

# **Clinical Education Manual**

**AY 2025-26**



**Physical Therapist Assistant Program  
Associate of Applied Science**

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## **PTA Program Mission Statement**

The Physical Therapist Assistant Program at Kent State University prepares graduates to be employed as physical therapist assistants and work under the direction and supervision of a physical therapist. Graduates will have the critical thinking skills, knowledge base, technical skills, and behaviors that promote justice, integrity, and altruism consistent with expectations of the physical therapy profession and the communities they serve. (revised 4/11/2025)

## **Clinical Instructor Requirements**

Kent State University and its clinical education sites have in place effective and current written agreements that describe the rights and responsibilities of both parties. These agreements are maintained by the Academic Coordinators of Clinical Education for the Ashtabula and East Liverpool campuses.

Clinical Instructors must meet the following requirements:

1. Clinical Instructors must have a current license to practice physical therapy in their respective jurisdiction and worked as a Licensed PT or PTA for at least 1 year

## **Expected Student Outcomes**

The Kent State University graduate with an AAS-PTST degree demonstrates the ability to provide physical therapy services in a legal, ethical and culturally competent manner.

1. Provides appropriate and effective physical therapy interventions within the plan of care established by a physical therapist.
2. Effectively communicates with others, teaching or instructing when appropriate.
3. Produces legal and ethical documentation to meet professional expectations and the needs of third-party payers.
4. Ethically manages fiscal and human resources to provide high-quality, efficient and cost-effective physical therapy services.
5. Consistently demonstrates the Core Values for a physical therapist assistant.

## **Clinical Instructor Resources and Support**

Excellent clinical education learning experiences begin with Clinical Instructors who are prepared to teach, mentor and assess student performance based on program expectations. Therefore, it is the Policy of the Physical Therapist Assistant Technology program to provide each Clinical Instructor with the support, instruction and resources to develop the competencies needed to be an excellent Clinical Instructor. Resources will also be shared and or discussed before, during and after clinical experiences to enrich the Clinical Instructor's skill set.

### **Benefits to Clinical Instructors**

- ✓ Opportunity for access to KSU research databases and other library resources
- ✓ APTA Credentialed Clinical Instructors Earn CEU's in the State of Ohio
- ✓ Invitations to CEU courses held or hosted by Kent State may be available at a reduced cost to the CI
- ✓ Administrative and faculty support for instruction and research needs of active contracted clinical sites
- ✓ Opportunity for annual recognition of the "Clinical Instructor of The Year" per campus
- ✓ The opportunity to build leadership skills and mentor future PTAs

### **Phone & Email Support**

Clinical Instructors have unlimited access to the faculty and administrators in the PTA program at Kent State University. The ACCE is only a phone call or email away and always willing to provide guidance, information or feedback regarding a specific situation or a general question. Please feel free to contact the campus ACCE (contact information provided below). Also, the Program Director may be able to assist/support in some cases.

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### **Clinical Internship Evaluation Tool (CIET)**

CIET through Exxat is the assessment tool completed by both the student and the clinical instructor at the final evaluation, and when required at midterm. Clinical Instructors will receive detailed information by email regarding the use of this tool as needed and available form the ACCE.

### **Library Access**

Clinical Instructors can access the Kent State University at Ashtabula and Kent State University at East Liverpool's Library/Learning Resource Centers on location during normal business hours. For non-local CI's, the ACCE can act as the liaison between the CI and Campus Librarian to obtain the desired information. Please allow 10-14 business days to fulfill requests. Clinical Instructors also have access to OhioLINK Library Catalog at <https://olc1.ohiolink.edu/>.

### **Resources for CI Development**

An extensive selection of recommended online resources is currently available on the Clinical Instructor Resources webpage at the following websites:

Ashtabula:

<https://www.kent.edu/ashtabula/health-degrees/ptst-clinicals>

East Liverpool:

<https://www.kent.edu/columbiana/clinical-instructor-resources>

**CI Development Topics include:**

- State Practice Information
- American Physical Therapy Association (A.P.T.A.) Resources
- Physical Therapist Assistants
- Writing Goals and Objectives
- Learning & Teaching Styles
- Clinical Problem Solving
- Time Management
- Providing Student Feedback
- Generational Differences

## **Clinical Education Policies and Procedures**

### **ACCE (Academic Coordinator of Clinical Education) Responsibilities**

- ❖ Establish and maintain contractual agreements between KSU and the clinical education facilities.
- ❖ Notify the SCCE in writing of clinical education dates prior to their occurrence.
- ❖ Send specific student information and clinical assignment prior to the start date of a clinical education experience. Provide the student with clinical assignment, location and phone number and contact person prior to the beginning date of a clinical education experience.
- ❖ The ACCE communicates with both the student and the clinical instructor to obtain feedback related to the performance of the student and his/her progress toward meeting the learning objectives of the clinical experience.
  - Make regular contacts with clinical facility by phone, email, video conference, or site visits during each clinical education experience.
- ❖ Consult and mediate with the student, SCCE and/or CI regarding any clinic related problems.
- ❖ Nominate student for clinical distinction as appropriate.
- ❖ Assist clinical education facilities in developing quality educational programs for students.
- ❖ Assist the SCCE in providing educational opportunities to develop Clinical Instructor's.
- ❖ The ACCE assigns a pass or fail grade for a clinical experience in consultation with the CI and SCCE.
- ❖ Distribute Kent State University's liability insurance to students and clinical sites (as requested).
  - Kent State University carries liability insurance for all students and faculty.

