points)

A. Interviews patient (3)
   a. asks for clarification of patient identifiers (1)
   b. collects subjective data, i.e. pain, function (1)
   c. questions pt. about tolerance t/o and after intervention (1)

B. Correct vital sign assessment (5)
   a. Selects appropriate vitals to monitor per case scenario (2)
   b. Collects data on vitals in a technically correct manner (2)
   c. Completes at appropriate points t/o treatment (1)

III. Treatment activities (30 points)

A. Patient Safety (5)
   a. maintains patient safety during transfers/bed mobility/gait (2)
   b. utilizes safety features correctly, i.e. gait belt, w/c brakes, shoes (2)
   c. recognizes and protects pt. safety re: WB status, precautions, etc…(1)

B. Therapist safety (5)
   a. correct body mechanics during patient and treatment set-up (2)
   b. correct mechanics during pt./equipment management, i.e. transfers (2)
   c. demonstrates awareness of mechanics via pt. instructions/cues (1)

C. Properly adjusts (A) device and/or w/c parts (5)
   a. manages/adjusts w/c parts appropriately (2)
   b. manages/adjusts assistive devices or bars correctly (2)
   c. selects an appropriate device (1)
D. Instructs patient clearly/concisely (10)
   a. verbal (5) ________
   b. demonstration (5) ________

E. Provides patient modesty throughout treatment (5)
   a. protects modesty during prep activities/interview (2) ________
   b. protects modesty during intervention, i.e. gait, transfer, etc… (2) ________
   c. selects appropriate linens to effectively drape (1) ________

IV. Conclusion of Treatment (5 points)

A. Patient interaction/assesssment (3)
   a. Communicates and summarizes pt. performance (2) ________
   b. Collects/solicits pt. input re: tolerance, pain, goals for next session (1) ________

B. Treatment area clean-up (2)
   a. removes all equipment from pt. and leaves pt. in safe/comfortable position (1) ________
   b. manages treatment area, i.e. linens, BP cuff, w/c (1) ________

Comments ________ Total ________

Regardless of total accumulation of points, automatic failure of the practical will ensue if the student does not demonstrate ALL CRITICAL SAFETY ELEMENTS from previously completed competencies.
LAB PRACTICAL II
EVALUATION FORM

Name ________________________________  Date______________  Course No.__________

Evaluator __________________________________   Simulation No. _______________

I. Preparation Activities (8 points)   Score
   A. Washes/cleans hands (2) __________
   B. Introduced self – name and title (2) __________
   C. Explained purpose of treatment (2)
      a. describes what will be completed during the Rx (1)
      b. explains how activities planned relate to pt. function (1) __________
   D. Set up of treatment area (linens, equipment,) (2)
      a. considers physical space prep for treatment (1)
      b. gathers supplies, i.e. draping materials, measuring tools, etc…(1) __________

II. Assessment Activities (8 points)
   A. Interviews patient (5)
      a. asks for clarification of patient identifiers (1)
      b. collects subjective data, i.e. pain, function (2)
      c. questions pt. about tolerance t/o and after intervention (2) __________
   B. Observation Skills – correct side, notices compensations, etc…(3) __________

III. Treatment activities (30 points)
   A. Application of Goniometry (5) __________
   B. Application of MMT (5) __________
   B. Sequence and Progression (5) __________

   D. Therapist safety (5)
      a. correct body mechanics during patient and treatment set-up (2)
      b. correct mechanics during pt. interaction/treatment (2)
      c. demonstrates awareness of mechanics via pt. instructions/cues (1) __________

   E. Instructs/informs patient clearly/concisely (5) __________
a. verbal (2.5)

b. demonstration (2.5)

F. Provides patient modesty throughout treatment (5)
   a. protects modesty during prep activities/interview (2)
   b. protects modesty during intervention, i.e. tests, measures, ROM, etc…(2)
   c. selects appropriate linens to effectively drape (1)

IV. Conclusion of Treatment (4 points)

A. Patient interaction/assessment (2)
   a. Communicates and summarizes pt. performance (1)
   b. Collects/solicits pt. input re: tolerance, pain, goals for next session (1)

B. Treatment area clean-up (2)
   a. cleans/manages pt. and leaves pt. in safe/comfortable position (1)
   b. manages treatment area, i.e. linens, supplies, furniture (1)

Comments  

Total  

Regardless of total accumulation of points, automatic failure of the practical will ensue if the student does not demonstrate ALL CRITICAL SAFETY ELEMENTS from previously completed competencies.
# PTHA 1070
## SKILLS CHECKLIST

Name: __________________________________________

Semester: __________________________

Refer to the competency performance elements to identify what is required for successful performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Preparation</th>
<th>Implementation</th>
<th>Critical Elements</th>
<th>Competent</th>
<th>Date Completed</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Measure pulse</td>
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<tr>
<td>2. Measure respiration rate</td>
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<tr>
<td>3. Measure blood pressure</td>
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<tr>
<td>4. Properly wash hands</td>
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<td></td>
<td></td>
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<tr>
<td>5. Body mechanics, push, pull, carry, lift</td>
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<td></td>
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<tr>
<td>6. Transfer-chair to bed and reverse</td>
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<tr>
<td>7. Fit and use crutches</td>
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<tr>
<td>8. Fit and use cane</td>
<td></td>
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<tr>
<td>9. Fit and use walker</td>
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<tr>
<td>10. PROM/AAROM-UE</td>
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<tr>
<td>11. PROM/AAROM-LE</td>
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<tr>
<td>12. Volumetric measurement</td>
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<tr>
<td>13. Circumferential measurement</td>
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<tr>
<td>14. Goniometry</td>
<td>xxxx</td>
<td>xxxx</td>
<td>xxxx</td>
<td>xxxx</td>
<td>xxxx</td>
<td>Xxxx</td>
</tr>
</tbody>
</table>
Additional Comments:

PTHA 1070 PERFORMANCE ELEMENTS (Critical Elements Identified with Asterisks *)

Each patient interaction should be initiated by student appropriately identifying themselves including name and credentials*, describing the purpose of the session*, obtaining informed consent* and verifying patient identifiers of full name and DOB (date of birth)*.

Measure Pulse

1. Assemble equipment. *
2. Wash hands.
3. Identify patient/client and introduce self.*
5. Explain procedure to patient/client.
7. Count patient/client’s radial pulse for 30 seconds and multiply by 2.*
   a. Note any variations in rhythm or volume.
   b. Count pulse for one full minute if irregular.

Measure Respiration

1. Leave fingers on patient/client’s radial pulse; count respirations for 30 seconds and multiply by 2; observe depth and regularity of patient/client’s respirations.*
2. Record patient/client’s pulse and respiration rates and variations.
Measure Blood Pressure

1. Supinate patient/client’s arm and support it on bed or table, level with patient/client’s heart.*
2. Expose patient/client’s arm to about 5 inches above elbow.
3. Clean ear pieces and bell of stethoscope with alcohol swipes.
4. Apply sphygmomanometer smoothly and evenly 1 – 1 ½ inches above patient/client’s elbow.  
   a. Center rubber bladder directly over patient/client’s brachial artery.
   b. Secure cuff snuggly but not too tight. (Check by slipping two fingers between cuff and patient/client’s arm.)
5. Locate patient/client’s brachial artery with fingers.
6. Place ear pieces in ears. Place bell of stethoscope over patient/client’s artery.
7. Close valve and inflate cuff quickly until gauge registers 180-200 mm Hg.*
8. Slowly open valve and listen carefully as pressure is released.*
9. Allow air to escape slowly (1-3mm per second) until first heart sound is heard. Note reading on gauge as systolic pressure.*
10. Continue to release air pressure slowly until there is an abrupt change in sound from very loud to a soft muffled sound. Note reading on gauge as diastolic pressure.*
11. Rapidly deflate cuff and remove. Expel all air from cuff.
12. Clean ear pieces and bell of stethoscope.
13. Record patient/client’s blood pressure.
14. Return all equipment to storage area.
15. Report and communicate patient/client’s vital signs to physical therapist/physical therapist assistant.

Wash Hands

1. Stand facing sink without allowing clothing or hands to contact sink or counter.
2. Expose hands to above the wrists. Remove watch and jewelry.*
3. Turn water on and adjust temperature to warm.*
4. Wet hands and wrists with fingers directed downward throughout procedure.*
5. Apply soap or cleansing agent to hands.*
6. Wash hands using friction and rotary motions for at least 30 seconds.*
   a. Wash palms and dorsum of each hand at least 10 seconds.
   b. Interlace fingers and wash between them for at least 10 seconds.
   c. Rub fingernails against the opposite palm to clean under nails.
   d. Wash wrists and lower 2-3 inches of forearms for at least 10 seconds.
7. Rinse hands from wrists to fingers with fingers directed downward.*
8. Dry hands and forearms thoroughly with a disposable towel. Dispose of used towels in wastebasket without touching wastebasket.*
9. Use dry disposable towel to turn off faucet. Dispose of towel in wastebasket without touching wastebasket.*
Body Mechanics

1. Prepare mentally and physically for the activity.*
   a. Assess size, shape, and position of object.
   b. Determine best method to use in moving object.
   c. Clear pathway.
   d. Obtain assistance (mechanical or human) if needed.
2. Lift properly.*
   a. Stoop or squat to lift object positioned below hips.
   b. Widen feet to increase base of support.
   c. Move close to object to be lifted.
   d. Maintain body’s normal lumbar curve during the lift.
   e. Lift object slowly and smoothly using larger and stronger muscles; do not use jerky motions.
   f. Pivot on feet to turn; do not twist the back.
3. Push or pull properly.*
   a. Crouch and face object squarely.
   b. Use arms and legs to push or pull; push with arms partially bent.
   c. Push or pull in a straight line with force parallel to the floor.
4. Carry Properly
   a. Hold object close to body (preferably in front at waist level).
   b. Alternate arms when carrying objects with one hand.
   c. Balance load when possible.

Transfer Patient – Chair to bed and reverse

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for type of transfer and precautions.
2. Identify patient/client and explain procedure.*
3. Position wheelchair so that patient/client will transfer toward his/her stronger side whenever possible.*
4. Apply wheel brakes.*
5. Remove or swing front riggings away from patient/client, if possible.*
6. Apply transfer belt to patient/client correctly.*
7. Transfer patient/client using appropriate method.
   a. Pivot transfer
      1. Cue and/or assist patient/client to move forward in wheelchair.*
      2. Cue and/or assist patient/client to standing position.*
      3. Cue and/or assist patient/client to pivot and lower body to sitting position on bed/mat.*
      4. Reverse procedure for bed/mat to wheelchair.
   b. Sliding board transfer
      1. Cue and/or assist patient/client to move forward in wheelchair.*
      2. Cue and/or assist patient/client to remove armrest nearest bed/mat.*
      3. Cue and/or assist patient/client to position sliding board under patient/client’s thigh, in front of drive wheel, so that it rests on seat and bed/mat.*
4. Cue and/or assist patient/client to perform push-up movements with upper extremities to raise body and move toward bed/mat. Repeat this procedure until patient/client’s hips are on bed/mat.*
5. Remove sliding board when patient/client is securely seated.*
6. Reverse procedure for bed/mat to wheelchair transfer.

c. One-person lift transfer
   1. Remove armrest nearest to surface to which patient/client will be transferred, if possible.*
   2. Move patient/client forward in chair.*
   3. Stand in front of patient/client and bend your hips and knees.*
   4. Lift patient/client’s thighs and hold them between your knees or lower thighs so that his/her feet are off the floor.*
   5. Fold patient/client’s arms in lap or across chest.*
   6. Flex patient/client’s trunk with his/her head positioned on side of your hip that is on side opposite direction of transfer.*
   7. Grasp transfer belt on each side of patient/client and lift him/her from chair.*
   8. Pivot and turn patient/client’s buttocks toward transfer surface.*
   9. Lower patient/client onto transfer surface, place feet on floor and straighten him/her to an upright, sitting position.*
10. Reverse procedure for bed/mat to wheelchair transfer.

PROM/AAROM

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for prescribed exercises and precautions.
3. Perform exercise program.
   a. Use proper hand placement, altering as position changes indicate.*
   b. Use verbal commands to prompt appropriate patient response.*
   c. Maintain safe and efficient body mechanics.*
4. Perform prescribed number of repetitions of exercise, monitoring patient/client’s subjective and observable responses to activity.
5. Stop exercise and notify physical therapist/physical therapist assistant immediately if any adverse responses are noted.
6. Inform physical therapist/physical therapist assistant when exercise program is completed, as appropriate.

Fit and Use; Crutches, Cane, and Walker

1. Prepare environment and gather all necessary equipment.
3. Correctly fit assistive devices; crutches, cane & walker.*
   a. Assess device and adjust height.
   b. Assess and adjust appropriate body angles and contact points.
4. Instruct patient/client in correct gait pattern according to information provided.*
5. Observe patient using device for intended effects.
Volumetric measurement

1. Review patient plan or obtain instructions
2. Prepare environment
3. Gather equipment and supplies*
4. Fill volumeter with water between 90 and 95 degrees F
5. Have patient correctly submerge body segment to be measured*
6. Capture and measure displaced water in milliliters*
7. Assist patient to dry body part as necessary
8. Record findings
9. Clean area and equipment

Circumferential measurement

1. Review patient plan or obtain instructions
2. Prepare environment
3. Gather equipment and supplies*
4. Position patient for comfort
5. Mark measurement points on body segment*
6. Measure circumferences with appropriate tension and tape angle*
7. Record measurements with correct units of measurement*
8. Assist patient to remove residual marks

Range of motion measurement/Goniometry

1. Review patient plan or obtain instructions
2. Prepare environment
3. Gather equipment and supplies including goniometer or tape measure
4. Position patient for measurement*
5. Identify/palpate anatomical landmarks*
6. Perform measurement with correct placement/alignment of goniometer*
7. Correctly read and record measurements*

Manual muscle testing

1. Review patient plan or obtain instructions
2. Prepare environment
3. Position patient*
4. Instruct patient on procedure*
5. Apply resistance as appropriate*
6. Adapt as needed from strength indicated by patient performance
7. Record findings*
Course Description: PTHA 2270 presents the concepts, principles and application of physical therapy procedures with an emphasis on therapeutic techniques for rehabilitation of persons with severe or chronic conditions or disabilities. This course includes advanced handling techniques to improve a patient's mobility and functional ability.

Pre-Requisites/Co-Requisites: Grade of "C" or better in PTHA 1050, PTHA 1110, PTHA 1120 and PTHA 2100. (FL)

Required Text and Materials:


Handouts provided by the instructor

Lecture Goals: Upon satisfactory completion of the lecture component of this course the student will be able to:

1.00 Explain basic principles and concepts of treatment planning.
2.00 Explain basic procedures to evaluate a person’s endurance, sensation, coordination and motor control.
3.00 Discuss the basic concepts and principles of gait analysis and gait training.
4.00 Discuss the basic concepts and principles of basic rehabilitation skills related to the treatment of the conditions presented in this course.
5.00 Explain the basic concepts and principles associated with prosthetic devices for the lower extremities.
6.00 Explain the basic concepts and principles associated with orthotic devices for the trunk and lower extremities.
7.00 Explain the basic concepts and principles related to wheelchair prescription and adaptive equipment to meet the needs of a variety of patient conditions.

Lecture Objectives:

1.00 Explain basic principles and concepts of treatment planning.
1.01 Describe the components of treatment planning.
1.02 Explain the relationship of evaluation to treatment planning.
1.03 Differentiate between long term and short term goals.
1.04 Outline a general treatment plan for each of the conditions presented in this course.

2.00 Explain basic procedures to evaluate a person’s endurance, sensation, coordination and motor control.
2.01 Identify and explain techniques or procedures used to evaluate endurance.
2.02 State the normal and abnormal responses of a person’s endurance in relationship to exercise and disease.
2.03 Discuss the physiological factors that affect endurance.
2.04 Discuss the expected effect exercise has on endurance.
2.05 Define muscle strength and endurance.
2.06 Identify and explain techniques or procedures used to evaluate sensation.
2.07 Discuss the anatomical and physiological factors that affect sensation.
2.08 Define between light and deep touch, two point discrimination, proprioception, and kinesthesia.
2.09 Identify and explain techniques or procedures used to evaluate coordination.
2.10 Discuss the anatomical and physiological factors that affect coordination.
2.11 Define coordination, akinesia, dydiadoikinesia, diadoikinesia, intention tremor, and non-intention tremor.
2.12 Identify and explain techniques or procedures used to evaluate motor control.
2.13 Discuss the anatomical and physiological factors that affect motor control.
2.14 Explain the relationships sensation, coordination and motor control have with each other.

3.00 Discuss the basic concepts and principles of gait analysis and gait training.
3.01 Define the normal gait cycle.
3.02 List and explain the 6 determinants of gait.
3.03 Explain 3 methods to evaluate gait and indicate the components of a gait analysis.
3.04 Describe the roles kinesthesia, proprioception, coordination and balance have related to normal gait.
3.05 Explain how gait analysis is used to develop a gait training program.
3.06 Differentiate between a compensated and uncompensated Trendelenburg gait.
3.07 Describe a gait training program for someone with low endurance, abnormal coordination or abnormal motor control.
3.08 Describe a gait training program for a person with one sided involvement, bilateral lower extremity involvement, total knee replacement, total hip replacement, below knee prosthesis, above knee prosthesis or hip disarticulation prosthesis.

4.00 Discuss the basic concepts and principles of basic rehabilitation skills related to the treatment or the conditions presented in this course.
4.01 List the indications and contradictions for the use of physical therapy interventions to treat the conditions presented in this course.
4.02 List the precautions associated with the use of physical therapy interventions to
treat the conditions presented in the course.

4.03 Identify and discuss the principles of treatment related to treatment of persons who require rehabilitation to enhance functional abilities.

4.04 Identify and describe the physical therapy management of persons with lower extremity amputations.

4.05 Discuss the role of physical therapy in vestibular and balance rehabilitation.

4.06 Define hemiplegia and CVA and differentiate between the two conditions.

4.07 Define and describe types of architectural barriers found in the home and community.

4.08 List the basic goals of the rehabilitation process.

4.09 Identify and describe the major types or levels of spinal cord injury; differentiate between quadriplegia and paraplegia.

4.10 List the major complications associated with traumatic spinal cord injury.

4.11 Discuss the stages or recovery associated with traumatic brain injury including patient responses during each stage.

4.12 Describe the anatomy and physiology of ventilation including associate muscles of respiration and lung volumes.

4.13 List and describe treatment procedures utilizing in cardiopulmonary physical therapy, including postural drainage, percussion, vibration, breathing exercises, and cardio rehabilitation.

4.14 Describe what procedures need to be taught to a patient regarding proper care of his/her residual limb.

4.15 Describe a program of gait training using parallel bars.

4.16 Define ADL (activities or daily living); functional outcome.

4.17 Discuss some of the psychosocial issues that confront persons with the conditions presented in this course.

4.18 List the common complications associated with the conditions presented within this course.

4.19 Describe techniques used to facilitate the development of normal muscle tone.

4.20 Describe the basic concepts, principles or theories related to the use of specialized treatment approaches such as neuro-developmental, Brunnstrom, Rood, Motor Relearning, and Proprioceptive Neuromuscular Facilitation.

5.00 Explain the basic concepts and principles associated with prosthetic devices for the lower extremities.

5.01 Identify and name the major types of lower extremity prostheses.

5.02 Describe the components of the major types of lower extremity prostheses.

5.03 Explain how to apply the major types of lower extremity prostheses to the residual limb.

5.04 Explain the basic factors related to proper alignment of an above knee prostheses.

5.05 Describe the maintenance required for the major types of lower extremity prostheses.

6.00 Explain the basic concepts and principles associated with orthotic devices for the trunk and lower extremities.
6.01 Identify and name the major types of trunk and lower extremity orthoses.
6.02 Describe the components or the major types of trunk and lower extremity orthoses.
6.03 Explain how to apply the major types of trunk and lower extremity orthoses.
6.04 Explain the basic principles of alignment or biomechanics related to the proper fit and alignment or the major types of trunk and lower extremity orthoses.
6.05 Describe the maintenance required for the major types of trunk and lower extremity orthoses.

7.00 Explain the basic concepts and principles related to wheelchair prescription and adaptive equipment to meet the needs of a variety of patient conditions presented in this course.

8.01 Describe the factors to be considered when prescribing a wheelchair for a given patient.
7.02 Identify and explain the common adaptive equipment used to meet the needs of a given wheelchair user.
7.03 Explain why or when a reclining wheelchair should be prescribed.
7.04 Explain why or when a one wheel drive wheelchair should be prescribed.
7.05 Explain why or when a special wheelchair should be prescribed for a person with lower extremity amputations.
7.06 Explain why or when an externally powered (motorized) wheelchair should be prescribed.

Laboratory Goals: Upon satisfactory completion of the laboratory component of this course the student will be able to:

1.00 Participate in treatment planning by applying basic principles and concepts.
2.00 Participate in the evaluation of a person’s endurance, sensation, coordination and motor control using proper techniques and procedures.
3.00 Participate in the analysis and correction of a person’s gait by applying proper gait training and analysis techniques.
4.00 Demonstrate the ability to use basic rehabilitation techniques and procedures to treat persons with conditions presented in this course.
5.00 Demonstrate the application and maintenance of a lower extremity prosthesis.
6.00 Demonstrate the application and maintenance of a trunk or lower extremity orthosis.
7.00 Participate in an environmental, functional, or architectural assessment by applying proper techniques and procedures.
8.00 Participate in the prescription of a wheelchair and adaptive equipment for persons with any of the conditions presented in this course.

Laboratory Objectives: Upon satisfactory completion of the laboratory component of this course the student will be able to:
1.00 Participate in treatment planning by applying basic principles and concepts.
1.01 Assist a physical therapist to plan a program for a patient with a condition presented in this course.
1.02 Write short-term goals to support long-term goals.

2.00 Participate in the evaluation of a person’s endurance, sensation, coordination and motor control using proper techniques and procedures.
2.01 Use proper techniques and procedures to assist in the measurement endurance.
2.02 Use proper techniques and procedures to assist in the measurement sensation including two point discrimination, light touch, deep touch (pressure), proprioception and kinesthesia.
2.03 Use proper techniques and procedures to assist in the evaluation of coordination.
2.04 Use proper techniques and procedures to assist in the evaluation of motor control.

3.00 Participate in the analysis and correction of a person’s gait by applying proper gait training and analysis techniques.
3.01 Use proper techniques and procedures to analyze gait.
3.02 Use proper techniques and procedures to gait train a person who exhibits low endurance, abnormal coordination, or abnormal motor control.
3.03 Use proper techniques and procedures to gait train a person who exhibits one sided involvement, bilateral lower extremity involvement, total knee replacement, total hip replacement, below knee prosthesis, above knee prosthesis, or hip disarticulation prosthesis.
3.04 Use proper techniques or procedures to teach various transfers to a person with one-sided involvement, bilateral lower extremity involvement, upper and lower extremity and trunk involvement, amputation of the lower extremity or any of the conditions presented in this course.
3.05 Use proper techniques or procedures to teach the use of a wheelchair, when applicable, to a person with any of the conditions presented in this course.

4.00 Demonstrate the ability to use basic rehabilitation techniques and procedures to treat persons with conditions presented in this course.
4.01 Follow precautions and contraindications associated with the treatment of persons with any of the conditions presented in this course.
4.02 Use proper techniques or procedures to improve a patient’s functional abilities.
4.03 Use proper techniques and procedures to prepare the patient and the residual limb for ambulation with a prosthesis.
4.04 Properly gait train a patient with a lower extremity prosthesis.
4.05 Use proper techniques and procedures to retrain vestibular, visual and somatosensory systems for the person with imbalance.
4.06 Use proper techniques and procedures to provide vestibular rehabilitation, including, adaptation exercises and repositioning for the person with vertigo/dizziness.
4.07 Use proper techniques and procedures to teach bed mobility and transfers to persons with any of the conditions presented in this course.
4.08 Use proper techniques and procedures to teach ambulation or wheelchair mobility
to persons with any of the conditions presented in this course.

4.09 Use proper techniques and procedures to improve abnormal motor control.
4.10 Use proper techniques and procedures to improve muscle tone.
4.11 Demonstrate the proper application of the specialized treatment approaches such as Rood, Brunnstrom, NDT, Motor Relearning, and PNF.
4.12 Use proper techniques and procedures to provide breathing exercises and postural drainage, for a person with pulmonary dysfunction.

5.00 Demonstrate the application and maintenance of a lower extremity protheses.
5.01 Properly apply a below knee, above knee or hip disarticulation protheses.
5.02 Properly maintain lower extremity protheses.
5.03 Teach a person how to apply and maintain a lower extremity protheses.

6.00 Demonstrate the application and maintenance of a trunk or lower extremity orthosis.
6.01 Demonstrate how to properly apply a trunk or lower extremity orthoses.
6.02 Demonstrate how to properly maintain trunk or lower extremity orthoses.
6.03 Teach a person how to apply and maintain trunk and lower extremity orthoses.

7.00 Participate in an environmental, functional, or architectural assessment by applying proper techniques and procedures.
7.01 Assist the physical therapist to properly perform a functional assessment.
7.02 Properly perform an environmental assessment.
7.03 Teach techniques that will assist patients in energy conservation.
7.04 Provide advice to a person to assist him/her to eliminate or reduce architectural barriers in the house.
7.05 Provide educational information to community groups to eliminate or reduce architectural barriers in the community.

8.00 Participate in the prescription of a wheelchair and adaptive equipment for person’s with any of the conditions presented in this course.
8.01 Assist the physical therapist to assess a person’s need for an adaptive wheelchair.
8.02 Assist the physical therapist to prescribe an adaptive wheelchair for a given patient.
8.03 Instruct a patient to properly propel and maneuver an adaptive wheelchair.
8.04 Instruct a patient to use an externally powered (motorized) wheelchair.
### COURSE SYLLABUS – Part II

**Course Title:** Functional Anatomy and Kinesiology for the PT Assistant  
**Course Number-Section:** PTHA 1240 – 01 and 02  
**Credit Hours:** 3 (2 lecture 3 lab – T)

<table>
<thead>
<tr>
<th><strong>Instructor:</strong></th>
<th>Lori L Wahl</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-mail:</strong></td>
<td><a href="mailto:lwahl@zanestate.edu">lwahl@zanestate.edu</a></td>
</tr>
<tr>
<td><strong>Contact Information:</strong></td>
<td>740.588.1312</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>H 325 B</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>As posted</td>
</tr>
</tbody>
</table>
| **Class time:** | Lecture M 8:00 – 9:50 a.m. Lab 01 M 10:00 a.m. to 12:50 p.m.  
Lab 02 W 2:00 p.m. to 4:50 p.m. |
| **Classroom:** | T 400 |
| **Exam Date:** | M December 11, 2017 (time TBD) |

**Required Text and Materials:**  


ISBN: 978-0-9829786-5-8

Scarborough, ME. ISBN: 978-1-890989-37-8 (Cardex with ring)

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**Course Policy Statements:**

**Procedures:**

1. Students are expected to attend all lecture and laboratory sessions and are responsible for material missed due to absence. If you need to miss class, I expect that you will call or e-mail with that information prior to the start of class/lab. I reserve the right to deduct **5 points** for each lecture and **10 points** for each laboratory session that you do not attend in **its entirety**.

2. Students who are absent for a quiz, exam or lab assessment/practical will need to arrange with the instructor an opportunity to complete the activity. The decision to permit a student to "make up" a quiz, exam or lab practical is at the discretion of the instructor. A **10% penalty per day** may be assessed by the instructor.
3. Evaluation of students may be done through quizzes, exams, lab walk through assessments and practicals. A student must personally inform the instructor if he/she experiences an emergency or illness that prevents him/her from being present for a quiz, exam or lab assessment/practical at the scheduled time.

4. Students must pass each lab practical with a 75 percent.

5. Students must pass the final exam with a 75 percent. If unsuccessful in the first attempt on the final exam, the exam must be retaken. However, the grade from the first attempt will be used to determine the overall points for the course.

6. Cell phones should be kept on silent (no vibration) and be kept in a book bag/purse during class and lab unless you receive prior permission from the instructor. You will be permitted to access your phone during all break times and there may be times when it is requested that you use your phone for academic purposes.

Grading and Evaluation:

a. 3 quizzes; 30 pts x 2; 40 pts x 1 = 100 points
b. 1 exam = 100 points
c. Final exam = 100 points
d. 2 Mini-Walk Throughs; 20 points ea. = 40 points
e. 2 lab practicals; 50 points each = 100 points
   TOTAL 440 points

Grading Scale:

A = 405 – 440
B = 370 – 404
C = 330 – 369
D = 295 – 329
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 21</td>
<td>Introduction to the course/Introduction to human movement</td>
<td>Ch. 1 - Clin. Kines. for PTA</td>
</tr>
<tr>
<td>3 Sept 4</td>
<td>Labor Day Holiday – No Class but read, review Bb lecture notes and do pre-labs! Muscular System/Leverage</td>
<td>Chs. 5 &amp; 8- Clin. Kines.</td>
</tr>
<tr>
<td>4 Sept 11</td>
<td>Arthrokinematics/Biomechanics</td>
<td>Ch. 4 &amp; 8 - Clin. Kines.</td>
</tr>
<tr>
<td>7 Oct 2</td>
<td>Exam I/Walk Through Practical (both sections) This will likely go past 9:50 a.m. – plan for it!</td>
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<tr>
<td>8 Oct 9</td>
<td>Fall Break – No Class</td>
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<tr>
<td>10 Oct 23</td>
<td>Quiz II covering Shoulder, Elbow and Wrist Hand</td>
<td>Ch. 13 - Clin. Kines</td>
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<tr>
<td>13 Nov 13</td>
<td>Mini-Walk Thru Posture</td>
<td>Ch. 21 Lab Manual</td>
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<tr>
<td>14 Nov 20</td>
<td>Knee</td>
<td>Ch. 19 - Clin. Kines</td>
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<tr>
<td>15 Nov 27</td>
<td>Ankle and Foot</td>
<td>Ch. 20 - Clin. Kines</td>
</tr>
<tr>
<td>16 Dec 4</td>
<td>Quiz III Over Entire Lower Extremity – I will grade and return this week Final Walk Through Lab Practical – This will likely go past 9:50 a.m. – plan for it!</td>
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<tr>
<td>17 Dec 11</td>
<td>Final Exam - Exam will be at 8:00 or 10:00 a.m. per class preference</td>
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<tr>
<td>WEEK</td>
<td>LABORATORY ACTIVITY</td>
<td>READING/Pre-labs</td>
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<tr>
<td>1</td>
<td>Palpation</td>
<td>Ch. 1 Lab Manual (Pre-lab #1, 4, 5, 6, 8, 9, 10 and 11)</td>
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<tr>
<td>2</td>
<td>Articular and Skeletal Systems</td>
<td>Chs. 2 &amp; 3 Lab Manual</td>
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<tr>
<td>3</td>
<td><strong>No Monday Lab – Both sections meet Wed 2-4:50 Muscular System lab</strong></td>
<td>Review questions from text Ch. 5 &amp; 8; handouts; Lab Man Chs. 5 and 8 (Pre-lab #3, 4, 7, 8, 9, 11)</td>
</tr>
<tr>
<td>4</td>
<td>Lori's Movement/Problem Solving Lab</td>
<td>Ch. 4 Lab Manual Provided Handouts</td>
</tr>
<tr>
<td>5</td>
<td><strong>Mini Walk Through Thorax, Trunk and Neck</strong></td>
<td>Ch. 15 Lab Manual</td>
</tr>
<tr>
<td>6</td>
<td>Shoulder Girdle and Shoulder</td>
<td>Chs. 9 and 10 Lab Manual</td>
</tr>
</tbody>
</table>
| 7    | **Lab Practicals (section 01 on Wednesday)**  
  - I will hold a review session (during the remaining time) on Monday until 12:50 | |
| 8    | **Lab Practicals (section 02)** | |
| 9    | Elbow and Wrist      | Chs. 11 and 12 Lab Manual |
| 10   | Hand                | Ch. 13 Lab Manual |
| 11   | Gait                | Ch. 22 Lab Manual/web based resources |
| 12   | Pelvic Girdle and Hip | Chs. 17 and 18 Lab Manual |
| 13   | **Review of all covered Lab Practical II material covered to date**  
  Possibly begin knee lecture and/or pre-lab | Come prepared to palpate UE and LE structures |
| 14   | Knee                | Ch. 19 Lab Manual |
| 15   | No Wednesday Lab due to Thanksgiving - Both Sections meet Monday from 10-12:50 p.m. | Ch. 20 Lab Manual |
| 16   | Foot/Ankle          | |
| 17   | Lab Practicals      | |
NOTE: Students may find it necessary to use the laboratory at times other than the scheduled lab periods to practice techniques. The laboratories will be available upon request when at least two students will be present in the lab and a faculty member is readily available in case assistance is needed. Weekend or evening access to the lab will be possible only if a faculty member is present.

Additional practice of techniques and application of equipment is **strongly encouraged** to improve student proficiency and competence.

*PLEASE NOTE: You may **not** remove any Zane State College property from the laboratory without the documented consent of a PTA program faculty member.
COURSE SYLLABUS

Course Title: PTHA 1050-Clinical Documentation for the PTA
Credit Hours: 2
Instructor: Helen Rollins
E-Mail: hrollins@zanestate.edu

Course Description:
PTHA 1050 provides skill training in both documentation and billing for physical therapy services. This course includes information on the role of the physical therapist assistant and their responsibilities specific to patient care, documentation and communication as a member of the healthcare team. Common patterns of delivery for physical therapy services, methods of referral, and an introduction to medical abbreviations are presented. The role of professional ethics and legal issues will be explored as they relate to documentation and reimbursement.

Prerequisites: Grade of "C" or better in PTHA 1010, PTHA 1070, and PTHA 1240.

Office: Health Science Hall, 325B

Office Hours: Posted on HSH reception area window and by appointment

Phone: Zanesville local calls: (740) 454-2501, Ext. 4112
Cambridge local calls: (740) 432-6568, Ext. 4112
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 4112

Class Time: Classroom:
Section 01: T, 2:00 - 3:50 p.m. T400

Final Exam for this class will be: Tuesday, May 9 at 2:00 p.m.

Required Text and Materials:

Lecture Goals:
Upon satisfactory completion of the lecture component of this course the student will be able to:

1.0 Describe the relationship between documentation and disablement.
2.0 Explain the physical therapist assistant’s role in the clinical decision-making process and documentation.
3.0 Differentiate between information found in the S, O, A, and P portions of a S.O.A.P. note.
4.0 Describe the physical therapist assistant’s responsibilities related to patient care, documentation, and communication.
5.0 Locate and use information in the supervising physical therapist’s initial evaluative note.
6.0 Follow appropriate guidelines when writing physical therapy notes.
7.0 Prepare accurate written documentation for the medical record using the S.O.A.P. format.
8.0 Describe how documentation is tied to reimbursement.
9.0 Discuss legal and ethical responsibilities for documentation.

Lecture Objectives:
1.00 Describe the relationship between documentation and disablement.
   1.01 Define disablement.
   1.02 Identify terminology used in the *International Classification of Functioning, Disability and Health* (ICF) and in the Nagi framework.
   1.03 Differentiate between impairment, functional limitation and disability.
   1.04 Differentiate between impairment, activity limitation and participation restriction.
   1.05 Define documentation.
   1.06 List reasons for documenting.
   1.07 Describe how documentation should reflect disablement.

2.00 Explain the physical therapist assistant’s role in the clinical decision-making process and documentation.
   2.01 Explain the clinical decision-making process.
   2.02 Describe types of patient data/clinical information found in a medical record that contributes to decision-making.
   2.03 Identify appropriate patient data for a PTA to collect and record to assist with clinical decision-making.
   2.04 Describe the criteria for medical necessity.
   2.05 Illustrate how accurate documentation contributes to the clinical decision-making process.
   2.06 Differentiate between the role of the PT and the PTA in the clinical decision-making process.

3.00 Differentiate between information found in the S, O, A, and P portions of a S.O.A.P. note.
   3.01 Examine different types of physical therapy documentation formats.
   3.02 Identify advantages and disadvantages of using forms or templates in documentation.
   3.03 Identify advantages and disadvantages of electronic documentation.
3.04 Accurately define subjective, objective, assessment and plan.
3.05 Correctly organize patient data in the S.O.A.P. format.
3.06 Demonstrate use of acceptable medical terminology and abbreviations as presented in this course.

4.00 Describe the physical therapist assistant’s responsibilities related to patient care, documentation, and communication.
4.01 Recognize various ways patients enter the physical therapy care system.
4.02 List the 5 elements of the patient/client management model.
4.03 Differentiate between the role of the PT and PTA within the patient/client management model.
4.04 Identify individuals the PTA must communicate with for efficient and effective patient care.
4.05 Describe how accurate documentation facilitates effective communication.
4.06 Identify characteristics of appropriate verbal and nonverbal communication.

5.00 Locate and use information in the supervising physical therapist’s initial evaluative note.
5.01 List types of information found in an initial evaluative note.
5.02 Construct questions the PTA should ask during review of an evaluative note to guide his/her decisions related to selecting and providing treatment interventions.
5.03 Demonstrate ability to select appropriate intervention to provide following review of the physical therapist’s initial evaluative note.
5.04 Utilize established goals in the physical therapist’s plan of care to assist the PTA in judging patient performance and necessary course of action.

6.00 Follow appropriate guidelines when writing physical therapy notes.
6.01 Identify tasks that must be documented by the PT and those that can be documented by the PTA.
6.02 Describe basic documentation principles.
6.03 Describe procedure for documenting:
   a. Late entries
   b. Errors
   c. Missed appointments
   d. Telephone, electronic or verbal orders

7.00 Prepare accurate written documentation for the medical record using the S.O.A.P. format.
7.01 Identify types of data that should be recorded in the S portion of a S.O.A.P.
7.02 Identify types of data that should be recorded in the O portion of a S.O.A.P.
7.03 Identify types of data that should be recorded in the A portion of a S.O.A.P.
7.04 Identify types of data that should be recorded in the P portion of a S.O.A.P.
7.05 Describe importance of linking S,O, A, and P information in the interim/progress note to information in the evaluative note.
7.06 Organize given information into a complete, logically structured S.O.A.P. note following basic documentation guidelines.

8.00 Describe how documentation is tied to reimbursement.
8.01 Define reimbursement.
8.02 Differentiate between first, second and third party payers.
8.03 Explain difference between Medicare Parts A, B, C, and D.
8.04 Describe the importance of the A and P portions of a note in relationship to reimbursement.
8.05 Describe Medicare reimbursement in various settings and patient care scenarios.

9.00 Discuss legal and ethical responsibilities for documentation.
9.01 Discuss clinic requirements under the Health Insurance Portability and Accountability Act (HIPPA) privacy rule.
9.02 Compare ethical and legal responsibilities for maintaining confidentiality.
9.03 Define fraud and abuse.
9.04 Realize the importance of informed consent.
9.05 Give reasons for filing an incident report.
9.06 Outline different agencies’ responsibilities in establishing rules for documentation.

Diversity in the Classroom:
It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.

Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

Free Tutoring Services:
Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are
available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

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According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

**Electronics Policy:**
Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.

**Responsiveness Policy:**
Faculty will respond to electronic communications made via e-mail from students within 24 hours M – F (Fri before noon). Any message received after 12 noon on Fridays, on weekends, or any day the college is closed (holidays, weather emergencies, etc.) will receive a response the next regular business day.

**Procedures:**

1. The student is expected to attend all class sessions and is responsible for any material missed due to absence. Arrangements to make up missed assignments or exams must be made with the instructor. Full credit may not be awarded for make-up tests and assignments. I reserve the right to deduct five points per class not attended in its entirety.

2. Students often find it necessary to contact the course instructor outside of class time. Students are encouraged to utilize posted office hours or to correspond via e-mail.

3. Evaluation will include case studies, S.O.A.P. notes, in-class activities, quizzes and examinations.

4. Students must pass the final comprehensive exam with a 75% grade. If unsuccessful in the first attempt, the exam must be retaken until a score of 75% is achieved. However, the grade from the first attempt will be used to determine the overall points for the course.

**Evaluations:**

a. In-Class activities/participation 25 points
b. Exams (75 pt. each) 150 points
c. Final Exam 100 points
d. S.O.A.P. Notes (25 pts. each) 50 points
e. Case Studies (25 pts. each) 50 points
f. Quizzes (25 pts. each) 75 points

Total 450 points
Grading:

Accumulated points from all evaluation methods

A = 417 - 450
B = 378 - 416
C = 337 - 377
D = 302 - 336
F = 301 and below

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE &amp; CLASSROOM ACTIVITIES</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>• Introduction to course &amp; review of syllabus</td>
<td>Syllabus, Ch.1- Erickson &amp; McKnight Appendix A pp. 131-135</td>
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<tr>
<td></td>
<td>• Physical Therapy and Disablement Models</td>
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<td>• Nagi Framework/ICF Exercises</td>
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<td>• In-Class Case Scenarios</td>
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<td>2</td>
<td>• Medical Abbreviations/Symbols Pre-Quiz</td>
<td>Ch. 2, pp. 131-135 – Erickson &amp; McKnight; Abbreviation List Bb</td>
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<td></td>
<td>• Clinical Decision-Making &amp; Reasons for Documenting</td>
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<td></td>
<td>• Maintenance/Skilled In-Class Scenarios (pp. 117)</td>
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<td>• Case Study #1 Assignment Guidelines</td>
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<tr>
<td>3</td>
<td>• Case Study #1 Due</td>
<td>Ch.11 - Erickson &amp; McKnight; HIPPA Handout Bb</td>
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<td>• HIPPA and Electronic Documentation</td>
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<td>• Legal and Ethical Considerations</td>
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<td>4</td>
<td>• Medical Abbreviations/Symbols Post-Quiz</td>
<td>Ch.3, Ch. 4 - Erickson &amp; McKnight</td>
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<td></td>
<td>• Documentation Formats</td>
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<td>• Components of a S.O.A.P. note</td>
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<td>• Patient Management Model</td>
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<td></td>
<td>• PT vs. PTA Role</td>
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<tr>
<td>5</td>
<td>• HIPPA Quiz</td>
<td>Laws and Rules Regulating the Practice of Physical Therapy at <a href="http://www.otptat.ohio.gov/">www.otptat.ohio.gov/</a>; Ch. 6 - Erickson &amp; McKnight</td>
</tr>
<tr>
<td></td>
<td>• Documentation Guidelines</td>
<td></td>
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</table>
| 6  | S.O.A.P. Note Assignment #1 Guidelines  
S.O.A.P. Note Organization and Documentation Procedures (in-class activities) | Ch. 3 & 6 - Erickson & McKnight |
| 7  | S.O.A.P. Note Assignment #1 Due  
EXAM I | S.O.A.P. note sample key Bb |
| 8  | Writing the Subjective  
Verbal and Nonverbal Communication Activities (video/audio recognition)  
Sample Subjective Interview | Ch. 7 - Erickson & McKnight |
| 9  | SPRING BREAK | SPRING BREAK |
| 10 | Writing the Objective  
Practical Scenarios – collecting & documenting “S & O” | Ch. 8 - Erickson & McKnight |
| 11 | Writing the Assessment & Plan  
S.O.A.P. Note Assignment #2 Guidelines | Ch. 9 - Erickson & McKnight |
| 12 | S.O.A.P. Note Assignment #2 Due  
Organization & Application In-Class Activities | S.O.A.P. note sample key Bb |
| 13 | EXAM II | |
| 14 | Interpreting the Initial Evaluation  
Writing Interim/Progress Notes  
In-Class Scenarios/Activities | Ch. 5 - Erickson & McKnight |
| 15 | Payment and Reimbursement Basics  
In-Class Billing Scenarios  
Case Study #2 Assignment Guidelines | Ch. 10 - Erickson & McKnight |
| 16 | Case Study #2 Assignment Due  
Legal and Ethical Considerations for PT Documentation | Ch. 11 - Erickson & McKnight |
| 17 | FINAL EXAM | |

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COURSE SYLLABUS

Course Title: PTHA 1060 – Pathophysiology for the Physical Therapist Assistant
Credit Hours: 3
Instructor: Dr. Lori Wahl
E-Mail: lwahl@zanestate.edu

Course Description:
PTHA 1060 emphasizes the effects of disease and injury on the musculoskeletal, cardiopulmonary and integumentary systems and the therapeutic options available to treat the resulting dysfunctions. This course introduces basic principles of pharmacology as related to dysfunctions presented.

Prerequisites: Grade of "C" or better in PTHA 1010, PTHA 1070, and PTHA 1240.

Office: Health Science Hall, 325B
Office Hours: as posted on HSH reception area window and by appointment
Phone: Zanesville local calls: (740) 454-2501, Ext. 1312
Cambridge local calls: (740) 432-6568, Ext. 1312
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 1312
- When at all possible, use e-mail versus phone communication

Class Time: Classroom:
Section 01: W, 10:00 a.m. – 12:50 p.m. T400

Final Exam will be Wednesday, May 10th from 10 a.m. to 12 p.m. in T 400

Required Text and Other Materials:

Goals: Upon satisfactory completion of this course the student will be able to:

1.00 Discuss principles and concepts of disease and injury, to various body systems that are commonly treated by physical therapy personnel.

2.00 Describe various pathological conditions that occur in the human.
   2.01 Describe various musculoskeletal conditions
   2.02 Describe various cardiovascular and respiratory conditions
   2.03 Describe various types of burns/integumentary conditions
   2.04 Describe various endocrine/metabolic disorders

3.00 Discuss physical therapy treatment approaches or interventions used to treat the conditions presented in this course.

4.00 Integrate anatomical and kinesiological concepts with the musculoskeletal injuries and diseases described in this course.

Objectives:

1.00 Discuss principles and concepts of disease and injury, to the musculoskeletal system that are commonly treated by physical therapy personnel.
   1.01 Define basic terms associated with pathology and dysfunction of the musculoskeletal, cardiovascular, respiratory, integumentary and endocrine/metabolic systems.
   1.02 Discuss the reaction of muscle, bone and soft tissue to trauma, disease, disuse, or dysfunction.
   1.03 Describe the process of tissue repair or healing.
   1.04 Explain the normal development and growth of bone and other connective tissue.
   1.05 Discuss the principles and concepts related to the use of joint replacement as a method to treat bone or joint disorders.
   1.06 Differentiate between and among diagnostic imaging techniques; explain the principles of operation of each item.

2.00 Describe various pathological conditions that occur in the human.
   2.01 Differentiate between and describe rheumatoid arthritis and degenerative joint disease/osteoarthritis.
   2.02 Differentiate between and describe various joint specific musculoskeletal pathologies according to etiology, pathology and clinical signs and symptoms.
   2.03 Define osteoporosis including, clinical manifestations and pathology.
   2.04 Discuss the predominate pathology and clinical implications of the various bone disorders.
   2.05 Identify and differentiate between benign and malignant neoplasms.
   2.06 Identify and differentiate between and among various cardiovascular/respiratory conditions.
   2.07 Identify and differentiate between and among various types of burns and other integumentary conditions
   2.08 Identify and differentiate between and among various endocrine/metabolic conditions.
3.00 Discuss physical therapy treatment approaches or interventions used to treat the conditions presented in this course.

3.01 Describe the general considerations for the treatment of joint/anatomical region specific conditions presented in this course by physical therapy techniques or procedures.

3.02 Describe physical therapy intervention in the management of various body system pathologies and conditions.

3.03 Describe the precautions and/or contraindications associated with the physical therapy treatment of conditions presented.

4.00 Integrate anatomical and kinesiological concepts with the musculoskeletal injuries and diseases described in this course.

4.01 Apply knowledge of anatomy and identify the anatomical landmarks associated with the musculoskeletal injuries and diseases described in this course.

4.02 Correlate the damage to structures with the resultant disruption of functional movement/ability.

**Diversity in the Classroom:**
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**Procedures:**
1. Students are expected to attend each class session and are responsible for material missed due to an absence. If you are going to be absent, it is expected that you will contact me with that information. I reserve the right to deduct 5 points from your total for each absence or class not attended in its entirety in the event that you do not have an acceptable reason or don’t communicate with me yourself.

2. Students who are absent for a quiz or exam will need to arrange with the instructor an opportunity to complete the quiz or exam. Decisions to permit a student to "make up" a quiz or exam will be at the discretion of the instructor. A per day percentage penalty may be assessed for make-ups.

3. Evaluation of students will be done through quizzes, and exams. Assignments submitted after the date required are subject to a lower grade or may not be accepted. A student must notify the instructor if he/she experiences an emergency or illness that prevents him/her from being present for a quiz or exam.

4. Students must pass the course with a 75 percent.

5. Students must pass the final exam with a 75 percent. If unsuccessful in the first attempt on the final exam, the exam must be retaken. However, the grade from the first attempt will be used to determine the overall points for the course.
   a. 4 Exams; 50 points each    200 points
   b. Final Exam                200 points
   c. 10 Bb quizzes; 8 x10 points; 1 x 20  100 points
**TOTAL 500 points**

**Grading Scale:**
- A = 460 - 500
- B = 420 - 459
- C = 375 - 419
- D = 330 - 374
- F = Below 330

**PTHA 1060 Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text/Chapter</th>
</tr>
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<tbody>
<tr>
<td>January 18</td>
<td>Inflammation and Healing Diagnostic Tools</td>
<td>Ortho Ch. 1 (review, pharmacology and imaging) and Ch. 5</td>
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<tr>
<td></td>
<td></td>
<td>Pathology Ch. 1 (similar to Ortho Ch. 5)</td>
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<tr>
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<td><strong>Mini-quiz I on Bb</strong></td>
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<tr>
<td>January 25</td>
<td><strong>Neuro Material per 1120 Syllabus</strong></td>
<td>N.A. Chs. 3 – 9</td>
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<td></td>
<td><em>Will provide General Management Concepts handout for PTHA 1060</em></td>
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<tr>
<td></td>
<td></td>
<td>Ortho Chs. 8-11</td>
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<tr>
<td>February 1</td>
<td>Finish Spine (Part I) from Monday and Spine (Part II)</td>
<td>Ortho Chs. 12 and 13</td>
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<td></td>
<td>Ortho Chs. 14 and 15</td>
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<td><strong>Mini-quiz II on Bb</strong> (spine)</td>
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<td>February 8</td>
<td>Student led review for Exam I</td>
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<tr>
<td>February 15</td>
<td><strong>Exam I (weeks 1 – 4)</strong> Hip</td>
<td>Ortho Ch. 19</td>
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<td><strong>Mini-quiz III on Bb</strong> (hip)</td>
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<td>February 22</td>
<td>Knee</td>
<td>Ortho Ch. 20</td>
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<td><strong>Mini-quiz IV on Bb</strong> (knee/ankle-foot)</td>
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<tr>
<td>March 1</td>
<td>Ankle/ Foot</td>
<td>Ortho Ch. 21</td>
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<tr>
<td>March 8</td>
<td><strong>Exam II (weeks 5 – 7)</strong> Shoulder</td>
<td>Ortho Ch. 16</td>
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<tr>
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<td><strong>Mini-quiz V on Bb</strong> (shoulder/forearm)</td>
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<tr>
<td>WEEK 9 Spring Break</td>
<td>NO CLASS</td>
<td>RELAX</td>
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<tr>
<td>March 22</td>
<td>Finish Shoulder Elbow/Forearm</td>
<td>Ortho Ch. 16 Ortho Ch. 17 Mini-quiz VI on Bb (wrist/hand)</td>
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<td>March 29</td>
<td>Wrist/Hand</td>
<td>Ortho Ch. 18</td>
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<tr>
<td>April 5</td>
<td>Exam III (weeks 8 – 11) Cardiovascular/Respiratory Pathologies</td>
<td>Pathology Chs. 3 and 4 Mini-quiz VII on Bb (cardio/respiratory)</td>
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<tr>
<td>April 12</td>
<td>Finish Cardiovascular /Respiratory Pathologies</td>
<td>Pathology Chs. 3 and 4 Mini-quiz VIII on Bb ( integumentary)</td>
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<tr>
<td>April 19</td>
<td>Burns/Integumentary</td>
<td>Pathology Ch. 8 Mini-quiz IX on Bb (endocrine/metabolic)</td>
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<tr>
<td>April 26</td>
<td>Endocrine/Metabolic Disorders</td>
<td>Pathology Ch. 9</td>
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<tr>
<td>May 3</td>
<td>Exam IV (weeks 12 - 15) Open Review</td>
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<tr>
<td>Wednesday May 10 of Finals Week</td>
<td><strong>Final Exam</strong></td>
<td>10 a.m. to 12 p.m.</td>
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</table>
COURSE SYLLABUS

Course Title: PTHA 1110-Physical Therapy Procedures II
Credit Hours: 3
Instructor: Helen Rollins
E-Mail: hrollins@zanestate.edu

Course Description:
PTHA 1110 is a competency based course that presents principles, concepts and applications of physical therapy procedures including physical agents, deep heat modalities, electrical modalities, traction and soft tissue mobilization.

Prerequisites: Grade of "C" or better in PTHA 1010, PTHA 1070, and PTHA 1240.

Office: Health Science Hall, 325B
Office Hours: As posted on HSH reception area window and by appointment
Phone: Zanesville local calls: (740) 454-2501, Ext. 4112
Cambridge local calls: (740) 432-6568, Ext. 4112
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 4112

Class Time: Classroom:
Section 01: T, 9:00 – 10:50 a.m. T400
T, 11:00 a.m. - 1:50 p.m. T400
Section 02: T, 9:00 – 10:50 a.m. T400
R, 9:00 - 11:50 a.m. T400

Final Exam for this class will be Tuesday, May 9th at 9a.m.

Required Text and Materials:

Scarborough, ME. ISBN: 978-1-890989-31-6 (Cardex with ring)

One package of electrodes.

Handouts provided by the instructor.
Lecture Goals: Upon satisfactory completion of the lecture component of this course the student will be able to:

1.00 Discuss the principles, techniques and effects associated with superficial heating (thermotherapy) and cooling (cryotherapy).

2.00 Describe the therapeutic effects of soft tissue mobilization/therapeutic massage.

3.00 Discuss the principles, techniques and effects associated with hydrotherapy.

4.00 Discuss the principles, techniques and effects associated with ultrasound and phonophoresis.

5.00 Discuss concepts, principles and theory related to the therapeutic use of diathermy.

6.00 Discuss concepts, principles and theory related to the use of cervical and lumbar traction.

7.00 Discuss the principles, techniques and effects associated with ultraviolet light and infrared.

8.00 Discuss the principles, techniques and effects associated with treatments for edema.

9.00 Discuss concepts, principles and theory related to the therapeutic use of electrical stimulation.

10.00 Discuss concepts, principles and theory related to the therapeutic use of iontophoresis and biofeedback.

11.00 Discuss the role that modalities presented in this course play in affecting tissue response to injury.

Lecture Objectives:

1.00 Discuss the principles, techniques and effects associated with superficial heating (thermotherapy) and cooling (cryotherapy).

1.01 Define superficial heating (thermotherapy) and cooling (cryotherapy).

1.02 Identify the physical mechanism of heat exchange for superficial heating and cooling agents presented in this course.

1.03 Relate the therapeutic effects of superficial heating and cooling to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.

1.04 List the precautions, contraindications and indications of superficial heating and cooling.

1.05 Explain procedures for safe application of superficial heating and cooling agents presented in this course.

2.00 Describe the therapeutic effects of soft tissue mobilization/therapeutic massage.

2.01 Define soft tissue mobilization/therapeutic massage.

2.02 Compare various soft tissue mobilization techniques presented in this course.

2.03 Relate the therapeutic effects of soft tissue mobilization to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
2.04 List the precautions, contraindications and indications of soft tissue mobilization.
2.05 Describe appropriate procedures for safe application of soft tissue mobilization, including: positioning, draping, and tissue screening.

3.00 Discuss the principles, techniques and effects associated with hydrotherapy.
3.01 Define hydrotherapy.
3.02 Relate the therapeutic effects of hydrotherapy to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
3.03 Describe hydrotherapy treatment temperature guidelines.
3.04 Explain procedures for safe application of hydrotherapy and treatment parameters.

4.00 Discuss the principles, techniques and effects associated with ultrasound and phonophoresis.
4.01 Define ultrasound and phonophoresis.
4.02 Identify the physical mechanism of heat exchange related to thermal applications of ultrasound.
4.03 Relate the therapeutic effects of ultrasound to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
4.04 Relate the therapeutic effects of phonophoresis to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
4.05 Discuss tissue and wound healing and apply basic principles in utilization of ultrasound.
4.06 List the precautions, contraindications and indications of both ultrasound and phonophoresis modalities.
4.07 Explain procedures for safe application of both ultrasound and phonophoresis modalities.
4.08 Relate treatment parameters for ultrasound and phonophoresis to expected patient outcomes.

5.00 Discuss concepts, principles and theory related to the therapeutic use of diathermy.
5.01 Define diathermy.
5.02 Compare the two types of diathermy.
5.03 Identify the physical mechanism of heat exchange related to diathermy.
5.04 Relate the therapeutic effects of diathermy to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
5.05 List the precautions, contraindications and indications of diathermy.

6.00 Discuss concepts, principles and theory related to the use of cervical and lumbar traction.
6.01 Identify different types of cervical and lumbar traction.
6.02 Relate the therapeutic effects of traction to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
6.03 Compare static and intermittent traction techniques.
6.04 List the precautions, contraindications and indications cervical and lumbar traction.
6.05 Explain procedures for safe application of mechanical cervical and lumbar traction.
6.06 Relate treatment parameters for cervical and lumbar traction treatment parameters to expected patient outcomes.

7.00 Discuss the principles, techniques and effects associated with ultraviolet light and infrared.
   7.01 Define electromagnetic energy.
   7.02 Identify the physical mechanism of heat exchange related to infrared and ultraviolet light modalities.
   7.03 Identify the advantages and disadvantages of infrared.
   7.04 List the precautions, contraindications and indications of infrared and ultraviolet light modalities.
   7.05 Discuss treatment parameters and techniques related to the safe application of infrared and ultraviolet light modalities.

8.00 Discuss the principles, techniques and effects associated with treatments for edema.
   8.01 Identify common sources of edema.
   8.02 Describe intermittent compression and treatment parameters related to edema control.
   8.03 Explain the procedure for safe application of intermittent compression pump.
   8.04 List the precautions, contraindications and indications for use of intermittent compression.

9.00 Discuss concepts, principles and theory related to the therapeutic use of electrical stimulation.
   9.01 Discuss the principles associated with the use of electrical currents presented in this course as related to pain management, tissue repair and muscle strengthening/re-education.
   9.02 Identify theories related to the effective use of electrical currents presented in this course.
   9.03 Relate the therapeutic effects of electrical currents presented in this course to the rationale for the plan of care developed by the physical therapist and expected patient outcomes.
   9.04 List the precautions, contraindications and indications of electrical modalities presented in this course.
   9.04 Describe procedures for safe application of electrical modalities presented in this course.
   9.05 Identify the interaction between treatment parameters of electrical modalities presented in this course and expected patient outcomes developed by the physical therapist.
   9.06 Analyze the similarities between electrical currents applied for pain management.
   9.06 Analyze the similarities between electrical currents applied for tissue repair.
   9.07 Analyze the similarities between electrical currents applied for muscle strengthening and neuromuscular re-education.

10.00 Discuss concepts, principles and theory related to the therapeutic use of iontophoresis and biofeedback.
   10.01 Define iontophoresis.
10.02 Define biofeedback.
10.03 Identify treatment parameters for safe application of iontophoresis.
10.04 Identify treatment guidelines for effective application of biofeedback.
10.05 List the precautions, contraindications and indications of iontophoresis.
10.06 List the precautions, contraindications and indications of biofeedback.

11.00 Discuss the role that modalities presented in this course play in affecting tissue response to injury.
11.01 Define acute and chronic pain.
11.02 Explain the pain-spasm cycle and mechanisms for chronic pain.
11.03 Describe the Gate Control Theory.
11.04 Outline the phases of tissue repair in response to trauma.

Laboratory Goals: Upon satisfactory completion of the laboratory component of this course the student will be able to:

1.00 Safely apply superficial heat and superficial cold modalities.
2.00 Safely perform soft tissue mobilization/therapeutic massage techniques, including: effleurage, friction, petrissage, tapotement and vibration.
3.00 Safely prepare a patient and the environment for application of hydrotherapy, including: whirlpool.
4.00 Safely apply ultrasound.
5.00 Safely apply mechanical cervical and lumbar traction.
6.00 Safely apply electrical currents and equipment presented in this course, including: ultrasound/electrical stimulation combination, NMES, TENS, Russian, interferential, and HVPC.
7.00 Safely apply intermittent compression pump for edema control.
8.00 Safely apply iontophoresis.
9.00 Safely apply biofeedback.

Laboratory Objectives:

1.00 Safely apply superficial heat and superficial cold modalities.
   1.01 Demonstrate safe and appropriate application of hot packs and paraffin.
   1.02 Demonstrate safe and appropriate application of ice massage, cold packs, and cold immersion.
   1.03 Demonstrate safe and appropriate application of contrast bath.
   1.04 Communicate rationale for treatment and complete necessary patient instruction and screening in a competent manner.
   1.05 Exhibit awareness of patient needs and expected patient outcomes during patient preparation, including: positioning, equipment selection and draping.
   1.06 Analyze patient response to the modality application.

2.00 Safely perform soft tissue mobilization/therapeutic massage techniques, including: effleurage, friction, petrissage, tapotement and vibration.
   2.01 Demonstrate safe and appropriate application of soft tissue.
mobilization/therapeutic massage techniques presented in this course.

2.02 Communicate rationale for soft tissue mobilization and complete necessary patient instruction and screening in a competent manner.

2.03 Exhibit awareness of patient needs and expected patient outcomes during patient preparation, including: positioning, equipment selection and draping.

2.04 Analyze patient response to soft tissue mobilization/therapeutic massage techniques.

3.00 Safely prepare a patient and the environment for application of hydrotherapy, including: whirlpool.

3.01 Prepare a whirlpool/extremity tank for patient treatment.

3.02 Communicate rationale for hydrotherapy treatment and complete necessary patient instruction in a competent manner.

3.03 Safely position patient and manage tank for application of whirlpool hydrotherapy.

3.04 Demonstrate awareness of contraindications for application of whirlpool hydrotherapy.

3.05 Properly clean hydrotherapy tank following treatment.

4.00 Safely apply ultrasound.

4.01 Demonstrate safe and appropriate application of ultrasound for both direct coupling and immersion techniques.

4.02 Communicate rationale for treatment and complete necessary patient instruction and screening in a competent manner.

4.03 Exhibit awareness of patient needs and expected patient outcomes during patient preparation, including: positioning, equipment selection and draping.

4.04 Analyze patient response to ultrasound application.

5.00 Safely apply mechanical cervical and lumbar traction.

5.01 Demonstrate safe and appropriate application of mechanical cervical traction.

5.02 Demonstrate safe and appropriate application of mechanical lumbar traction.

5.03 Communicate rationale for mechanical traction treatment and complete necessary patient instruction and screening in a competent manner.

5.04 Exhibit awareness of patient needs and expected patient outcomes during patient preparation, including: positioning, parameter selection and draping.

5.05 Analyze patient response to mechanical traction applications and suggest modifications as indicated.

6.00 Safely apply electrical currents and equipment presented in this course, including: ultrasound/electrical stimulation combination, NMES, TENS, Russian, interferential, and HVPC.

6.01 Demonstrate safe and appropriate application of various electrical currents presented in this course.

6.02 Communicate rationale for use of each electrical current presented in this course and complete necessary patient instruction in a competent manner.

6.03 Exhibit awareness of patient needs and expected patient outcomes during patient preparation.
preparation, including: positioning, equipment selection, parameter selection and draping.

6.04 Complete appropriate patient education for home use of TENS for pain management.
6.05 Analyze patient response to electrical stimulation and demonstrate ability to modify treatment as appropriate.

7.00 Safely apply intermittent compression pump for edema control.
7.01 Demonstrate safe and appropriate application of intermittent compression pump for edema control.
7.02 Communicate rationale for use of ICP and complete necessary patient instruction and screening in a competent manner.
7.03 Demonstrate ability to correctly position a patient, select pressure settings and obtain pre and post measurements indicated for ICP use.

8.00 Safely apply iontophoresis.
8.01 Demonstrate safe and appropriate application of iontophoresis.
8.02 Communicate rationale for use of iontophoresis and associated medication.
8.03 Complete necessary patient instruction and screening in a competent manner.
8.04 Demonstrate ability to correctly set-up iontophoresis electrodes, leads and dosage parameters for effective delivery of medication and patient tolerance.

9.00 Safely apply biofeedback.
9.01 Demonstrate safe and appropriate application of EMG biofeedback.
9.02 Communicate rationale for use of EMG biofeedback for both muscle contraction and relaxation.
9.03 Demonstrate ability to correctly set-up EMG biofeedback electrodes and threshold settings to achieve both muscle contraction and relaxation.

Diversity in the Classroom:
It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.
Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

**Free Tutoring Services:**
Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

**Minor Children:**
According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

**Electronics Policy:**
Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.

**Responsiveness Policy:**
Faculty will respond to electronic communications made via e-mail from students within 24 hours M – F (Fri before noon). Any message received after 12 noon on Fridays, on weekends, or any day the college is closed (holidays, weather emergencies, etc.) will receive a response the next regular business day.

**Procedures:**

1. Students are expected to attend all lecture and laboratory sessions and are responsible for material missed due to absence. **Instructor reserves the right to deduct 5 points for any missed lecture and 10 points for any missed lab from the total points accumulated.**

2. Students often find it necessary to contact the course instructor outside of class time. Students are encouraged to utilize posted office hours or to correspond via e-mail.

3. Students who are absent for a quiz, exam or lab practical will need to arrange with the instructor an opportunity to complete the activity. Decisions to permit a student to "make up" a quiz or exam will be at the discretion of the instructor. The total value of the "make up" activity may be different than the original quiz or exam.
3. Evaluation of students will be done through quizzes, exams, lab project (article search & review) and lab practical exams. A student must notify the instructor if he/she experiences an emergency or illness that prevents him/her from being present for a quiz, exam, or lab practical.

5 mini quizzes; 10 pts. each 50 points  
Competency list 26 points  
2 Quizzes; 25 points each 50 points  
2 Exams; 75 points each 150 points  
Lab Practicals; 50 points each 100 points  
Lab Project(article search/review) 24 points  
Final Exam 150 points  
TOTAL 550 points

5. The instructor reserves the right to penalize students two points each for competencies not completed by established dates, these points will be deducted from the associated lab practical score.

6. Lab competencies should be worked on throughout the semester with numbers 1-7 completed prior to first lab practical. Numbers 8 - 13 must be completed by the second lab practical.

7. Students may find it necessary to use the lab at times other than the scheduled lab periods to practice techniques. The lab will be available upon request when at least two students will be present in the lab and a faculty member is readily available in case assistance is needed. Week-end or evening access to the lab will be possible only if a faculty member is present. Also, please note that no equipment is to be removed from the lab without prior consent from PTA program faculty. Additional practice of techniques and application of equipment is encouraged to improve student proficiency and competence.

8. Students must pass the final exam with a 75 percent grade. If unsuccessful in the first attempt, the exam must be retaken until a score of 75 percent is achieved. However, the grade from the first attempt will be the one used to determine the overall points for the course.

9. No form of academic dishonesty will be tolerated. Consequences will be determined according to the College Student Handbook.

**Grading Scale:**

512 - 550 = A  
462 - 511 = B  
413 - 461 = C  
375 - 412 = D  
374 and below = F
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>READING ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Course; Superficial heat/ superficial cold</td>
<td>Syllabus Ch. 1, 7 &amp; 8, Physical Agents Scorebuilder Cards # 224-232</td>
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<tr>
<td>2</td>
<td>Mini Quiz 1 Pain Soft Tissue Mobilization/Therapeutic Massage</td>
<td>Ch. 4, Physical Agents Handouts Scorebuilder Cards #251-252</td>
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<td>3</td>
<td>Quiz I Hydrotherapy</td>
<td>Ch. 17, Physical Agents Scorebuilder Cards #237</td>
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<td>4</td>
<td>Inflammation and Tissue Repair Ultrasound</td>
<td>Ch. 3 &amp; 9, Physical Agents Scorebuilder Cards #233-236</td>
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<tr>
<td>5</td>
<td>Mini Quiz 2 Motion Restrictions Ultrasound/Phonophoresis</td>
<td>Ch. 6 &amp; 9, Physical Agents Scorebuilder Cards #233-236</td>
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<tr>
<td>6</td>
<td>Exam I - Provide Lab Project Guidelines</td>
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<tr>
<td>7</td>
<td>Electromagnetic Agents – Diathermy, Lasers &amp; UV Radiation</td>
<td>Ch. 10,15, &amp; 16, Physical Agents Handouts</td>
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<tr>
<td>8</td>
<td>Mini Quiz 3 Lab Project – PICO questions are due Cervical and Lumbar Traction</td>
<td>Ch. 18, Physical Agents Scorebuilder Cards # 238-240</td>
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<td>9</td>
<td>Spring Break – No Class</td>
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<tr>
<td>10</td>
<td>Introduction to Electrical Currents Electrical Currents for Muscle Contraction (NMES, FES, Combo ES/US)</td>
<td>Ch. 11 &amp; 12, Physical Agents Scorebuilder Cards #241-247</td>
</tr>
<tr>
<td>11</td>
<td>Quiz II Lab Project – Literature search and article selection is due Electrical Currents for Pain Management (PMES, IFES, TENS)</td>
<td>Ch. 13, Physical Agents Scorebuilder Cards #248</td>
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<tr>
<td>12</td>
<td>Mini Quiz 4 Electrical Currents for Tissue Healing (HVPC/Iontophoresis)</td>
<td>Ch. 14, Physical Agents Scorebuilder Cards #249-250</td>
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<td>13</td>
<td>Exam II</td>
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<tr>
<td>14</td>
<td>Mini Quiz 5 - Lab Project Due Tone Abnormalities and EMG Biofeedback Edema Management and Compression</td>
<td>Ch. 5 &amp; 19, Physical Agents</td>
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<tr>
<td>15</td>
<td>Begin Lab Practicals</td>
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<td>16</td>
<td>Lab Practicals</td>
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<td>17</td>
<td>Final Comprehensive Exam</td>
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<tr>
<td>WEEK</td>
<td>ACTIVITY</td>
<td>READING ASSIGNMENT</td>
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<tr>
<td>1</td>
<td>Superficial heat, superficial cold</td>
<td>Ch. 8, Physical Agents Scorebuilder Cards # 224-232</td>
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<tr>
<td></td>
<td>Soft tissue mobilization/therapeutic massage</td>
<td>Handouts Scorebuilder Cards #251-252</td>
</tr>
<tr>
<td>3</td>
<td>Hydrotherapy (group demos) Lab Comps</td>
<td>Ch. 17, Physical Agents</td>
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<tr>
<td>4</td>
<td>Ultrasound</td>
<td>Ch. 9, Physical Agents Scorebuilder Cards #233-236</td>
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<tr>
<td>5</td>
<td>Ultrasound Lab Comps</td>
<td>Ch. 9, Physical Agents Scorebuilder Cards #233-236</td>
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<td>6</td>
<td>Lab Practicals</td>
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<td>7</td>
<td>Lab Practicals</td>
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<td>8</td>
<td>Traction Lab Lab Project – PICO questions are due</td>
<td>Ch. 18, Physical Agents Scorebuilder Cards # 238-240</td>
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<tr>
<td>9</td>
<td>Spring Break – No Class</td>
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<tr>
<td>10</td>
<td>Combo US/E-Stim &amp; NMES (Russian, VMS) Lab</td>
<td>Ch. 11 &amp; 12, Physical Agents Scorebuilder Cards #241-247</td>
</tr>
<tr>
<td>11</td>
<td>Electrical Currents for Pain Management: PMES, IFES, TENS Lab Project – Literature search and article selection due</td>
<td>Ch. 13, Physical Agents Scorebuilder Cards #248</td>
</tr>
<tr>
<td>12</td>
<td>Electrical Currents for Tissue Healing (HVPC)</td>
<td>Ch. 14, Physical Agents Scorebuilder Cards #249-250</td>
</tr>
<tr>
<td>13</td>
<td>Open Lab Review: Traction Cases/Comps and E-stim Comps</td>
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<tr>
<td>14</td>
<td>Iontophoresis, EMG Biofeedback, Intermittent Compression Pump (ICP) Lab Project – Article Reviews Due</td>
<td>Ch. 14 (pp.272-276), 19, Physical Agents</td>
</tr>
<tr>
<td>15</td>
<td>Begin Lab Practicals</td>
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<tr>
<td>16</td>
<td>Lab Practicals</td>
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<tr>
<td>17</td>
<td>Final Comprehensive Exam</td>
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</table>

*When class size causes it to be necessary, some lab practicals and competencies may need to be completed outside of regularly scheduled lab hours.*
LAB PRACTICAL GUIDELINES

1. Students will participate in twos; each student will serve as a subject and a clinician.

2. Brief case studies or patient simulations will be used to establish a clinical approach for patient care. Students will select one simulation, which may have multiple procedures associated with it, and will perform the activities (application of equipment, techniques or procedures) appropriate for the patient condition.

3. Each student will complete the simulation selected within a specified amount of time in order to adhere to an established schedule, but not to exceed 25 minutes.

4. No lecture or laboratory notes or other materials will be permitted to be used during the practical.

5. Students are to wear appropriate clothing and are expected to be on time for their scheduled practical.

6. In order to ensure that students are competent and safe when working in the clinical setting, it is imperative that they be able to demonstrate appropriate levels of skills in the laboratory setting. In physical therapy courses with lab practical components, satisfactory performance is achieved with at least a 75 percent grade on the lab practicals. If a student is not successful on the first attempt, they must score at least a 75 percent on the second attempt involving a different scenario. If this is accomplished, the grade will be recorded as 75 percent regardless of the actual score. In the event that a student does not earn a 75 percent on the second attempt, they cannot receive a passing grade in the course, regardless of total course points accumulated.

   Since this is a high stakes situation, the student will receive remediation from the instructor prior to the second attempt. There is also an option for the instructor to request that another person (e.g., PTA faculty or an advisory committee member) observe the second attempt and provide an opinion of student performance. The instructor may take this information into consideration during the scoring process.

7. Students will be evaluated on treatment area and patient preparation; observation of and responsiveness to the patient; treatment activities; and conclusion of the treatment. Refer to the Lab Practical Evaluation Form for a detailed listing of each area.
PTHA 1110: Lab Practical Evaluation Form

Student Name _____________________________  Date_________________  
Evaluator_________________________________  Simulation No._________

I. Preparation Activities (10 points)
   A. Hand washing (2)          ______
      a. completes hand washing (1)
      b. executes hand washing with correct technique (1)
   B. Introduction (2)          ______
      a. Includes name (1)
      b. Includes correct title (1)
   C. Treatment area set up (3) ______
      a. Chooses appropriate and safe area for activities (1)
      b. Facilitates appropriate draping and patient confidentiality(1)
      c. Preparation indicates awareness of case-specific needs/precautions (1)
   D. Supply selection (3)       ______
      a. Chooses necessary and appropriate linens (1.5)
      b. Chooses necessary and appropriate tools (1.5)

II. Assessment Activities (11 points)
   A. Gathers pertinent subjective patient information (4)   ______
      a. Collects specific pain information and other c/o both pre/post (2)
      b. Completes screen for contraindications/precautions to planned activities (1)
      c. Collects info regarding Rx tolerance, pt. disposition (1)
   B. Considers patient impairments (4)      ______
      a. Measures as appropriate i.e. MMT, ROM, girth, etc… both pre/post (2)
      b. Considers pt. ability/pt. tolerance during performance and makes adjustments as appropriate (2)
   C. Displays observational skills (3)     ______
      a. Observes and addresses patient posture/positioning (1)
      b. Observes and addresses gait/mobility or WB restrictions/transfer status (1)
      c. Observes and monitors pt. tolerance to activities (1)

III. Treatment Activities (20 points)
   A. Appropriate patient positioning (3)     ______
      a. Chooses positioning that is safe/appropriate/logical for patient (1.5)
      b. Chooses pt. position that allows access and considers comfort (1.5)
   B. Appears confident in equipment use (4)    ______
      a. Demonstrates knowledge of equipment features/capabilities (2)
      b. Demonstrates clear plan for set-up and ability to modify for case or troubleshoot (2)
   C. Displays understanding of parameters (4)   ______
a. Chooses correct parameters for target tissue (1)
b. Chooses correct parameters for treatment goals (1)
c. Parameters selected reflect case considerations i.e. precautions (1)
d. Explains treatment/parameter desired effect to pt. correctly (1)

D. Uses a logical sequence (4) 
   a. Activities are planned and performed in a manner consistent with goal of treatment (2)
   b. Patient position changes are logical and efficient (2)

E. Technique (5) 
   a. Selection of correct treatment area/target tissue and side of involvement (1) 
   b. Utilizes correct skills for application of modality/intervention, i.e. electrode configuration, pad size, transducer head size, speed of US head movement, belt placement for tx, etc… (2) 
   c. Correctly removes modality application and adheres to safety recommendations, i.e. powers off machine, unplugs unit, inspects treatment area, drapes patient after STM (2)

IV. Conclusion of treatment (9 points) 
   A. Treatment area clean-up (2) 
      a. Cleans all equipment used per protocol (1) 
      b. Cleans physical space i.e. linens, furniture placement, etc… (1) 
   B. Documentation (5) 
      a. Includes appropriate/concise subjective (1), objective (1), assessment (1), and plan (1) 
      b. Presence of date and correct student signature (1) 
   C. Performance as a patient (2) 
      a. Demonstrates behavior consistent with case scenario (1) 
      b. Adheres to critical elements of the case, i.e. WB status, transfer status, etc… (1) 

Comments:

Total Points ________

Regardless of total accumulation of points, automatic failure of the practical will ensue if the student does not demonstrate ALL CRITICAL SAFETY ELEMENTS from previously completed competencies.
Refer to the competency performance elements in separate handout to identify what is required for successful performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Preparation</th>
<th>Implementation</th>
<th>Safe Performer</th>
<th>Critical Elements</th>
<th>Date Completed</th>
<th>Initials</th>
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</thead>
<tbody>
<tr>
<td>1. Apply hot packs</td>
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<td>2. Apply paraffin</td>
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<td>3. Perform a massage</td>
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<td>4. Apply cold packs</td>
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<td>5. Apply ice massage</td>
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<td>6. Perform whirlpool treatment</td>
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<td>Per instructor demonstration and independent exploration in lab!</td>
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<td>7. Mechanical Cervical Traction</td>
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<td>8. Mechanical Lumbar Traction</td>
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<tr>
<td>9. Ultrasound</td>
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<td>10. TENS</td>
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<td>11. NMES</td>
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<td>12. IFES</td>
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<tr>
<td>13. Combo US/E-STIM</td>
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Additional Comments:
PTHA 1110 PERFORMANCE ELEMENTS
(Critical Elements Identified with Asterisks*)

Each patient interaction should be initiated by student appropriately identifying themselves including name and credentials*, describing the purpose of the session*, obtaining informed consent* and verifying patient identifiers of full name and DOB (date of birth)*.

Apply Hot Packs and Paraffin

1. Prepare environment and gather all necessary equipment and supplies.
3. Assess patient/client before applying modality including skin condition and sensation.*
4. Apply superficial thermal modalities to patient/client according to plan of care.
   a. Commercial hot packs
      1. Check the temperature of hydrocollator: 158-170 degrees F
      2. Properly prepare hot packs with appropriate layers of covering.*
      3. Securely place prepared hot pack on area to be treated.*
      4. Cover entire area with additional dry toweling.*
   b. Paraffin
      1. Check the temperature of bath to be certain is 113-122 degrees Fahrenheit.
      2. Wash body part to be treated.*
      3. Have toweling or cover material ready.
      4. Instruct/assist patient/client to dip body part, remove it, and allow paraffin on body part to harden until it looks dull. Guard against cracking paraffin or patient/client touching bottom of tank. Repeat process 6-10 times so that glove of solid paraffin is formed.*
      5. Quickly wrap body part in waxed paper or plastic wrap and then in several layers of toweling and secure with rubber bands or tape.*

5. Set timer for time designated in plan of care (usually 15-30 minutes) and provide patient/client with a call system.
8. Perform all indicated post-treatment assessments and/or interventions.
9. Return heat source to appropriate storage area and dispose of all used linens in laundry basket.
10. Record and communicate to physical therapist application of physical agent and patient/client response.
Perform Massage

1. Prepare area and gather necessary supplies.
2. Prepare patient/client using appropriate positioning and draping.*
3. Observe skin condition in area to be treated.*
4. Apply lubricant if appropriate.*
5. Perform appropriate therapeutic massage techniques.*
   a. Petrissage
   b. Effleurage
   c. Rolling
   d. Kneading
7. Clean excess lubricant from patient/client’s skin with clean towel and cleansing agent if appropriate.
8. Terminate treatment respecting patient’s privacy.

Apply Cold Packs and Ice Massage

1. Gather all necessary equipment and supplies.
3. Assess patient/client before applying modality, including skin condition and sensation.*
4. Apply modality as directed in plan of care.
   a. Cold packs
      1. Prepare the cold pack with appropriate layer between pack and skin.*
      2. Apply and secure cold pack to body area.*
      3. Cover pack with dry toweling to slow warming.*
      4. Set timer for 10-15 minutes.
      5. Leave patient/client with signal device within reach.
   b. Ice massage
      1. Remove any sharp edges from ice by running under warm water.
      2. Explain sensation cycle (e.g., cold, burning, aching, numbness, etc.) to patient/client.*
      3. Note time and begin ice massage using moderate speed and rhythmic motion.*
      4. Use dry towel to prevent dripping or running of water on patient/client’s skin.
      5. Continue ice massage (usually 5-10 minutes) until anesthesia is reached.
6. Terminate treatment, return equipment to proper place.
Perform Whirlpool Treatment

1. Prepare environment.
3. Verify that tank/container(s) is adequately filled and that water is at correct temperature(s).*
4. Transfer and position patient/client so that area to be treated is submerged and he/she is comfortably supported.*
5. Perform whirlpool intervention.
   a. Add any prescribed additives to water.
   b. Ensure free circulation of water by checking the following:*  
      1. Small hole at bottom of turbine shaft is at least two inches below water surface.
      2. Patient does not lean against or place fingers or toes against turbine ejector.
      3. Nothing is floating in water that can be sucked into turbine.
   c. Close throttle and turn unit away from patient/client. Adjust height of shaft.*
   d. Turn switch to on and adjust agitation force and direction.*
   e. Provide patient with call system.
   f. Set timer for treatment duration (usually 20-30 minutes).
   g. Monitor patient visually throughout treatment.
8. Perform all indicated post-treatment assessments and/or interventions.

Ultrasound

1. Review treatment plan or obtain instructions
2. Prepare environment
3. Gather necessary equipment and supplies
4. Assess patient including skin condition and sensation*
5. Apply coupling agent*
6. Select appropriate MHz*
7. Set duty cycle*
8. Set duration
9. Apply transducer to patient*
10. Adjust intensity
11. Maintain appropriate transducer movement over treatment area*
12. At conclusion assure that intensity is off prior to removing transducer*
13. Clean transducer head and return it to machine*
14. Clean and dry patient’s skin observing condition*
Traction

1. Review treatment plan or obtain instructions
2. Set up equipment
3. Prepare patient and perform pre-traction assessments*
   a. Cervical traction
      1. Position patient with appropriate cervical flexion and overall comfort*
      2. Apply head halter on tray*
   b. Lumbar traction
      1. Apply pelvic belt to patient in standing or on table*
      2. Apply rib belt to patient in standing or on table*
      3. Assist patient on to table*
4. Attach traction straps to cable*
5. Set parameters*
   1. Poundage
   2. Intermittent or static
   3. Steps up and down
   4. Duration
7. Give patient call button*
8. Begin treatment*
9. Monitor for correct pull and belt/strap fit*
10. Open split in table*
11. Monitor patient during treatment
12. Conclude treatment by turning off machine, locking table, loosening belts/straps*
13. Assist patient to a sitting position and monitor for symptoms

Electrotherapeutic Modalities

1. Review treatment plan or obtain instructions
2. Prepare environment
3. Gather necessary equipment and supplies*
4. Assess patient including skin condition and sensation*
5. Prepare skin to reduce resistance*
6. Select, prepare, and apply electrodes according to desired outcomes*
7. Apply therapeutic modality including*:
   a. Neuromuscular electrical stimulation
   b. Transcutaneous electrical nerve stimulation
   c. Interferential current
8. Adjust treatment parameters including as appropriate:
   a. Polarity
   b. On/Off cycle*
   c. Duration*
d. Frequency*
e. Intensity*

9. Monitor patient during treatment for physiologic responses and tolerance for the procedure*
10. At conclusion of treatment assure that intensity is off prior to removing electrodes*
11. Assess patient for post-treatment symptoms

**Combination Ultrasound/Electrical Stimulation**

Follow the procedures in “Ultrasound and Electrotherapeutic Modalities” setting and initiating the electrical stimulation first*, then initiating the ultrasound
COURSE SYLLABUS

Course Title: PTHA 1120 - Neurological Conditions in Physical Therapy
Credit Hours: 3
Instructor: Lori Wahl, PT, DPT
E-Mail: lwahl@zanestate.edu

Course Description: This course presents the principles and concepts associated with neuroanatomy and neurophysiology and their relationship to conditions treated with physical therapy. This course introduces concepts and principles regarding the treatment of various neurological conditions.

Prerequisites: Grade of “C” or better in PTHA 1010, PTHA 1070 and PTHA 1240
Office: Health Science Hall, 325B
Office Hours: as posted on HSH reception area window and by appointment
Phone: Zanesville local calls: (740) 454-2501, Ext. 1312
Cambridge local calls: (740 432-6568, Ext. 1312
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 1312
Class Time: Classroom:
Section 01: M, 10:00 a.m. – 12:50 p.m. T400

Final Exam will be on Monday, May 8, 2017 at 10:00 a.m. in room T 400

Required Text and Materials:

Lecture Goals: Upon satisfactory completion of the course the student will be able to:
1.00 Identify and explain neuroanatomical and neurophysiological features of the central nervous system and the peripheral nervous system.
2.00 Discuss the concepts and principles of disease and injury to the neuromuscular system that are commonly treated by physical therapy personnel.
3.00 Describe various neuromuscular injuries, diseases or conditions that occur in humans.
4.00 Discuss physical therapy treatment approaches or interventions used to treat the conditions presented in this course.

Lecture Objectives:
1.00 Identify and explain neuroanatomical and neurophysiological features of the central and peripheral nervous systems.
   1.01 Identify the macroscopic areas of the brain and state the function of each area.
   1.02 Identify the sensory pathways, including pain and temperature; pressure and crude touch; and proprioception; fine touch and vibration and state the function of each.
   1.03 Identify pathways for voluntary muscle activity and state their functions.
   1.04 Identify the subcortical motor areas and state their function.
   1.05 Identify the cerebellum and its pathways and state their function.
   1.06 Identify the components of the autonomic nervous system and state their functions.
   1.07 Identify and discuss the blood supply to and circulation within the brain.
   1.08 Describe theories related to pain control and distribution.

2.00 Discuss the concept and principles of disease and injury to the neuromuscular system that are commonly treated by physical therapy personnel.
   2.01 Define basic terms associated with pathology and dysfunction of the neuromuscular system.
   2.02 Differentiate between ascending and descending pathways.
   2.03 Differentiate between myelinated and unmyelinated nerve fibers.
   2.04 Describe the concept of central nervous system control.
   2.05 Describe the concept of normal sequential development.
   2.06 Describe the concept of an appropriate learning environment.

3.00 Describe various neuromuscular injuries, diseases or conditions that occur in humans.
   3.01 Discuss various diseases, injuries and conditions according to etiology, pathophysiology, and clinical signs and symptoms.
   3.02 Define normal intracranial pressure and list factors that can contribute to its increase.
   3.03 Identify and define states of altered consciousness.
   3.04 Define cerebrovascular accident and describe the types of CVA's.
   3.05 Describe the effects of a traumatic brain injury.
   3.06 Differentiate between demyelinating and degenerative diseases of the nervous system.
   3.07 Identify and describe the clinical manifestations of Parkinson’s disease,
Amyotrophic Sclerosis, Alzheimer’s syndrome, Huntington’s disease, and others as presented.

3.08 Identify and describe the clinical manifestations of multiple sclerosis, Guillian Barre’ Syndrome and other demyelinating disorders.

3.09 Identify and describe the clinical manifestations of benign and malignant tumors of the CNS.

3.10 Identify, classify and describe the clinical manifestations of injuries to the spinal cord.

3.11 Describe the clinical manifestations of cranial nerve disorders.

3.12 Discuss or describe the development disorders or hydrocephalus, spina bifida, cerebral palsy, and muscular dystrophy.

4.00 Discuss physical therapy treatment approaches or interventions used to treat the conditions presented in this course.

4.01 Describe the general considerations for the treatment of neuromuscular disease, injuries or conditions presented in this course by physical therapy techniques or procedures.

4.02 Identify and define various primitive and tonic reflexes and describe how they affect movement patterns if they are never integrated or reemerge.

4.03 Describe righting and equilibrium responses and reactions.

4.04 Discuss the advantages and benefits of using an interdisciplinary team approach to manage the person with a neurological/neuromuscular deficit presented in this course.

**Diversity in the Classroom:**

It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

**Accessibility Services at Zane State College:**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.

Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.
After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

**Free Tutoring Services:**
Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

**Minor Children:**
According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

**Electronics Policy:**
Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.

**Responsiveness Policy:**
Faculty will respond to student inquiries within 24 hours if communication received between Sunday at 3 p.m. and Thursday at 5 p.m. Response will be initiated within 48 hours if inquiry is made outside of those times (e.g. weekends and single days the college is closed for holidays, weather emergencies, etc.).

**Procedures:**
1. Students are expected to attend all class sessions and are responsible for material missed due to absence. I reserve the right to deduct 5 points for each class missed or not attended in its entirety in the event that you do not have an acceptable reason or don’t communicate with me yourself.

2. Students who are absent for a mini-quiz, quiz or exam will need to arrange with the instructor an opportunity to complete the activity. Decisions to permit a student to "make up" any missed assessment will be at the discretion of the instructor. The total value of the "make up" activity may be different than the original. A per day percentage penalty may be imposed unless extreme circumstances exist.

3. Evaluation of students will be done through mini-quizzes, quizzes, and exams. A student must notify the instructor if he/she experiences an emergency or illness that prevents him/her from being present for a mini-quiz, quiz or exam.

4. Students must pass the final exam with a 75% grade. If unsuccessful in the first attempt, the exam must be retaken until a score of 75% is achieved. However, the grade from the first attempt will be used to determine the overall points for the course.

Points:
a. Mini Quiz x 8 (10 pts ea) 80 points
b. 2 Quizzes; 50 points each 100 points
c. 2 Exams; 100 points each 200 points
d. Final Exam 100 points

TOTAL 480 points

Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>442-480</td>
<td>A</td>
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<tr>
<td>403-441</td>
<td>B</td>
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<td>360-402</td>
<td>C</td>
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<td>322-359</td>
<td>D</td>
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<td>below 322</td>
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TENTATIVE ASSIGNMENTS

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<tr>
<th>DATE</th>
<th>LECTURE</th>
<th>READING</th>
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<tbody>
<tr>
<td>January 16</td>
<td>No Class – MLK Holiday</td>
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<tr>
<td>January 23</td>
<td>MONDAY - Introduction to Course; Basic Anatomy; Impulses</td>
<td>Syllabus, Ch. 2 – Neuro Inter. Chs. 1, 2 – N.A. Scorebuilders Cards</td>
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<td></td>
<td>WEDNESDAY - Neuropathways, descending; UMN/LMN, lesions and brainstem</td>
<td>Chs. 3, 4, 5, &amp; 6 - N.A. Scorebuilders</td>
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<tr>
<td></td>
<td><strong>Mini Quiz 1</strong></td>
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<tr>
<td>January 30</td>
<td>Cranial Nerves and Common Disorders</td>
<td>Chs. 13, 14, 15, 16 – N.A. Scorebuilders</td>
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<td><strong>Mini Quiz 2</strong></td>
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<td>***Likely begin PTHA 1060 Spine (Part I)</td>
<td>***Ortho Chs. 12 and 13</td>
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<tr>
<td>February 6</td>
<td>Quiz I</td>
<td>Ch. 10 - N. A. Chs. 18, 19 - N.A. Scorebuilders</td>
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<td>Vestibular System</td>
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<td>Higher Levels of the Nervous System</td>
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<td>Reflexes/DTRs</td>
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<td>February 13</td>
<td>Motor Control</td>
<td>Ch. 3 - Neuro. Inter. Scorebuilders,</td>
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<td>Begin Peripheral System &amp; Plexes</td>
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<td><strong>Mini Quiz 3</strong></td>
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<td>February 20</td>
<td>Exam I</td>
<td>Scorebuilders</td>
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<tr>
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<td>Finish PNS including Peripheral Nerves</td>
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<td>February 27</td>
<td>CVA</td>
<td>Ch. 10 - Neuro. Inter. Scorebuilders</td>
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<td><strong>Mini Quiz 4</strong></td>
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<td>Date</td>
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<td>March 6</td>
<td>(Neuro) Oncology, TBI</td>
<td>Ch. 11 – Neuro. Inter. N.A. pp. 134-136</td>
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<td>Mini Quiz 5</td>
<td>Scorebuilders</td>
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<tr>
<td>March 13</td>
<td>Spring Break Week – No Class</td>
<td>Relax but remember to study for Quiz II</td>
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<td>March 20</td>
<td>Quiz II,</td>
<td>Ch. 6 – Neuro. Inter. Scorebuilders</td>
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<td>Cerebral Palsy</td>
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<td>March 27</td>
<td>Exam II</td>
<td>Ch. 7 - Neuro. Inter. Scorebuilders</td>
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<tr>
<td></td>
<td>Myelomeningocele/hydrocephalus</td>
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<tr>
<td>April 3</td>
<td>Muscular Dystrophy</td>
<td>Ch.12 Neuro Inter. And pp. 224-229</td>
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<td></td>
<td>Spinal Cord</td>
<td>Scorebuilders</td>
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<td></td>
<td>Disorders/Dermatomes/Myotomes</td>
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<td>April 10</td>
<td>Neuromuscular Diseases:</td>
<td>N.A. pp. 35, 36, 45</td>
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<td>Amyotrophic Lateral Sclerosis</td>
<td>Lescher Ch 7</td>
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<td>Huntington’s Disease</td>
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<td>Mini Quiz 6</td>
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<tr>
<td>April 17</td>
<td>Neuromuscular Diseases:</td>
<td>N.A. pp. 3, 5, 6, 130</td>
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<tr>
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<td>Multiple sclerosis, Guillian Barre’ Syndrome</td>
<td>Lescher Ch 7</td>
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<td>and other demyelinating disorders.</td>
<td>Ch. 13 Neuro Inter.</td>
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<td>Mini Quiz 7</td>
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<tr>
<td>April 24</td>
<td>Parkinson’s disease,</td>
<td>N.A. pp. 43, 133-134</td>
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<td>Alzheimer’s Disease</td>
<td>Ch. 13 Neuro Inter.</td>
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<tr>
<td>May 1</td>
<td>Learning Environment</td>
<td>N.A. pp. 286-287</td>
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<td>Treatment Strategies (based on tone, theory</td>
<td>Scorebuilders</td>
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<td>and discipline)</td>
<td>Youtube videos</td>
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<tr>
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<td>Mini Quiz 8</td>
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<td>Review. Plan to bring 1-2 questions from</td>
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<td>each week of class (15 to 30 total) to trade</td>
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<td>with someone for general review.</td>
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<tr>
<td>May 8</td>
<td>Final Exam – 10:00 a.m. -12:00 p.m. in T 400</td>
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Please find Neuromuscular Information on Scorebuilders cards 72 through 122.
COURSE SYLLABUS – Part I

Course Title: PTHA 2270 – Rehabilitation – Concepts and Applications
Credit Hours: 3 (2 lecture 3 lab – T)

Course Description: PTHA 2270 presents the concepts, principles and application of physical therapy procedures with an emphasis on therapeutic techniques for rehabilitation of persons with severe or chronic conditions or disabilities. This course includes advanced handling techniques to improve a patient's mobility and functional ability.

Pre-Requisites/Co-Requisites: Grade of "C" or better in PTHA 1050, PTHA 1110, PTHA 1120 and PTHA 2100. (FL)

Required Text and Materials:


Handouts provided by the instructor

Lecture Goals: Upon satisfactory completion of the lecture component of this course the student will be able to:

1.00 Explain basic principles and concepts of treatment planning.
2.00 Explain basic procedures to evaluate a person’s endurance, sensation, coordination and motor control.
3.00 Discuss the basic concepts and principles of gait analysis and gait training.
4.00 Discuss the basic concepts and principles of basic rehabilitation skills related to the treatment of the conditions presented in this course.
5.00 Explain the basic concepts and principles associated with prosthetic devices for the lower extremities.
6.00 Explain the basic concepts and principles associated with orthotic devices for the trunk and lower extremities.
7.00 Explain the basic concepts and principles related to wheelchair prescription and adaptive equipment to meet the needs of a variety of patient conditions.

Lecture Objectives:

1.00 Explain basic principles and concepts of treatment planning.
   1.01 Describe the components of treatment planning.
   1.02 Explain the relationship of evaluation to treatment planning.
1.03 Differentiate between long term and short term goals.
1.04 Outline a general treatment plan for each of the conditions presented in this course.

2.00 Explain basic procedures to evaluate a person’s endurance, sensation, coordination and motor control.
2.01 Identify and explain techniques or procedures used to evaluate endurance.
2.02 State the normal and abnormal responses of a person’s endurance in relationship to exercise and disease.
2.03 Discuss the physiological factors that affect endurance.
2.04 Discuss the expected effect exercise has on endurance.
2.05 Define muscle strength and endurance.
2.06 Identify and explain techniques or procedures used to evaluate sensation.
2.07 Discuss the anatomical and physiological factors that affect sensation.
2.08 Define between light and deep touch, two point discrimination, proprioception, and kinesthesia.
2.09 Identify and explain techniques or procedures used to evaluate coordination.
2.10 Discuss the anatomical and physiological factors that affect coordination.
2.11 Define coordination, akinesia, dydiadokinesia, diadokinesia, intention tremor, and non-intention tremor.
2.12 Identify and explain techniques or procedures used to evaluate motor control.
2.13 Discuss the anatomical and physiological factors that affect motor control.
2.14 Explain the relationships sensation, coordination and motor control have with each other.

3.00 Discuss the basic concepts and principles of gait analysis and gait training.
3.01 Define the normal gait cycle.
3.02 List and explain the 6 determinants of gait.
3.03 Explain 3 methods to evaluate gait and indicate the components of a gait analysis.
3.04 Describe the roles kinesthesia, proprioception, coordination and balance have related to normal gait.
3.05 Explain how gait analysis is used to develop a gait training program.
3.06 Differentiate between a compensated and uncompensated Trendelenburg gait.
3.07 Describe a gait training program for someone with low endurance, abnormal coordination or abnormal motor control.
3.08 Describe a gait training program for a person with one sided involvement, bilateral lower extremity involvement, total knee replacement, total hip replacement, below knee prosthesis, above knee prosthesis or hip disarticulation prosthesis.

4.00 Discuss the basic concepts and principles of basic rehabilitation skills related to the treatment or the conditions presented in this course.
4.01 List the indications and contradictions for the use of physical therapy interventions to treat the conditions presented in this course.
4.02 List the precautions associated with the use of physical therapy interventions to treat the conditions presented in the course.
4.03 Identify and discuss the principles of treatment related to treatment of persons who require rehabilitation to enhance functional abilities.

4.04 Identify and describe the physical therapy management of persons with lower extremity amputations.

4.05 Discuss the role of physical therapy in vestibular and balance rehabilitation.

4.06 Define hemiplegia and CVA and differentiate between the two conditions.

4.07 Define and describe types of architectural barriers found in the home and community.

4.08 List the basic goals of the rehabilitation process.

4.09 Identify and describe the major types or levels of spinal cord injury; differentiate between quadriplegia and paraplegia.

4.10 List the major complications associated with traumatic spinal cord injury.

4.11 Discuss the stages or recovery associated with traumatic brain injury including patient responses during each stage.

4.12 Describe the anatomy and physiology of ventilation including associate muscles of respiration and lung volumes.

4.13 List and describe treatment procedures utilizing in cardiopulmonary physical therapy, including postural drainage, percussion, vibration, breathing exercises, and cardio rehabilitation.

4.14 Describe what procedures need to be taught to a patient regarding proper care of his/her residual limb.

4.15 Describe a program of gait training using parallel bars.

4.16 Define ADL (activities or daily living); functional outcome.

4.17 Discuss some of the psychosocial issues that confront persons with the conditions presented in this course.

4.18 List the common complications associated with the conditions presented within this course.

4.19 Describe techniques used to facilitate the development of normal muscle tone.

4.20 Describe the basic concepts, principles or theories related to the use of specialized treatment approaches such as neuro-developmental, Brunnstrom, Rood, Motor Relearning, and Proprioceptive Neuromuscular Facilitation.

5.00 Explain the basic concepts and principles associated with prosthetic devices for the lower extremities.

5.01 Identify and name the major types of lower extremity prostheses.

5.02 Describe the components of the major types of lower extremity prostheses.

5.03 Explain how to apply the major types of lower extremity prostheses to the residual limb.

5.04 Explain the basic factors related to proper alignment of an above knee prostheses.

5.05 Describe the maintenance required for the major types of lower extremity prostheses.

6.00 Explain the basic concepts and principles associated with orthotic devices for the trunk and lower extremities.

6.01 Identify and name the major types of trunk and lower extremity orthoses.
6.02 Describe the components or the major types of trunk and lower extremity orthoses.
6.03 Explain how to apply the major types of trunk and lower extremity orthoses.
6.04 Explain the basic principles of alignment or biomechanics related to the proper fit and alignment or the major types of trunk and lower extremity orthoses.
6.05 Describe the maintenance required for the major types of trunk and lower extremity orthoses.

7.00 Explain the basic concepts and principles related to wheelchair prescription and adaptive equipment to meet the needs of a variety of patient conditions presented in this course.

8.01 Describe the factors to be considered when prescribing a wheelchair for a given patient.
7.02 Identify and explain the common adaptive equipment used to meet the needs of a given wheelchair user.
7.03 Explain why or when a reclining wheelchair should be prescribed.
7.04 Explain why or when a one wheel drive wheelchair should be prescribed.
7.05 Explain why or when a special wheelchair should be prescribed for a person with lower extremity amputations.
7.06 Explain why or when an externally powered (motorized) wheelchair should be prescribed.

Laboratory Goals: Upon satisfactory completion of the laboratory component of this course the student will be able to:

1.00 Participate in treatment planning by applying basic principles and concepts.
2.00 Participate in the evaluation of a person’s endurance, sensation, coordination and motor control using proper techniques and procedures.
3.00 Participate in the analysis and correction of a person’s gait by applying proper gait training and analysis techniques.
4.00 Demonstrate the ability to use basic rehabilitation techniques and procedures to treat persons with conditions presented in this course.
5.00 Demonstrate the application and maintenance of a lower extremity prosthesis.
6.00 Demonstrate the application and maintenance of a trunk or lower extremity orthosis.
7.00 Participate in an environmental, functional, or architectural assessment by applying proper techniques and procedures.
8.00 Participate in the prescription of a wheelchair and adaptive equipment for persons with any of the conditions presented in this course.

Laboratory Objectives: Upon satisfactory completion of the laboratory component of this course the student will be able to:

1.00 Participate in treatment planning by applying basic principles and concepts.
1.01 Assist a physical therapist to plan a program for a patient with a condition
1.02 Write short-term goals to support long-term goals.

2.00 Participate in the evaluation of a person’s endurance, sensation, coordination and motor control using proper techniques and procedures.
2.01 Use proper techniques and procedures to assist in the measurement of endurance.
2.02 Use proper techniques and procedures to assist in the measurement of sensation including two point discrimination, light touch, deep touch (pressure), proprioception and kinesthesia.
2.03 Use proper techniques and procedures to assist in the evaluation of coordination.
2.04 Use proper techniques and procedures to assist in the evaluation of motor control.

3.00 Participate in the analysis and correction of a person’s gait by applying proper gait training and analysis techniques.
3.01 Use proper techniques and procedures to analyze gait.
3.02 Use proper techniques and procedures to gait train a person who exhibits low endurance, abnormal coordination, or abnormal motor control.
3.03 Use proper techniques and procedures to gait train a person who exhibits one-sided involvement, bilateral lower extremity involvement, total knee replacement, total hip replacement, below knee prosthesis, above knee prosthesis, or hip disarticulation prosthesis.
3.04 Use proper techniques or procedures to teach various transfers to a person with one-sided involvement, bilateral lower extremity involvement, upper and lower extremity and trunk involvement, amputation of the lower extremity or any of the conditions presented in this course.
3.05 Use proper techniques or procedures to teach the use of a wheelchair, when applicable, to a person with any of the conditions presented in this course.

4.00 Demonstrate the ability to use basic rehabilitation techniques and procedures to treat persons with conditions presented in this course.
4.01 Follow precautions and contraindications associated with the treatment of persons with any of the conditions presented in this course.
4.02 Use proper techniques or procedures to improve a patient’s functional abilities.
4.03 Use proper techniques and procedures to prepare the patient and the residual limb for ambulation with a prosthesis.
4.04 Properly gait train a patient with a lower extremity prosthesis.
4.05 Use proper techniques and procedures to retrain vestibular, visual and somatosensory systems for the person with imbalance.
4.06 Use proper techniques and procedures to provide vestibular rehabilitation, including, adaptation exercises and repositioning for the person with vertigo/dizziness.
4.07 Use proper techniques and procedures to teach bed mobility and transfers to persons with any of the conditions presented in this course.
4.08 Use proper techniques and procedures to teach ambulation or wheelchair mobility to persons with any of the conditions presented in this course.
4.09 Use proper techniques and procedures to improve abnormal motor control.
4.10 Use proper techniques and procedures to improve muscle tone.
4.11 Demonstrate the proper application of the specialized treatment approaches such as Rood, Brunnstrom, NDT, Motor Relearning, and PNF.
4.12 Use proper techniques and procedures to provide breathing exercises and postural drainage, for a person with pulmonary dysfunction.

5.00 Demonstrate the application and maintenance of a lower extremity prosthesis.
5.01 Properly apply a below knee, above knee or hip disarticulation prosthesis.
5.02 Properly maintain lower extremity prostheses.
5.03 Teach a person how to apply and maintain a lower extremity prostheses.

6.00 Demonstrate the application and maintenance of a trunk or lower extremity orthosis.
6.01 Demonstrate how to properly apply a trunk or lower extremity orthoses.
6.02 Demonstrate how to properly maintain trunk or lower extremity orthoses.
6.03 Teach a person how to apply and maintain trunk and lower extremity orthoses.

7.00 Participate in an environmental, functional, or architectural assessment by applying proper techniques and procedures.
7.01 Assist the physical therapist to properly perform a functional assessment.
7.02 Properly perform an environmental assessment.
7.03 Teach techniques that will assist patients in energy conservation.
7.04 Provide advice to a person to assist him/her to eliminate or reduce architectural barriers in the house.
7.05 Provide educational information to community groups to eliminate or reduce architectural barriers in the community.

8.00 Participate in the prescription of a wheelchair and adaptive equipment for person’s with any of the conditions presented in this course.
8.01 Assist the physical therapist to assess a person’s need for an adaptive wheelchair.
8.02 Assist the physical therapist to prescribe an adaptive wheelchair for a given patient.
8.03 Instruct a patient to properly propel and maneuver an adaptive wheelchair.
8.04 Instruct a patient to use an externally powered (motorized) wheelchair.
COURSE SYLLABUS – Part II
Course Title: Rehabilitation – Concepts and Applications

Course Number-Section: PTHA 2270 – 01 & 02
Credit Hours: 3 (2 lecture 3 lab – T)

Instructor: Helen Rollins  
E-mail: hrollins@zanestate.edu
Contact Information:  740-588-4112
Office Location: H325B
Office Hours: Mondays & Wednesday 10:00-11:00 AM, Tuesdays 1:00-2:00 PM
Class time:  
Section 01: T, 8:00-9:50 AM and T, 10:00-12:50 PM  
Section 02: T, 8:00-9:50 AM and R, 2:00-4:50 PM
Classroom: T400
Exam Date: Thursday, December 14th at 2:00 PM in T400
Required Text and Materials:  
O’Sullivan S.B., Schmitz T.J.; Physical Rehabilitation: Assessment and Treatment. F.A. Davis.  


Handouts provided by the instructor

Course Policy Statements:

1. Students are expected to attend all lecture and laboratory sessions and are responsible for material missed due to absence.

2. Students who are absent for a quiz, exam or lab practical will need to arrange with the instructor an opportunity to complete the activity. Decisions to permit a student to "make up" a quiz, exam or lab practical will be at the discretion of the instructor. The total value of the "make up" activity may be different than the original quiz or exam.

3. Students often find it necessary to contact the course instructor outside of class time. Students are encouraged to utilize posted office hours or to correspond via e-mail. Course instructor will respond to electronic mail within 24 hours if received M – TH. Any message received after 5 p.m. on Thursdays, on weekends, or any day the college is closed (holidays, weather emergencies, etc.) will receive a response the next business day.
In order to ensure that students are competent and safe when working in the clinical setting, it is imperative that they be able to demonstrate appropriate levels of skills in the laboratory setting. In physical therapy courses with lab practical components, satisfactory performance is achieved with at least a 75% grade on lab practical exams. This performance must include the successful completion of all critical elements identified for the skills that are demonstrated. If a student is not successful on the first attempt, they must score satisfactorily on both the percentage and the critical elements during the second attempt involving a different scenario. If this is accomplished, the grade will be recorded as 75% regardless of the actual score. In the event that a student is not successful on the second attempt, they cannot receive a passing grade in the course, regardless of total course points accumulated.

Since this is a high stakes situation, the student will be offered remediation from the instructor prior to the second attempt. There is also an option for the instructor to request that another person (e.g. PTA faculty or an advisory committee member) observe the second attempt and provide an opinion of student performance. The instructor may take this information into consideration during the scoring process.

5. Evaluation of students will be done through quizzes, exams, lab assignments and lab practical examinations. A student must notify the instructor if he/she experiences an emergency or illness that prevents him/her from being present for a quiz, exam, or lab practical.

6. Students must pass the final exam with a 75% grade. If unsuccessful in the first attempt, the exam must be retaken until a passing score is achieved. However, the grade from the first attempt will be used to determine the overall points for the course.

**Grading and Evaluation:**

- a. 3 Quizzes; 25 points each 75 points
- b. 2 Exams, 75 points each 150 points
- c. 2 Lab Practicals, 50 points each 100 points
- d. 2 Lab Assignments, 15 points each 30 points
- e. Final Exam 150 points

**TOTAL 505 points**

**Grading Scale:**

- A = 468-505
- B = 424-467
- C = 378-423
- D = 328-377
- F = below 328
## TENTATIVE LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to course; assessment of sensation and motor control</td>
<td>Ch. 3 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scorebuilder Cards, #81 – 84, #117-118</td>
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<tr>
<td>2</td>
<td>Balance, Postural Control &amp; Coordination</td>
<td>Ch. 6 &amp; 10 (pp. 424- 439)</td>
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<td></td>
<td>Parkinson’s Disease</td>
<td>Ch. 18</td>
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<td>Scorebuilder Card, #86</td>
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<tr>
<td>3</td>
<td>Gait Analysis and Training</td>
<td>Ch. 7 &amp; 11</td>
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<tr>
<td></td>
<td></td>
<td>Cards #223</td>
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<tr>
<td>4</td>
<td>Quiz I</td>
<td>Ch. 15</td>
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<tr>
<td></td>
<td>CVA Terminology and Intro</td>
<td>Scorebuilder Cards, #75, # 90 - 104</td>
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<tr>
<td>5</td>
<td>CVA Treatment Techniques</td>
<td>Ch. 15</td>
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<td></td>
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<td>Scorebuilder Cards, #75, # 90 - 104</td>
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<td>6</td>
<td>TBI</td>
<td>Ch. 19</td>
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<tr>
<td></td>
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<td>Scorebuilder Cards, #110-112</td>
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<tr>
<td>7</td>
<td>Exam I</td>
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<tr>
<td>8</td>
<td>No Lecture or Lab Tuesday – NO CLASSES</td>
<td>Ch. 20, handouts</td>
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<tr>
<td></td>
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<td>Scorebuilder Cards, #105-109</td>
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<td>9</td>
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<td>10</td>
<td>SCI</td>
<td>Ch. 20, handouts</td>
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<td></td>
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<td>Scorebuilder Cards, #105-109</td>
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<tr>
<td>11</td>
<td>Quiz II</td>
<td>Ch. 22 &amp; 31</td>
</tr>
<tr>
<td></td>
<td>Amputee care and prosthetic training</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Heart Disease, Cardiac Rehab &amp; Health Promotion/Wellness</td>
<td>Ch. 13 &amp; 29 (pp. 1298 – 1302)</td>
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<tr>
<td></td>
<td>Lab Assignment I Provided</td>
<td>Scorebuilder Cards #124-127, 144 – 147, #158</td>
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<tr>
<td>13</td>
<td>Quiz III and Lab Assignment I Due</td>
<td>Ch. 12</td>
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<tr>
<td></td>
<td>Pulmonary Dysfunction &amp; Pulmonary Rehabilitions</td>
<td>Scorebuilder Cards #128-130, 148-157</td>
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<tr>
<td>14</td>
<td><strong>Combined PPS/MDS meeting with OTA students on Tuesday from 8 – 10:00 a.m. (Lecture Time)</strong></td>
<td>Ch. 21</td>
</tr>
<tr>
<td>15</td>
<td>Exam II; Lab Assignment II – Due at 8:00 a.m.</td>
<td></td>
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<tr>
<td>16</td>
<td>Vestibular Disorders &amp; Rehabilitation – Tuesday Lecture Time Only (8 – 9:50 a.m.)</td>
<td>Thursday, 12/14/17 @ 2.P.M.</td>
</tr>
<tr>
<td>17</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
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</table>
### TENTATIVE LABORATORY SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LAB ACTIVITY</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment and treatment techniques for Sensation and reflexes</td>
<td>Ch. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 1 <em>Functional Outcomes</em></td>
</tr>
<tr>
<td>2</td>
<td>Assessment and treatment techniques for balance, coordination, and motor control</td>
<td>Ch. 6 &amp; 10 (pp. 424-439)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 5 &amp; 9 <em>Functional Outcomes</em></td>
</tr>
<tr>
<td>3</td>
<td>Gait analysis and treatment techniques for gait training</td>
<td>Ch. 7 &amp; 11</td>
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<tr>
<td></td>
<td></td>
<td>Ch. 10 <em>Functional Outcomes</em></td>
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<tr>
<td>4</td>
<td>Begin Neurological Treatment Techniques (Trunk Control, Bed Mobility, Sitting Activities)</td>
<td>Ch. 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 4 &amp; 6 <em>Functional Outcomes</em></td>
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<tr>
<td>5</td>
<td>Neurological Treatment Techniques (Transfers and Wheelchair Skills)</td>
<td>Ch. 15</td>
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<tr>
<td></td>
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<td>Ch. 7 <em>Functional Outcomes</em></td>
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<tr>
<td>6</td>
<td>Neurological Treatment Techniques (cont)</td>
<td>Ch. 19</td>
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<tr>
<td></td>
<td>Lab Practical Scenario Review</td>
<td>Case Study 1 (pp. 327 – 331)</td>
</tr>
<tr>
<td></td>
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<td><em>Functional Outcomes</em></td>
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<tr>
<td>7</td>
<td><strong>Lab Practical Exams - T/TH</strong></td>
<td>Ch. 13</td>
</tr>
<tr>
<td>8</td>
<td><strong>Open Week – Possible Lab Practical Exams TH</strong></td>
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</tr>
<tr>
<td>9</td>
<td>Bilateral, trunk and quadriplegic involvement—SCI (bed mobility, self-care, basic transfers)</td>
<td>Ch. 20</td>
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<tr>
<td>10</td>
<td>Bilateral, trunk and quadriplegic involvement—SCI (advanced transfers and gait)</td>
<td>Ch. 20</td>
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<td>Case #7 (pp. 377-382)</td>
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<td></td>
<td><em>Functional Outcomes</em></td>
</tr>
<tr>
<td>11</td>
<td>Amputee care and Prosthetics</td>
<td>Ch. 22 &amp; 31</td>
</tr>
<tr>
<td>12</td>
<td>Cardiac Rehab- <strong>Combined Lab on T 10 – 12:50 p.m. both sections</strong> Lab Assignment I Provided</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>13</td>
<td>Pulmonary Rehabilitation</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>14</td>
<td>Orthotics, Wheelchair Prescription, and Environmental Assessments Lecture and Lab info combined session Lab Assignment II Provided</td>
<td>Ch. 9, 30, &amp; 32</td>
</tr>
<tr>
<td></td>
<td><strong>Both sections meet for LAB from 10 a.m. – 12:50 p.m. Tuesday ONLY this week</strong></td>
<td>Cards # 217 -218, #263 - 266</td>
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<tr>
<td>15</td>
<td>Lab Practical Review</td>
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<tr>
<td>16</td>
<td>Lab Practical Exams – T, TH, &amp; F (if needed)</td>
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<tr>
<td>17</td>
<td>Final Exam</td>
<td>Thursday @ 2 p.m.</td>
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</tbody>
</table>

**NOTE:** Students may find it necessary to use the laboratory at times other than the scheduled lab periods to practice techniques. The laboratories will be available upon request when at least two students will be present in the lab and a faculty member is readily available in case assistance is needed. Weekend or evening access to the lab will be possible only if a faculty member is present.

Additional practice of techniques and application of equipment is encouraged to improve student proficiency and competence.
LAB PRACTICAL GUIDELINES

1. Students will participate in twos; each student will serve as a subject and a PTA.

2. Brief case studies or patient simulations will be used to establish a clinical approach for patient care. Students will select one simulation, which will have multiple procedures associated with it, and will perform the activities (application of equipment, techniques or procedures) appropriate for the patient condition.

3. Each student will perform for not more than 20 minutes to complete the simulation selected.

4. No lecture or laboratory notes will be permitted to be used during the practical.

5. Students are to wear appropriate clothing and are expected to be on time for their scheduled practical.

6. Students will be evaluated on treatment area and patient preparation; observation/responsiveness to the patient; treatment activities and progressions; rationale provided for treatment activities; and conclusion of the treatment. Refer to the Lab Practical Evaluation Form for a detailed listing of each area.
Lab Practical Evaluation Form

Name ___________________________________________ Date ________________________
Evaluator ______________________________________ Simulation No. _______________

I. Appropriate choice of activity/exercise

<table>
<thead>
<tr>
<th>Type of item</th>
<th>Initial</th>
<th>Activity (2 pt. each)</th>
<th>Appropriate Progression (2 pt. each)</th>
<th>Line</th>
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<tbody>
<tr>
<td>A.</td>
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<td>D.</td>
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<td>E.</td>
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<tr>
<td>F.</td>
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</tbody>
</table>

II. Communication/Rationale for treatment choices (9 points)

__________________________

III. Creativity of Activity Choices (3 points)

__________________________

IV. Choose a HEP activity educate and instruct patient/family (2 points)

__________________________

Comments: _____________________________________________________________

TOTAL out of 50 points

*Regardless of total accumulation of points, automatic failure of the practical will ensue if the student does not demonstrate ALL CRITICAL SAFETY ELEMENTS from previously completed competencies.
**Lab Practical II Evaluation Form**

Name ___________________________________ Date ______________________________

**Evaluator**

<table>
<thead>
<tr>
<th>SCI Skill</th>
<th>Card #</th>
<th>Appropriate demonstration of skill</th>
<th>Competent, accurate and safe execution of skill (5pt)</th>
<th>Patient instruction with communication of rationale (5pt) and guarding during execution of skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat Activity</td>
<td>_____</td>
<td>______________________________________</td>
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<tr>
<td>Transfers</td>
<td>_____</td>
<td>______________________________________</td>
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<tr>
<td>Gait Activity</td>
<td>_____</td>
<td>______________________________________</td>
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</tbody>
</table>

**Amputee Care**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Appropriate demonstration of skill with communication of rationale and patient instruction (10 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>

**Amputee Care Case**

<table>
<thead>
<tr>
<th>Appropriate exercise/activity selection, execution</th>
<th>Appropriate selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>And communication of rationale (7pt)</td>
<td>patient education</td>
</tr>
</tbody>
</table>

| _____ | _____ | ______________________________________ |

**Comments:**

*Regardless of total accumulation of points, automatic failure of the practical will ensue if the student does not demonstrate ALL CRITICAL SAFETY ELEMENTS from previously completed competencies.*
Course Description: PTHA 2320 is a competency based course that emphasizes the concepts of advanced therapeutic exercises and the application of specific exercise techniques. This course provides opportunity for clinical decision making as it applies to exercise progression to achieve functional patient outcomes.

Pre-Requisites/Co-Requisites: Grade of "C" or better in PTHA 1050, PTHA 1110, PTHA 1120 and PTHA 2100. (FL)

Required Text and Materials:


Lecture Goals: Upon satisfactory completion of this course, the student will be able to:
1.00 Describe basic goals of therapeutic exercise and define related terms.

2.00 Establish a series of appropriate exercises to manage soft tissue and joint lesions throughout the neck, trunk, and extremities (as well as to address balance and endurance issues) to meet PT goals.

3.00 Describe the concepts and techniques associated with joint mobilization.

4.00 Describe the concepts and principles of aquatic exercise.

5.00 Describe the concepts and principles of aerobic exercise.

6.00 Describe the role of physical therapy in the areas of prevention, health and wellness.

Lecture Objectives:
1.00 Describe basic goals of therapeutic exercise and define related terms
   1.01 Describe the use of therapeutic exercise for the prevention of dysfunction.
   1.02 Define the following terms: strength, endurance, mobility, flexibility, stability, relaxation, coordination, balance, functional skills, and resistance.
   1.03 Explaining therapeutic exercise in relation to the above terms.
   1.04 Differentiate between closed and open-chained exercises.

2.00 Based on the plan of care established by the PT, implement a series of appropriate exercises to manage soft tissue and joint lesions throughout the neck, trunk, and extremities as well as endurance issues to meet PT goals.
   2.01 Identify the important aspects of musculoskeletal structures and their functions in relation to therapeutic exercises.
   2.02 Explain the rationale for the PT's development of a therapeutic exercise program based on the desired functional outcomes.
2.03 Based on the plan of care established by the PT, identify appropriate exercises and protocols to manage patients based on objective findings.

3.00 Describe the concepts and techniques associated with joint mobilization.
   3.01 Define the terminology of joint mobilization.
   3.02 Summarize the basic concepts of joint mobilization including joint anatomy and grading.
   3.03 Identify the indications and contraindications for joint mobilization.
   3.04 Describe procedures for applying peripheral joint mobilization.

4.00 Describe the basic concepts of therapeutic exercise in an aquatic environment.
   4.01 Define the terminology related to aquatic exercise.
   4.02 Summarize the goals of aquatic exercise.
   4.03 Describe the indications, contraindications and precautions for the use of aquatic exercise in physical therapy treatment.

5.00 Describe the concepts and techniques associated with aerobic conditioning/training.
   5.01 Define terminology related to aerobic conditioning/training.
   5.02 Summarize goals of aerobic conditioning/training.
   5.03 Describe the indications, contraindications and precautions for the use of aerobic conditioning/training.

**Laboratory Goals:**
1.00 Demonstrate multiple applications of resistive exercise.

2.00 Demonstrate multiple applications of ROM and flexibility exercises.

3.00 Experience aquatic exercise treatment techniques.

4.00 Demonstrate application of balance/neuromuscular re-education techniques

**Laboratory Objectives:**  
Upon satisfactory completion of the laboratory component of this course, the student will be able to:

1.00 Demonstrate multiple applications of resistive exercise.
   1.01 Develop and apply appropriate concentric/eccentric exercise activities.
   1.02 Develop and apply appropriate isometric exercise techniques.
   1.03 Appropriately advance treatment activities for progress of strength/functional ability.

2.00 Demonstrate multiple applications of flexibility exercises.
   2.01 Demonstrate a variety of therapeutic techniques to elongate muscle.
   2.02 Apply relaxation techniques to enhance stretching efforts.
   2.03 Demonstrate proper positioning, hand placement, stabilization, and instruction when applying all flexibility techniques.

3.00 Demonstrate knowledge of aquatic exercise treatment techniques.
   3.01 Develop and apply appropriate aquatic exercise activities for patients with neurological and/or musculoskeletal conditions.
   3.02 Identify appropriate safety techniques during aquatic therapy.
   3.03 Identify treatment activities appropriate to advance and to progress the patient toward established goals.
4.00 Demonstrate application of balance/neuromuscular re-education and aerobic conditioning/training techniques.

4.01 Identify and apply basic balance training exercises

4.02 Identify various ways to perform aerobic conditioning/training in a PT setting.
Course Policy Statements:

Procedures:
1. Students are expected to attend all lecture and laboratory sessions in their entirety and are responsible for material missed due to absence. It is expected that you will inform the instructor via phone or e-mail if you will be absent prior to the start of class. I reserve the right to deduct five points for any missed lecture and ten points for a missed lab. Note that missed means that you did not attend a session in its entirety.

2. Students who are absent for a quiz, exam, or lab practical will need to arrange with the instructor an opportunity to complete the activity. Decisions to permit a student to “make-up” a quiz, exam, or lab practical will be at the discretion of the instructor. The total value of the “make-up” activity may be different than the original quiz or exam.

3. Evaluation of students will be done through exams, lab practicats, a collaborative learning activity, and an article review/critique.

4. The use of cell phones/electronic devices in any form (talking, texting, instant messaging, etc.) is prohibited in the classroom and during lab. Any usage needs to be pre-approved by the instructor.

5. No form of academic dishonesty will be tolerated. Consequences will follow college student handbook guidelines.

Grading and Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Exam</td>
<td>50</td>
</tr>
<tr>
<td>2 Lab Practicals; 75 points each</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Article review/critique</td>
<td>20</td>
</tr>
<tr>
<td>2 quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Group diagnosis paper</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic Exercises for Group Dx</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>350</td>
</tr>
</tbody>
</table>
Grading Scale:  322 - 350 = A  
               294 - 321 = B  
               263 - 293 = C  
               235 - 262 = D  
               Below 235 = F  

Students must pass the course with a 75 percent grade.

Students must pass the final exam with a 75 percent. If unsuccessful in the first attempt on the final exam, the exam must be retaken. However, the grade from the first attempt will be used to determine the overall points for the course.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 22</td>
</tr>
<tr>
<td></td>
<td>Introduction to Course</td>
</tr>
<tr>
<td></td>
<td>Stretching, Resistance Training</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 1, 4, 6</td>
</tr>
<tr>
<td>2</td>
<td>Aug 29</td>
</tr>
<tr>
<td></td>
<td>What structures are affected?</td>
</tr>
<tr>
<td></td>
<td>UE – Shoulder</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 17</td>
</tr>
<tr>
<td>3</td>
<td>Sept 5</td>
</tr>
<tr>
<td></td>
<td>QUIZ I</td>
</tr>
<tr>
<td></td>
<td>UE – Elbow/PNF stretch/strength</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 18</td>
</tr>
<tr>
<td>4</td>
<td>Sept 12</td>
</tr>
<tr>
<td></td>
<td>UE - Wrist and Hand</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 19</td>
</tr>
<tr>
<td>5</td>
<td>Sept 19</td>
</tr>
<tr>
<td></td>
<td>Aerobic Exercise/Plyometrics/Wellness</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 7 &amp; pp. 911-925, Ch. 2</td>
</tr>
<tr>
<td>6</td>
<td>Sept 26</td>
</tr>
<tr>
<td></td>
<td>Exam I/Receive Lab 01 Practical Scenario</td>
</tr>
<tr>
<td></td>
<td>“Comps” – joint/plane/ex types cards</td>
</tr>
<tr>
<td>7</td>
<td>Oct 3</td>
</tr>
<tr>
<td></td>
<td>Lab Practicals</td>
</tr>
<tr>
<td>8</td>
<td>Oct 10</td>
</tr>
<tr>
<td></td>
<td>Aquatic Exercise – See Bb</td>
</tr>
<tr>
<td></td>
<td>Fall Break – No Class</td>
</tr>
<tr>
<td>9</td>
<td>Oct 17</td>
</tr>
<tr>
<td></td>
<td>LE – Hip/Balance</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 8 &amp; 20</td>
</tr>
<tr>
<td>10</td>
<td>Oct 24</td>
</tr>
<tr>
<td></td>
<td>LE – Knee</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 21</td>
</tr>
<tr>
<td>11</td>
<td>Oct 31</td>
</tr>
<tr>
<td></td>
<td>LE – Ankle and Foot</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 22</td>
</tr>
<tr>
<td>12</td>
<td>Nov 7</td>
</tr>
<tr>
<td></td>
<td>Joint Mobilization – lecture and LAB!</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 5</td>
</tr>
<tr>
<td>13</td>
<td>Nov 14</td>
</tr>
<tr>
<td></td>
<td>Spine</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Exercise – Ch. 14, 15 &amp; 16</td>
</tr>
<tr>
<td>14</td>
<td>Nov 21</td>
</tr>
<tr>
<td></td>
<td>Group Work on Scenarios r/t diagnosis and desired goals (2 graded assignments) – may need to finish doing some joint mobilizations here.</td>
</tr>
<tr>
<td></td>
<td>Lori will provide information</td>
</tr>
<tr>
<td>15</td>
<td>Nov 28</td>
</tr>
<tr>
<td></td>
<td>Student Lead Full Review</td>
</tr>
<tr>
<td></td>
<td>Receive Lab Practical Scenario 01/02 and begin to work on lab practical</td>
</tr>
<tr>
<td></td>
<td>Assignments from last Tuesday are due</td>
</tr>
<tr>
<td>16</td>
<td>Dec 5</td>
</tr>
<tr>
<td></td>
<td>Lab Practicals some of 01</td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FINAL</td>
</tr>
</tbody>
</table>

Please also utilize your Scorebuilder cards that correlate with the above material.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 24</td>
<td>Stretching, Resistance Training</td>
</tr>
<tr>
<td>2 Aug 31</td>
<td>UE Exercises and Protocols; Shoulder Where do I start???? What constitutes a progression????</td>
</tr>
<tr>
<td>3 Sept 7</td>
<td>UE Exercises; Elbow</td>
</tr>
<tr>
<td>4 Sept 14</td>
<td>UE Exercises; Wrist and Hand</td>
</tr>
<tr>
<td>5 Sept 21</td>
<td>Aerobics/Plyometrics Rationale work and Quiz II</td>
</tr>
<tr>
<td>6 Sept 28</td>
<td>Review Exam I/Review Rationale Quizzes/Receive Lab 02 Practical Scenario/Other review or “comps” as needed or requested</td>
</tr>
<tr>
<td>7 Oct 5</td>
<td>Lab Practicals</td>
</tr>
<tr>
<td>8 Oct 12</td>
<td>Aquatic Exercise; need appropriate pool wear; Lab TODAY @ MRC??</td>
</tr>
<tr>
<td>9 Oct 19</td>
<td>LE Exercises; Hip/Balance</td>
</tr>
<tr>
<td>10 Oct 26</td>
<td>LE Exercises and Protocols; Knee</td>
</tr>
<tr>
<td>11 Nov 2</td>
<td>LE Exercises; Ankle and Foot</td>
</tr>
<tr>
<td>12 Nov 9</td>
<td>No Lab – Veteran’s Day</td>
</tr>
<tr>
<td>13 Nov 16</td>
<td>Spine</td>
</tr>
<tr>
<td>14 Nov 23</td>
<td>No Lab – Thanksgiving Day</td>
</tr>
<tr>
<td>15 Nov 30</td>
<td>Obstetrics and Pelvic Floor – Lecture/Lab</td>
</tr>
<tr>
<td>16 Dec 7</td>
<td>Lab Practicals 02</td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
LAB PRACTICAL GUIDELINES

1. Students will participate in groups of two or three.

2. Brief case studies or patient simulations will be used to establish a clinical approach for patient care. Students will be given one simulation, which will have multiple procedures associated with it, and will perform the activities (application or equipment, techniques or procedures) appropriate for the patient condition.

3. Each student will perform to complete the simulation selected in the allotted time.

4. No lecture or laboratory notes or other materials will be permitted to be used during the practical. However, note cards containing your exercises may be used. A blank lab practical evaluation form may also be used.

5. Students are to wear appropriate clothing and are expected to be on time for their scheduled practical.

6. In order to ensure that students are competent and safe when working in the clinical setting, it is imperative that they be able to demonstrate appropriate levels of skills in the laboratory setting. In physical therapy courses with lab practical components, satisfactory performance is achieved with at least a 75 percent grade on all lab practicals. If a student is not successful on the first attempt, they must score at least a 75 percent on the second attempt involving a different scenario. If this is accomplished, the grade will be recorded as 75 percent regardless of the actual score. In the event that a student does not earn a 75 percent on the second attempt, they cannot receive a passing grade in the course, regardless of total course points accumulated.

7. Since this is a high stakes situation, the student will receive remediation from the instructor prior to the second attempt. There is also an option for the instructor to request that another person (e.g., PTA faculty or an advisory committee member) observe the second attempt and provide an opinion of student performance. The instructor may take this information into consideration during the scoring process.

8. Students will be evaluated on treatment area and patient preparation; observation of the patient; treatment activities; and conclusion of the treatment. Refer to the Lab Practical Evaluation Form for a detailed listing of each area.

Note: When class size necessitates, some lab practicals may need to be completed outside of regularly scheduled lab hours.
LAB PRACTICAL I
EVALUATION FORM

Name____________________________   Date______________   Course No. ______________
Evaluator_____________________________________ Simulation No. ________________

I. Written Case (30 points total) – This must be word processed and formatted as follows:
   Paragraph 1 = structure analysis based on diagnosis.
   Paragraphs 2 and following = Initial Exercise one, followed by Progressed Exercise one;
   Initial Exercise two, followed by Progressed Exercise two, …
   Paragraph 3 = Modality information
A. Diagnosis/Structure Analysis (5 points)

B. Based on the patient’s deficits/PT’s plan of care, implements exercises appropriately
   1. Initial (10 points; 2 points each based on rationale/relationship to deficit)
      1. ___ 2. ___ 3. ___ 4. ___ 5. ___

   2. Progression (10 points; 2 points each based on rationale/relationship to deficit)
      1. ___ 2. ___ 3. ___ 4. ___ 5. ___

C. Based on the PT’s plan of care, identifies appropriate modality use. (5 points; must
   include type of modality (1 pt.) rationale for choosing modality (2 pts) and
   appropriate sample parameters (2 pts.) based on intended purpose) DO NOT
   CHOOSE SIMPLY SUPERFICIAL HEAT/COLD. You will not demonstrate the
   modality in the practical. This is part of your written case only.

II. Practical Portion of the Written Case  (35 points total) – I will tell you which 5 of your 10 exercises that I want you to
demonstrate for me.
A. Interview Skills/Patient Interaction (5 points total)
   1. Pre-treatment (½ point introduction including name and title, 1 pt. assessment
      of pain/other c/o)

   2. Throughout treatment (1 point for rapport/comfort in communication, 1 point
      for being appropriate authority figure)
3. Post-treatment (½ point for post-Rx instruction/answer any questions, 1 pt. assessment of pain/other c/o)

B. Patient Positioning (5 points; 1 point for each exercise demonstrated. Position should be appropriate for patient condition and intended purpose of exercise; avoid excessive position changes)

C. Clinician Positioning/Body Mechanics (5 points; 1 point will be deducted for any instance of unsafe positioning/poor body mechanics)

D. Patient Teaching (10 points total)
   1. Verbal (1 point for each exercise taught; should be clear and concise and use layman terms)

   2. Demonstration (1 point for each exercise taught; there must be physical demonstration of all ex.)

E. Application of Technique/Procedure (10 points – 2 points for each exercise demonstrated. This is where you will monitor the patient and correct any cheats or errors.)

III. Random Ther Ex. (10 points total)
   A. Application of described technique/procedure (2 points each for choosing appropriate exercise to match parameters)
      1. _____  2. _____
      Rationale for exercise (1 point) _____

   B. Appropriate progression (2 points each for choosing a true progression of initial exercise)
      1. _____  2. _____
      Rationale for ex progression (1 point) _____

* Regardless of total accumulation of points, automatic failure of the practical will ensue if the student does not demonstrate ALL CRITICAL SAFETY ELEMENTS from previously completed competencies.

*Please clean up your treatment area.

Comments:
PTA 2320
LAB PRACTICAL II

I. Pre-treatment:
   Introduction including name and title (1 pt.) _______
   Conforms patient with first name and second identifier (1 pt.) _______
   Takes subjective information including pain level and location (1 pt.) _______

II. Exercise Selection/Rationale (4 points each; 32 points total) _______
    (4 initial, 4 progressed)
    • You will teach, demo and apply only 3 exercises. I will let you know which 3 that I want to see.

III. Verbal Instruction (2 points each; 6 points total) _______
IV. Demonstration (2 points each; 6 points total) _______
V. Application (2 points each; 6 points total) _______

VI. Patient Positioning (1 points each; 3 points total) _______

VII. Post Rx Conclusion including pain level, location and asks if any/answers any questions (1 point) _______

VIII. HEP per separate directions and rubric (18 points total) _______

Initial x 4 exercises

<table>
<thead>
<tr>
<th>Rationale (4 pts. each)</th>
<th>Verbal Instruction (2 points each if exercise selected)</th>
<th>Demonstration (2 points each if exercise selected)</th>
<th>Application (2 points each if exercise selected)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progressed x 4 exercises

<table>
<thead>
<tr>
<th>Rationale (4 pts. each)</th>
<th>Verbal Instruction (2 points each if exercise selected)</th>
<th>Demonstration (2 points each if exercise selected)</th>
<th>Application (2 points each if exercise selected)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Clean up your area, please.

Zane State College General Education Outcomes Rubric

Rate the student for each outcome, as Excellent (4), Competent (3), Needs Work (2), or Unacceptable (1). You may circle the number or write a checkmark through the rated box for each outcome.

<table>
<thead>
<tr>
<th>ASSIGNMENT:</th>
<th>Lab Practical II; Home Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>PTHA 2320</td>
</tr>
<tr>
<td>Student Name:</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES**

**COMMENTS (should be specific and instructive, to aid the student’s learning and movement to the excellent level)**

<table>
<thead>
<tr>
<th>Demonstrates effective grammar, usage, spelling, and punctuation.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Consistently uses Standard English grammar, usage, spelling, and punctuation.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>3 Consistently uses Standard English grammar, usage, spelling, and punctuation—with few major errors.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>2 Contains distracting errors in grammar, usage, spelling, and punctuation.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>1 Contains many or major errors in grammar, usage, spelling, and punctuation.</td>
<td></td>
<td>Pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chooses appropriate content and style for specific audience.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Presents accurate, thorough, and audience-appropriate details and materials.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>3 Presents accurate and audience-appropriate details and materials—additional details would be helpful.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>2 Presents frequent inaccurate, inadequate, and inappropriate details.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>1 Presents inaccurate, inadequate, and inappropriate details.</td>
<td></td>
<td>Pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses proper APA style documentation when applicable.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Documents all sources completely and properly.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>3 Documents all sources with some problems in format and technique.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>2 Contains missing and/or incorrect documentation.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>1 Does not document sources.</td>
<td></td>
<td>Pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presents organized content. (Cover letter and organization of exercises)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Provides clear introduction with hook and purpose explanation; body with organized content; and effective conclusion.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>3 Provides introduction, body, and conclusion.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>2 Does not provide introduction, body, or conclusion.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>1 Contains no apparent method of organization.</td>
<td></td>
<td>Pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Displays effective vocal and physical delivery. (for HEP teaching portion)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Maintains eye contact with all sections of audience; uses gestures effectively; enunciates clearly and speaks enthusiastically.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>1.5 Maintains eye contact with segments of audience; uses appropriate gestures; enunciates most words clearly and/or speaks with some enthusiasm.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>1 Maintains eye contact with specific member(s) of audience; uses few or no gestures; enunciates indistinctly or speaks without enthusiasm.</td>
<td></td>
<td>Pts.</td>
</tr>
<tr>
<td>0.5 Does not establish eye contact; uses inappropriate gestures; enunciates indistinctly and speaks without enthusiasm.</td>
<td></td>
<td>Pts.</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS
Course Title: PTHA 2650 - Role Transition and Professionalism for the Physical Therapist Assistant
Credit Hours: 2
Instructors: Helen Rollins and Dr. Lori Wahl
E-Mail: hrrollins@zanestate.edu or lwahl@zanestate.edu

Course Description:
PTHA 2650 prepares the student for the transition to practice as a physical therapist assistant including job search strategies, licensure examination preparation and professional association membership opportunities.

Prerequisites: Grade of "C" or better in PTHA 2270, PTHA 2320, PTHA 2400.

Office: Health Science Hall, 325B

Office Hours: as posted on HSH reception area window and by appointment

Phone: Zanesville local calls: (740) 454-2501, Ext. 4112 (Helen), Ext. 1312 (Lori)
Cambridge local calls: (740) 432-6568, Ext. 4112 (Helen), Ext. 1312 (Lori)
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 4112, (Helen) Ext. 1312 (Lori)

Class Time: Thursdays 1:00 – 4:00 p.m. second term
Classroom: T 400

The final exam for this course is Tuesday, May 9 from 9 a.m. to 1:00 p.m. in T 415

Required Text and Other Materials:
1. Ohio BCI and Federal Bureau of Investigation fingerprint check. Please wait to complete until the date recommended by the instructor. (Earliest date to complete is April 11, 2017. On syllabus for April 27, 2017)
2. Instructor prepared/provided handout materials.
4. The Federation of State Boards of Physical Therapy; On-line Practice Exam and Assessment Tool (PEAT)
Lecture Goals: Upon satisfactory completion of this course the student will be able to:

1.00 Demonstrate the ability to develop, prepare and complete an acceptable professional resumé and cover letter.
2.00 Identify and describe various job search strategies/employment opportunities available to the licensed physical therapist assistant.
3.00 Describe the contents and purpose of a job description.
4.00 Apply techniques or skills to experience a successful interview.
5.00 Identify and implement various test taking and test preparation strategies for both the Ohio Jurisprudence Exam and the NPTE for the physical therapist assistant.
6.00 Explain the criteria, requirements and process for licensure as a physical therapist assistant in Ohio.

Lecture Objectives:

1.00 Demonstrate the ability to develop, prepare and complete an acceptable personal resumé and cover letter.
   1.01 Use an acceptable format to prepare a resumé.
   1.02 Identify the information to be contained in the resumé.
   1.03 Submit a resume that is free from errors, typed and no longer than two pages.
   2.04 Prepare personal and "cold call" cover letters.
2.00 Identify and describe various job search strategies/employment opportunities available to the licensed physical therapist assistant.
   2.01 Identify and describe employment opportunities to the licensed physical therapist assistant.
   2.02 Describe the factors that are important to you in making a decision about employment.
3.00 Describe the contents and purpose of a job description.
   3.01 Differentiate between the various categories or components of a job description.
   3.02 Describe the purpose(s) or function(s) of a job description for the applicant and for the facility.
   3.03 State why it is important for a job applicant to read and understand a job description prior to employment.
4.00 Apply techniques or skills to experience a successful interview.
   4.01 Describe how an applicant should dress to participate in an interview.
   4.02 Describe how an applicant can use nonverbal communication skills to his/her advantage during an interview.
   4.03 Describe how an applicant can use verbal communication skills to his/her advantage during an interview.
   4.04 List five questions that are likely to be asked of an applicant during an interview.
   4.05 List five questions an applicant should be prepared to ask during an interview.
   4.06 Explain what an applicant should do to prepare himself/herself for an interview.
   4.07 Differentiate between a successful and an unsuccessful interview by observing simulated interviews performed in class.
   4.08 Demonstrate ability to compose an appropriate post-interview letter.
5.00 Identify and implement various test taking and test preparation strategies for both the Ohio Jurisprudence Exam and the NPTE for the physical therapist assistant.
5.01 Describe various test taking strategies for multiple choice exam formats.
5.02 Identify individual content areas for review and improvement based on practice exam results.
5.03 Apply the Ohio State Practice acts correctly to clinically based practice questions.

7.00 Explain the criteria, requirements and process for licensure as a physical therapist assistant in Ohio.
7.01 Describe the criteria and requirements needed to become licensed as a physical therapist assistant in Ohio.
7.02 Outline the process a graduate from a physical therapist assisting program must follow to apply for and become licensed in Ohio.
7.03 Differentiate between the roles of the physical therapist assistant and an unlicensed support person ("aide").
7.04 Explain the capacity in which a physical therapist assistant who is not yet licensed could be employed in a physical therapy setting.

Diversity in the Classroom:
It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.

Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

Free Tutoring Services:
Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

Minor Children:
According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

Electronics Policy:
Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.
Responsiveness Policy:
Faculty will respond to electronic communications made via e-mail from students within 24 hours M – F (Fri before noon). Any message received after 12 noon on Fridays, on weekends, or any day the college is closed (holidays, weather emergencies, etc.) will receive a response the next regular business day.

PROCEDURES:
1. The student is expected to attend all class sessions (unless specific arrangements have been made with the instructor) and is responsible for any material missed due to absence.

2. Assignments are due as indicated in the syllabus and/or as posted on Blackboard, which may vary per assignment and does not always correlate with the on-campus day of class meeting. If submitted late, the assignment may not receive full credit. The amount of credit it receives is at the discretion of the instructor.

3. Each student will prepare a draft and final copy of both a resume and sample cover letter. The final draft of the résumé is not to exceed two pages and is to be printed from a computer, for inclusion in the professional portfolio. It is recommended that students print resumes on professional quality paper for the Career Fair.

4. Each student will submit, electronically, two questions they personally answered incorrectly from each of the following Scorebuilders Practice NPTAE system specific areas: Neuromuscular & Nervous System, Cardiovascular/Pulmonary & Lymphatic Systems, Musculoskeletal System, Other Systems, and Non-Systems. These questions must be word processed using Times New Roman 12 point font, do not number questions, answer options should be indicated A – D in upper case letters, and the correct answer must be indicated along with a referenced citation used to research the correct answer. You are strongly encouraged to review all missed questions prior to selecting the two questions per content area you would like to submit.

5. Each student will complete an electronic messaging assignment related to a job posting provided by the instructor. The student will compose and submit an electronic message, following acceptable format and etiquette guidelines, as described or presented in the course.

6. Each student will complete an interview question assignment. The student will research frequently asked interview questions related to healthcare. The student will submit 3 anticipated interview questions with their responses, and 2 questions they have composed to ask during an interview.

7. Each student will prepare a thank you letter using an acceptable format, as described or presented in the course.

8. The student may participate in a video-taped or face-to-face practice/mock interview session.

9. Each student will complete an anonymous exit interview related to the PTA program.

10. The student will take a computerized practice licensure exam as the Final Exam.

11. Evaluation:
Résumé – 1st Draft 50 points
Cover Letter – 1st Draft 25 points
Professional Portfolio (final drafts of résumé and cover letter) 40 points
NPTAE Homework Assignment 10 points
Electronic Message Assignment 5 points
Interview Question Assignment 10 points
Thank You Letter 10 points
Program Exit Interview 10 points
Ohio Laws Exam Pre-Test 20 points
Ohio Laws Practice Exam 40 points
Practice Exams (2) 80 points
Final Exam/Practice Licensure Exam (PEAT) 150 points

Total Points 450 points

GRADING:
A = 414-450
B = 378-413
C = 337-377
D = 283-336
F = Below 283

Zane State College
PTHA 2650—Role Transition and Professionalism

Tentative Class Content

Term Week 1
3/23/17 (Semester week 10)
• Sign release of info to potential employers (FERPA)
• APTA membership benefits
• Résumé writing
• Test taking strategies with Scorebuilders study guide

Term Week 2
3/30/17 (Semester week 11)
• Locating/Use of Job Descriptions/Compensation Packages & Benefits
• Cover Letters
• Electronic submissions, digital footprint, electronic etiquette

Term Week 3
4/6/17 (Semester week 12)
• Final Résumé Peer Critique (*bring 3 hard copies of final draft of résumé*)
• T 400 (1-2 p.m.)
• Complete FSBPT Registration/Complete State of Ohio app. $$$ – College Hall 262 (2-4 p.m.)

Term Week 4
4/13/17 (Semester week 13)
• Ohio Laws Exam Review
• NPTAE Review – Musculoskeletal/Other Systems
• Interview skills and etiquette – Perfect Interview™

Tentative Bb Activities

• NPTAE Homework – Missed Question Assignment
• Résumé – 1st Draft
• Electronic Message Assignment – Job Posting Question
• Cover Letter (1st draft) – associated job description/posting must be attached!
• Ohio Laws Exam Pre-test
• Professional Portfolio Assignment - submit final draft of cover letter & résumé

• Practice Exam I
| Term Week 5 4/20/17 (Semester week 14) | • Job Fair – bring résumés: professional dress required  
• BCI/FBI fingerprinting completed  
• Class picture  
• **Complete Verification of On-line Applicant, Certification of Entry-level Education; turn in passport photo!** | • **Ohio Laws Practice Exam** |
|---|---|---|
| Term Week 6 4/27/17 (Semester week 15) | • Mock interviews (Dress as you would for a real interview and have portfolio!) with a member of our College leadership (2:30-4:00)  
• Thank you letters  
• Relaxation Day/Evening (3 – 7 p.m.) | • Program Exit Interview  
• Interview Question Assignment  
- Must complete prior to Thursday and bring with you to the mock interview |
| Term Week 7 5/4/17 (Semester week 16) | • NPTAE Review – Neuromuscular & Nervous System/Cardiovascular, Pulmonary & Lymphatic Systems/Non-Systems  
• Graduate visit | • **Practice Exam II**  
• Thank you letter due |
| Finals Week | • **Final Exam – PEAT Exam** | Tuesday, May 9, 9-1:00 T 415 |
Total Curriculum
(Course of Study)
## Physical Therapist Assistant (PTHA)
### Course of Study 2017-2018

**Summer Session I**

<table>
<thead>
<tr>
<th>Course ID</th>
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**Fall**

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<td>Functional Anatomy &amp; Kinesiology</td>
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**Spring I**

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<td>Clinical Documentation for the Physical Therapist Assistant</td>
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<td>PTHA 1060</td>
<td>Neurophysiology for the Physical Therapist Assistant</td>
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<td>Physical Therapy Procedures II</td>
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<td>Neurological Conditions in Physical Therapy</td>
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**Curriculum Summary:** General (G)/Basic (B) = 30 Hours  
Technical (T) = 34 Hours  
Total Curriculum Hours = 64

**Summer Session II**

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<td>Rehabilitation-Concepts &amp; Applications</td>
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<td>PTHA 2230</td>
<td>Therapeutic Exercises-Concepts &amp; Applications</td>
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<td>*English Elective</td>
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<td>*Mathematics Elective</td>
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<td>Role Transition &amp; Professionalism for the Physical Therapist Assistant</td>
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**Spring II**

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<td>*Social &amp; Behavioral Science Elective</td>
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**Total:** 14 Hours

**NOTE:** Students must complete the computer literacy requirement in order to graduate which may be met through competency testing or completion of a program specific computer course. Refer to the degree audit and consult with the program advisor for the appropriate course(s) that meet the computer literacy requirement.

**ADDITIONAL INFORMATION ON REVERSE**
**Students who plan to transfer to a four-year institution should select an OTM approved course**

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<th>Arts &amp; Humanities Electives</th>
<th>Communication Electives</th>
<th>Mathematics Electives</th>
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<tbody>
<tr>
<td>ANSL 1010  American Sign Language 1</td>
<td>COMM 1210  Interpersonal Communication</td>
<td>MATH 1050  Quantitative Reasoning</td>
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<td>ARTS 1010  Art History **</td>
<td>COMM 2610  Public Speaking**</td>
<td>MATH 1650  Statistics**</td>
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<td>ENGL 2600  American Literature: Civil War to Present**</td>
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<td>HUMS 1020  Critical Thinking**</td>
<td>ENG 1900  Composition II**</td>
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<td>PHIL 1910  Introduction to Philosophy**</td>
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<td>PHIL 1970  Introduction to Ethics**</td>
<td>ENG 2800  Professional Writing</td>
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<th>English Electives</th>
<th>Social &amp; Behavioral Science Electives</th>
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<td>ENG 2000  Composition II**</td>
<td>PSYC 1010  Introduction to Psychology**</td>
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<td>SOCI 1010  Introduction to Sociology**</td>
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Academic Calendar
# Zane State College

## Academic Calendar 2017-2018

### 2017

#### August 2017

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### 2018

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**Class Meeting Days for Semesters/Summer Session**

- **Campus Closed**
- **Examination Period**
- **Welcome Week**
- **Mid-Semester Break/No Classes**
- **Employee Development**

**Dates**

- **Aug. 12** : Summer Session Ends
- **Aug. 14-19** : Fall Break
- **Aug. 15** : Development Day
- **Aug. 16** : Development Day
- **Aug. 21** : Fall Semester Begins
- **Sept. 4** : Labor Day Holiday
- **Oct. 9** : No Classes/Offices Open
- **Oct. 10** : Development Day
- **Nov. 9** : Veterans’ Day Holiday
- **Nov. 22-25** : Campus Closed
- **Dec. 11-16** : Fall Semester Final Exams
- **Dec. 25 – Jan. 2** : Campus Closed

- **Jan. 9** : Development Day
- **Jan. 10** : Development Day
- **Jan. 15** : Martin Luther King Holiday
- **Jan. 16** : Spring Semester Begins
- **Feb. 15** : Development Day
- **March 12-17** : Spring Break
- **May 7-11** : Spring Semester Final Exams
- **May 10** : Spring Commencement
- **May 14-19** : Summer Break
- **May 21** : Summer Session Begins
- **May 28** : Memorial Day Holiday
- **July 4** : Independence Day Holiday
- **Aug. 11** : Summer Session Classes End
- **Aug. 13-18** : Fall Break
- **Aug. 14** : Development Day
- **Aug. 15** : Development Day
- **Aug. 20** : Fall Semester Begins
CPI
INFO
Physical Therapist Assistant
Clinical Performance Instrument (PTA CPI Web)

The PTA CPI Web is an evaluation tool developed by an APTA task force to uniformly assess PTA students’ performance in the clinical setting. The PTA CPI is applicable to a broad range of clinical settings and can be used in all clinical education experiences.

The performance criteria are applicable to all venues of practice and levels of students. Every performance criterion in this instrument is important to the overall assessment of clinical competence and criteria are observable in every clinical experience. It is strongly recommended that all performance criteria be rated during each practicum. All performance criteria should be rated based on observation of student performance as compared to entry-level performance. The PTA CPI consists of fourteen (14) performance criteria. Each performance criterion includes a list of essential skills, a section for mid-term and final comments, a rating scale with five (5) defined anchors, and a significant concerns box for both mid-term and final evaluations, and a summative comments box. It is expected that the student will progress during the three clinical affiliations to a rating of “entry-level performance” for all performance criteria by the conclusion of the practicum sequence. It is understood that each clinical education experience offers different opportunities. Thus, a rating of “entry-level performance” may be achieved for any performance criteria during any of the three practicums.

The entry-level performance rating is governed by these entities APTA, CAPTE and the scope of practice. Each of these entities may have differing criteria for determining entry-level performance, but the PTA CPI reflects this in the compilation of essential skills for each criterion. These skills should be used to guide the evaluation of students’ competence relative to the performance criteria. The essential skills provided are not meant to be an all-inclusive list. The ACCE is available at any time to meet to discuss the evaluative process.

The PTA CPI includes a rating scale to reflect a continuum of performance rating from “Beginning Performance” to “Entry-Level Performance,” but it also has space provided for comments related to each criterion. The rating scale is not a visual analog scale. Comments are a vital part of the overall grading process. Please note that written comments are required when checking the Significant Concerns Box and a phone call should be placed to the ACCE or academic advisor. Comments are also indicated when checking the With Distinction Box.

- The PTA CPI Web should only be used after completing the APTA web-based training for the Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) at [www.apta.org/education](http://www.apta.org/education).
Thank you for serving as a Clinical Instructor. Prior to accessing the Web CPI please take a moment to review the Zane State College PTA Clinical Education Handbook now available on-line at: www.zanestate.edu. The “Zane State College PTA Program Quick Reference to Practicum Expectations” may be particularly helpful as you prepare to complete the mid-term and final assessments.

Next, you need to login to the PTA CPI Web. I would recommend that you attempt to login and create your password as soon as possible. Please follow the steps below. Be sure to contact Helen Rollins at hrollins@zanestate.edu if you are unable to login.

Go to https://cpi2.amsapps.com:

- Click on the link “I forgot or do not have a password”
- Enter your User Name in the box provided (your username is your school email address or the address you provided to the ACCE)
- Click on the continue button
- Check your email account inbox for further instructions on how to set/update your password
Supervision Regulations
Laws, rules, and Regulations Governing the Supervision of Physical Therapist Assistant Students in the State of Ohio.

State law Relevant Web Link: http://optpat.ohio.gov/

The definitions of student physical therapist assistant, supervising physical therapist assistant and direct supervision are found in the Ohio revised code: 4755-27-01 in section 6, 8, and 9 on pages 26 and 27.

All physical therapist assistant program students and clinical instructors must follow state laws governing supervision in a physical therapy setting, as outlined in the state practice act where the clinical experience is taking place. The student PT Assistant is an unlicensed person, by definition, who shall at all times function only under the on-site supervision of a physical therapist or a physical therapist assistant. See Ohio Revised Code 4755-27-04, section E (2) page 29.

"Student physical therapist assistant” means a student enrolled in an accredited or candidacy status entry level physical therapist assistant education program who is completing a required clinical education course. 4755-27-01 A (6)

"Unlicensed personnel” means any person who is on the job trained and supports the delivery of physical therapy services by personally assisting the physical therapist, physical therapist assistant, student physical therapist, and/or student physical therapist assistant while the physical therapist, physical therapist assistant, student physical therapist, and/or student physical therapist assistant is concurrently providing services to the same patient. 4755-27-01 A (4)

The supervising physical therapist is accountable and responsible at all times for the direction of the actions of the person(s) supervised, including the physical therapist assistant student.
Likewise, the supervising physical therapist assistant is accountable and responsible at all times for the direction of the actions of the person(s) supervised, including the student physical therapist assistant.
Delegation in physical therapy is the sole responsibility of the physical therapist. Personally assisting the physical therapist, physical therapist assistant student physical therapist and/or student physical therapist assistant while the physical therapist, physical therapist assistant, student physical therapist, and/or student physical therapist assistant is concurrently providing services to the same patient. See Ohio Revised Code 4755-27-03, Sections A and G, pages 27 and 28.

Students may document only their involvement in components of the patient care and they shall sign their name as Student PTA or SPTA. It is the position of the Ohio Physical Therapy Section
that students may use the credential “Student PT” or “Student PTA”, as well as “SPT” or SPTA”, while completing a required clinical education course in an accredited or candidacy-status entry-level physical therapist or physical therapist assistant education program. If signing just the initials, a written policy documenting that these initials are defined as “Student PT” and “Student PTA” satisfies the current rules on legal signatures. Simply signing documentation with “Student” following the name does not identify their course of study and is not acceptable. (11/2008)
Medicare Guidelines Relevant Web link: www.cms.hhs.gov/therapyservices/ (See Chapter 15, sections 220 and 230 of the current Benefit Policy Manual)

The Centers for Medicare and Medicaid Services (CMS) have published the following regulations for reimbursement of physical therapy services provided by students.

- Medicare Part A: to include client services provided by the student on the M.D.S., C. M. S. requires in the line of sight supervision by the supervising therapist or assistant. (See below. This is changing 10/1/2011.) A PTA is not precluded from serving as the C. I. (Clinical Instructor) for a PTA student. All documentation should be co-signed by the qualified PT.

- Medicare Part B: to bill and be reimbursed by CMS, all services must be provided by practitioners who are acting within the scope of their state licensure.

CMS clarifies this statement with the following:

“The qualified practitioner is recognized by the Medicare Part B beneficiary as a responsible professional with any session when services are delivered.” “The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.” “The qualified practitioner is responsible for the services, and as such signs all documentation.”

- The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.

The APTA has interpreted the statements by C. M. S. in the following way:

“The students are not barred from participating in providing physical therapy services, but only physical therapist services can be billed to Medicare and paid under the Medicare B policy, as previously established by CMS Program Memorandum AB-01-36.” Source: PTeam Alert Newsletter January 2002.

Revised Student Supervision Requirements:
Transition for Implementation of FY 2012 SNF PPS Policies

Policy Summary
Effective for FY 2012, therapy students providing skilled therapy services within SNFs are no longer required to be under line-of-sight supervision. SNFs are still expected to exercise their discretion regarding the level of supervision a particular student may require.

Transition Policy
Effective October 1, 2011.
SUPERVISION OF STUDENT PHYSICAL THERAPIST ASSISTANTS HOD P06-11-09-17 [Amended HOD P06-00-19-31; HOD 06-96-20-35; HOD 06-95-20-11] [Position]

Student physical therapist assistants, when participating as part of a physical therapist assistant education curriculum, and when acting in accordance with American Physical Therapy Association policy and applicable state laws and regulations, are qualified to perform selected physical therapy interventions under the direction and supervision of either the physical therapist alone or the physical therapist and physical therapist assistant working as a team. When the student physical therapist assistant is participating in the delivery of physical therapy services while being supervised by the physical therapist alone or the physical therapist and physical therapist assistant working as a team, the physical therapist or the physical therapist assistant is physically present and immediately available at all times. The physical therapist or the physical therapist assistant will have direct contact with the patient/client during each visit as visit is defined in the Guide to Physical Therapist Practice. The physical therapist maintains responsibility for patient/client management at all times, including appropriate utilization of the physical therapist assistant as described in Direction and Supervision of the Physical Therapist Assistant, and for interventions performed by the student physical therapist assistant.

Relationship to Vision 2020: Autonomous Practice; Professionalism; (Practice Department, ext 3178)

Explanation of Reference Numbers: BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

## Chart: Supervision of Students Under Medicare

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### Key
- **Y**: Reimbursable
- **X**: Not Reimbursable
- **N/A**: Not Applicable
- **NAR**: Not Addressed in Regulation. Please defer to state law.

**Y1**: Reimbursable: Therapy students are not required to be in line-of-sight of the professional supervising therapist/assistant (Federal Register, August 8, 2011). Within individual facilities, supervising therapists/assistants must make the determination as to whether or not a student is ready to treat patients without line-of-sight supervision. Additionally all state and professional practice guidelines for student supervision must be followed. Time may be coded on the MDS when the therapist provides skilled services and direction to a student who is participating in the provision of therapy. All time that the student spends with patients should be documented. There are distinctions with regard to how minutes are counted on the MDS (e.g. individual, concurrent, group) when a student is involved in providing care. These are described below:
Individual Therapy:
When a therapy student is involved with the treatment of a resident, the minutes may be coded as individual therapy when only one resident is being treated by the therapy student and supervising therapist/assistant. The supervising therapist/assistant shall not be treating or supervising other individuals and he/she is able to immediately intervene/assist the student as needed.

Example: A speech therapy graduate student treats Mr. A for 30 minutes. Mr. A.'s therapy is covered under the Medicare Part A benefit. The supervising speech-language pathologist is not treating any patients at this time but is not in the room with the student or Mr. A. Mr. A.'s therapy may be coded as 30 minutes of individual therapy on the MDS.

Concurrent Therapy:
When a therapy student is involved with the treatment, and one of the following occurs, the minutes may be coded as concurrent therapy:

- The therapy student is treating one resident and the supervising therapist/assistant is treating another resident, and both residents are in the line of sight of the therapist/assistant or student providing their therapy; or
- The therapy student is treating 2 residents, regardless of payer source, both of whom are in line-of-sight of the therapy student, and the therapist is not treating any residents and not supervising other individuals; or
- The therapy student is not treating any residents and the supervising therapist/assistant is treating 2 residents at the same time, regardless of payer source, both of whom are in line-of-sight.

Example: An Occupational Therapist provides therapy to Mr. K. for 60 minutes. An occupational therapy graduate student, who is supervised by the occupational therapist, is treating Mr. R. at the same time for the same 60 minutes but Mr. K. and Mr. R. are not doing the same or similar activities. Both Mr. K. and Mr. R.'s stays are covered under the Medicare Part A benefit. Based on the information above, the therapist would code each individual's MDS for this day of treatment as follows:

- Mr. K. received concurrent therapy for 60 minutes.
- Mr. R. received concurrent therapy for 60 minutes.

Group Therapy:
When a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- The therapy student is providing the group treatment and the supervising therapist/assistant is not treating any residents and is not supervising other individuals (students or residents); or
- The supervising therapist/assistant is providing the group treatment and the therapy student is not providing treatment to any resident. In this case, the student is simply assisting the supervising therapist.

Documentation: APTA recommends that the physical therapist co-sign the note of the physical therapist student and state the level of supervision that the PT determined was appropriate for the student and how/if the therapist was involved in the patient's care.

Y2: Reimbursable. The minutes of student services count on the Minimum Data Set. Medicare no longer requires that the PT/PTA provide line-of-sight supervision of physical therapist assistant (PTA) student services. Rather, the supervising PT/PTA now has the authority to determine the appropriate level of supervision for the student, as appropriate within their state scope of practice. See Y1.

Documentation: APTA recommends that the physical therapist and assistant should co-sign the note of physical therapist assistant student and state the level of appropriate supervision used. Also, the
documentation should reflect the requirements as indicated for individual therapy, concurrent therapy, and group therapy in Y1.

Y3: This is not specifically addressed in the regulations, therefore, please refer to state law and standards of professional practice. Additionally, the Part A hospital diagnosis related group (DRG) payment system is similar to that of a skilled nursing facility (SNF) and Medicare has indicated very limited and restrictive requirements for student services in the SNF setting.

Documentation: Please refer to documentation guidance provided under Y1

Y4: This is not specifically addressed in the regulations, therefore, please refer to state law and standards of professional practice. Additionally, the inpatient rehabilitation facility payment system is similar to that of a skilled nursing facility (SNF) and Medicare has indicated very limited and restrictive requirements for student services in the SNF setting.

X1: B. Therapy Students

1. General

Only the services of the therapist can be billed and paid under Medicare Part B. However, a student may participate in the delivery of the services if the therapist is directing the service, making the judgment, responsible for the treatment and present in the room guiding the student in service delivery.

EXAMPLES:

Therapists may bill and be paid for the provision of services in the following scenarios:

- The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.

- The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.

- The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician’s service, not for the student’s services).
2. Therapy Assistants as Clinical Instructors
Physical therapist assistants and occupational therapy assistants are not precluded from serving as clinical instructors for therapy students, while providing services within their scope of work and performed under the direction and supervision of a licensed physical or occupational therapist to a Medicare beneficiary.

Documentation: APTA recommends that the physical therapist or physical therapist assistant complete documentation.
Use of Physical Therapist Assistants (PTAs) Under Medicare

Please note that physical therapists are licensed providers in all states and physical therapist assistants are licensed providers in the majority of states. As licensed providers, the state practice act governs supervision requirements. Some state practice acts mandate more stringent supervision standards than Medicare laws and regulations. In those cases, the physical therapist and physical therapist assistants must comply with their state practice act. For example, in a skilled nursing facility in New Jersey, a physical therapist must be on the premises when services are furnished by a physical therapist assistant despite the fact that Medicare requires general supervision. New Jersey’s state practice act requires direct supervision rather than general supervision, and therefore, the physical therapist and physical therapist assistant would have to comply with this requirement.

Certified Rehabilitation Agency (CRA)

CRAs are required to have qualified personnel provide initial direction and periodic observation of the actual performance of the function and/or activity. If the person providing services does not meet the assistant-level practitioner qualifications in 485.705, then the physical therapist must be on the premises.

Comprehensive Outpatient Rehabilitation Facility (CORF)

The services must be furnished by qualified personnel. If the personnel do not meet the qualifications in 485.705, then the qualified staff must be on the premises and must instruct these personnel in appropriate patient care service, techniques, and retain responsibility for their activities. A qualified professional representing each service made available at the facility must be either on the premises of the facility or must be available through direct telecommunications for consultation and assistance during the facility’s operating hours.

Home Health Agencies (HHA)

Physical therapy services must be performed safely and/or effectively only by or under the general supervision of a skilled therapist. General supervision has been traditional described in HCFA manuals as requiring the initial direction and periodic inspection of the actual activity. However, the supervisor need not always be physically present on the premises when the assistant is performing services.

Inpatient Hospital Services

Physical therapy services must be those services that can be safely and effectively performed only by or under the supervision of a qualified physical therapist. Because the regulations do not specifically delineate the type of direction required, the provider must defer to his or her physical therapy state practice act.
Outpatient Hospital Services

Physical therapy services must be those services that can be safely and effectively performed only by or under the supervision of a qualified physical therapist. Because the regulations do not specifically delineate the type of direction required, the provider must defer to his or her physical therapy state practice act.

Private Practice

Physical therapy services must be provided by or under the direct supervision of the physical therapist in private practice. CMS has generally defined direct supervision to mean that the supervising private practice therapist must be present in the office suite at the time the service is performed.

Physician’s Office

Services must be provided under the direct supervision of a physical therapist who is enrolled as a provider under Medicare. A physician cannot bill for the services provided by a PTA. The services must be billed under the provider number of the supervising physical therapist. CMS has generally defined direct supervision to mean that the physical therapist must be in the office suite when an individual procedure is performed by supportive personnel.

Skilled Nursing Facility (SNF)

Skilled rehabilitation services must be provided directly or under the general supervision of skilled rehabilitation personnel. AGeneral Supervision@ is further defined in the manual as requiring the initial direction and periodic inspection of the actual activity. However, the supervisor need not always be physically present or on the premises when the assistant is performing services.

Last Updated: 5/15/2014
Contact: advocacy@apta.org

* = Members Only
Use of Students Under Medicare Part B

The purpose of this document is to provide clarification on the circumstances under which physical therapy students may participate in the provision of outpatient therapy services to Medicare patients, and whether or not such services are billable under Medicare Part B. Specifically, this document addresses student participation in the provision of services in the following settings: private practice physical therapy offices, rehabilitation agencies, comprehensive outpatient rehabilitation facilities (CORFs), skilled nursing facilities (SNFs) (Part B), outpatient hospital departments, and home health agencies (Part B).

Background

CMS issued a program memorandum, (AB-01-56) on the provision of outpatient therapy services by therapy students on April 11, 2001. In this program memorandum (http://www.cms.hhs.gov/Transmittals/downloads/AB0156.pdf), CMS provided answers to frequently asked questions regarding payment for the services of therapy students under Part B of the Medicare program.

In response to inquiries from the American Speech Language Hearing Association (ASHA), CMS issued a follow-up letter dated November 9, 2001, to ASHA in which they further clarified the policy on payment of student services that they outlined in the Q and A program memorandum. On January 10, 2002 CMS also issued a similar letter to AOTA on the subject. The follow-up letters to ASHA and AOTA were not intended to signify a change in the policy issued in the program memorandum; they were merely intended to provide further clarification.

Specifically, in the program memorandum (AB-01-58), CMS stated, in part, that "services performed by a student are not reimbursed under Medicare Part B. Medicare pays for services of physicians and practitioners (e.g. licensed physical therapists) authorized by statute. Students do not meet the definition of practitioners listed in the statute." Regarding whether services provided by the student with the supervising therapist "in the room" can be reimbursed, CMS stated that "Only the services of the therapist can be billed to Medicare and be paid. However, the fact that the student is "in the room" would not make the service unbillable. Medicare would pay for the services of the therapist." In response to another question, CMS stated that "the therapist can bill for the direct services he/she provides to patients under Medicare Part B. Services performed by the therapy student are not payable under Medicare Part B."

In the letter to ASHA, CMS once again restated, in order to be paid, Medicare Part B services must be provided by practitioners who are acting within the scope of their state licensure. CMS further described circumstances, under which they consider the service as being essentially provided directly by the qualified practitioner, even though the student has some involvement. Such services would be billable. Specifically, CMS states:

"The qualified practitioner is recognized by the Medicare Part B beneficiary as the responsible professional within any cooccurrence when services are delivered."

"The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment."

"The qualified practitioner is present in the room guiding the student in service delivery when the student is participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time."

http://www.apta.org/Payment/Medicare/Supervision/PartB/ 8/20/2014
"The qualified practitioner is responsible for the services and as such, signs all documentation (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician's services, not for the student's services)."

In response to a request from AOTA, CMS issued a summary of their understanding of the typical scenario involving students for which occupational therapists seek payment. The information provided in this letter mirrors what was stated in the letter provided to ASHA.

Acceptable Billing Practices

Based on the information provided by CMS and MedPAC, it is possible for a physical therapist to bill for services only when the services are furnished jointly by the physical therapist and student. APTA recommends that physical therapists consider the following factors in determining whether or not a physical therapist may bill Medicare Part B for a service when the therapy student is participating in the provision of the service.

- Physical therapists should use their professional judgment on whether or not a service is billable, keeping in mind the importance of integrity when billing for services.

- Physical therapists should distinguish between the ability of a student to provide services to a patient/client from the ability to bill for student services provided to Medicare Part B patients. A student may provide services to any patient/client provided it is allowable by state law. This does not mean, however, that the services provided by the student are billable to Medicare, Medicaid, or other private insurance companies.

- As CMS states, only services provided by the licensed physical therapist can be billed to Medicare for payment. Physical therapists should consider whether the service is being essentially provided directly by the physical therapist, even though the student has some involvement in providing the care. In making this determination, the therapist should consider how closely involved he or she is involved in providing the patient's care when a student is participating. The therapist should be completely and actively engaged in providing the care of the patient. As CMS states in their letter, "the qualified practitioner is present in the room guiding the student in service delivery when the student is participating the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time." The therapist should direct the service, make the skilled judgment, and be responsible for the assessment and treatment. There should be checks and balances provided by the physical therapist throughout the entire time the patient/client is being managed.

- The physical therapist should ask him or herself whether the billing would be the same whether or not there is a student involved. The therapist should not bill beyond what they would normally bill in the course of managing that patient's care. The individual therapist or the employer should not benefit financially from having the student involved in the clinical experience in the practice or facility.

Conclusion

It is crucial that physical therapists be aware of and comply with Medicare regulations governing the circumstances in which physical therapy students may participate in the provision of physical therapy services. CMS has clearly stated that student services under Part B are not billable, and that only services provided to Medicare beneficiaries by the PT may be billed. APTA will continue to work to ensure that physical therapy students receiving the clinical training they need in order to provide valuable, high-quality physical therapy services to patients/clients.

Last Updated: 1/15/2014
Contact: advocacy@apta.org

http://www.apta.org/Payment/Medicare/Supervision/PartB/ 8/20/2014
Implementing MDS 3.0: Use of Therapy Students

As facilities continue to change their current practices to implement the Minimum Data Set Version 3.0 (better known as MDS 3.0), one of the emerging issues is the manner in which they document and utilize therapy students. Under the new rules, in order to record the minutes as individual therapy when a therapy student is involved in the treatment of a resident, only one resident can be treated by the therapy student and the supervising therapist or assistant (for Medicare Part A and Part B). In addition, the supervising therapist or assistant cannot engage in any other activity or treatment when the resident is receiving treatment under Medicare Part B. However, for those residents whose stay is covered under Medicare Part A, the supervising therapist or assistant cannot be treating or supervising other individuals. Beginning on October 1, 2011, the student and resident no longer need to be within the line-of-sight supervision of the supervising therapist. CMS will allow the supervising therapist to determine the appropriate level of supervision for the student. The student is still treated as an extension of the therapist, and the time the student spends with the patient will continue to be billed as if the supervising therapist alone was providing the services.

Under Medicare Part A, when a therapy student is involved with the treatment, and one of the following occurs, the minutes may be coded as concurrent therapy:

- The therapy student is treating one resident and the supervising therapist or assistant is treating another resident and the therapy student is supervised by the therapist at the appropriate level of supervision as determined by the supervising therapist; or
- The therapy student is treating two residents at the appropriate level of supervision as determined by the supervising therapist and the therapist is not treating any residents and not supervising other individuals; or
- The therapy student is not treating any residents and the supervising therapist or assistant is treating two residents at the same time, regardless of payer source.

The student would be precluded from treating the resident and recording the minutes as concurrent therapy under Medicare Part B.

Under Medicare Part A, when a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- The therapy student is providing the group treatment at the appropriate level of supervision as determined by the supervising therapist and the supervising therapist or assistant is not treating any residents and is not supervising other individuals (students or residents); or
- The supervising therapist/assistant is providing the group treatment and the therapy student is not providing treatment to any resident.

Under Medicare Part B, when a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- The therapy student is providing group treatment and the supervising therapist or assistant is present and in the room and is not engaged in any other activity or treatment; or
- The supervising therapist or assistant is providing group treatment and the therapy student is not providing treatment to any resident.
Recommended Skilled Nursing Facility Therapy Student Supervision Guidelines
Submitted to CMS by the American Physical Therapy Association (APTA)
During the Comment Period for the FY 2012 SNF PPS Final Rule

Please note: These suggested guidelines would be in addition to the student supervision guidelines outlined in the RAI MDS 3.0 Manual and all relevant Federal Regulations.

- The amount of supervision must be appropriate to the student’s level of knowledge, experience, and competence.
- Students who have been approved by the supervising therapist or assistant to practice independently in selected patient/client situations can perform those selected patient/client services specified by the supervising therapist/assistant.
- The supervising therapist/assistant must be physically present in the facility and immediately available to provide observation, guidance, and feedback as needed when the student is providing services.
- When the supervising therapist/assistant has cleared the student to perform medically necessary patient/client services and the student provides the appropriate level of services, the services will be counted on the MDS as skilled therapy minutes.
- The supervising therapist/assistant is required to review and co-sign all students’ patient/client documentation for all levels of clinical experience and retains full responsibility for the care of the patient/client.
- Therapist assistants can provide instruction and supervision to therapy assistant students so long as the therapist assistant is properly supervised by the therapist.

These changes as well as other changes regarding MDS 3.0 will take effect October 1, 2011. If you have questions regarding this provision or other provisions within MDS 3.0, please contact the APTA at advocacy@apta.org or at 800.999.2782 ext. 8533.
Signature
Information
PT SECTION FREQUENTLY ASKED QUESTIONS – 2008

Student Credentials in Signature
Question: What credentials may a student use when signing notes in the patient record?

Response: Students may use the credential “Student PT” or “Student PTA,” as well as “SPT” or SPTA,” while completing a required clinical education course in an accredited or candidacy-status entry-level physical therapist or physical therapist assistant education program. If signing just the initials, a written policy in the facility/agency documenting that these initials are defined as “Student PT” and “Student PTA” satisfies the current rules on legal signatures.
Liability Insurance
HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP

Certificate of Insurance
OCCURRENCE POLICY FORM

Producer Branch Prefix Policy Number Policy Period from 09/01/17 to 09/01/18 at 12:01 AM Standard Time
018098 970 HPG 0127258853

Named Insured and Address:
Zane State College
1555 Newark Rd
Zanesville, OH 43701-2826

Program Administered by:
Nurses Service Organization
156 E. County Line Road
Hatboro, PA 19040-1218
1-800-986-4627
www.nso.com

Medical Specialty: Code:
School Blanket - Healthcare Provider Students 80998

Insurance is provided by:
American Casualty Company of Reading, Pennsylvania
333 S. Wabash Avenue, Chicago, IL 60604

Professional Liability
$2,000,000 each claim $5,000,000 aggregate
Your professional liability limits shown above include the following:
* Personal Injury Liability

Coverage Extensions

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<tr>
<th>Extension</th>
<th>Amount</th>
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<tr>
<td>Grievance Proceedings</td>
<td>$1,000 per proceeding</td>
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<tr>
<td>Defendant Expense Benefit</td>
<td>$1,000 per deposition</td>
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<tr>
<td>Deposition Representation</td>
<td>$1,000 per incident</td>
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<tr>
<td>Assault</td>
<td>$2,000 per person</td>
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<tr>
<td>Medical Payments</td>
<td>$500 per incident</td>
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<tr>
<td>First Aid</td>
<td>$250 per incident</td>
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Total: $3,160.00
Base Premium $3,160.00

Policy Forms & Endorsements (Please see attached list for a general description of many common policy forms and endorsements.)
G-144918-A CNA79661 G-144831-A34

Chairman of the Board
Covered Change Date:
G-141241-B (03/2010)

Keep this document in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. In order to activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.
Master Policy # 188711433
Endorsement Change Date:
POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability insurance policy.

COMMON POLICY FORMS & ENDORSEMENTS

<table>
<thead>
<tr>
<th>FORM #</th>
<th>DESCRIPTION</th>
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<tr>
<td>G-144918-A</td>
<td>School Blanket Occurrence Form</td>
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<tr>
<td>CNA79561</td>
<td>Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement</td>
</tr>
<tr>
<td>G-144931-A34</td>
<td>Cancellation &amp; Non-Renewal Endorsement</td>
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</table>

PLEASE REFER TO YOUR CERTIFICATE OF INSURANCE FOR THE POLICY FORMS & ENDORSEMENTS SPECIFIC TO YOUR STATE AND YOUR POLICY PERIOD.

For NJ residents: The PLIGA surcharge shown on the Certificate of Insurance is the NJ Property & Liability Insurance Guaranty Association.

For KY residents: The Surcharge shown on the Certificate of Insurance is the KY Firefighters and Law Enforcement Foundation Program Fund and the KY LGPT is the KY Local Government Premium Tax which includes charges at a municipality and/or county level.

For WV residents: The surcharge shown on the Certificate of Insurance is the WV Premium Surcharge.

For FL residents: The FIGA Assessment shown on the Certificate of Insurance is the FL Insurance Guaranty Association - 2012 Regular Assessment.

Form#: G-141241-B (03/2010)  
Master Policy#: 168711433  
Named Insured: Zane State College  
Policy#: 0127288853