### **SCCE (Site Coordinator of Clinical Education) Responsibilities**

- ❖ Notify the ACCE of probable availability or commitment to clinical education dates and of changes in terms of the clinical education experience (such as immunizations required, etc.).
- ❖ Oversee and ensure the students receive appropriate and varied clinical experiences.
- ❖ Maintain current contracts with KSU, and update Educational Clinical Site Information Form annually.
- ❖ Assist with communication regarding any problems or concerns regarding a student during the clinical education experience.
- ❖ Assign appropriate supervision as required by state law and APTA guidelines
- ❖ Evaluate ACCE performance when requested.
- ❖ Provide the student adequate orientation to the facility including, but not limited to:
  - A tour of the department and the facility
  - A review of facility policies and procedures
  - An introduction to department personnel
  - An introduction to patient records, billing, documentation, scheduling, etc.
  - A discussion of clinical scheduled hours and breaks
  - A review of learning experiences and opportunities the facility has to offer
  - A review of emergency procedures
  - A review of specific protocols used by the clinic site

- A discussion of learning styles, needs, and background of the student

### **CI (Clinical Instructor) Responsibilities**

- ❖ Instruction in Physical Therapy procedures, techniques and treatment rational.
  - When a CI determines that the student should learn clinic specific skills not previously taught in the curriculum, the CI must assume the responsibility of providing instruction, practice and competency testing.
  - The CI assumes responsibility for determining when the student is safe to use a new skill with patients in the clinical setting.
- ❖ Direct supervision, guidance and direction of students in the clinical setting is provided by a licensed PT or PTA who is an employee of the clinic site.
  - The supervising physical therapist or supervising physical therapist assistant is required to be on-site and available to immediately respond to the needs of the patient whenever the student physical therapist assistant is performing patient intervention
  - [Appendix B](#) provides information about supervision requirements in Ohio, Pennsylvania and West Virginia, as well as the guidelines of the APTA and regulations of Medicare Part A & B.
- ❖ Provide appropriate and varied clinical experiences.
- ❖ Provide frequent feedback regarding performance.
- ❖ Complete weekly planning form with student in a timely manner.
- ❖ A discussion of objectives, goals, weekly planning form, review of the syllabus, and other clinical assignments required by the student
- ❖ Complete any required training for the Clinical Evaluation tool
- ❖ Complete CIET student evaluation
  - At final for all clinical rotations, and midterm when assigned
  - It is expected that the Clinical Instructor (CI) provides honest, accurate, unbiased, and complete evaluations of student performance.
  - In addition to the CIET evaluations, the clinical instructor or SCCE must provide the ACCE with copies of any supplemental forms or documentation, including but not limited to Warning Notice, Critical Incident Reports, etc. (See samples in [Appendix A](#)).
- ❖ Meet with the ACCE at midterm during each clinical via phone, video conference, or site visit to discuss student progress.
- ❖ Contact the ACCE and SCCE immediately, at the first indication of a problem or concern regarding a student during the clinical education experience. Provide the ACCE with written documentation of critical incidents.
- ❖ Any questions, concerns or comments regarding the PTST programs expectations for clinical education, or a student's performance in the clinical setting should immediately be communicated to the ACCE.
- ❖ May nominate students for Clinical Distinction, who go above and beyond the basic requirements throughout a clinical education experience. ACCE may nominate students for consideration.



## Assessment of Students in the Clinical Setting

Every effort is made by the academic program to only place students in clinical education experiences that are determined, by the faculty, to be competent in all taught/learned curriculum content ([Appendix E](#)). The curriculum is sequential and cumulative, therefore students in PTST 11092 & 22092 will not be expected to be entry-level clinicians, however; they do have the knowledge, skills and behaviors needed to meet the course objectives

### CIET

CIET is completed by both the student and the clinical instructor at the final evaluation, and when required at midterm.

The mid-term evaluations are used to provide feedback to the student and ACCE regarding the student's performance and progress toward meeting the educational objectives. Final evaluations provide the ACCE with critical information in determining the pass or fail grade for a student's clinical experience. Comments are expected and necessary to support ratings in all criteria. Specific grading requirements can be found in the syllabus addendum for the course and will be shared by the ACCE via email throughout the clinical.

## Supplemental Documentation

### Warning Notice

The Warning Notice is issued when there are significant concerns about the student's performance. The Warning Notice indicates that the student may be in jeopardy of a Failure to Progress, or of being dismissed from the PTA Program if the behaviors of concern continue.

1. Students are expected to make the necessary behavioral adjustment following remediation from any instructor. The need for additional remediation normally results in a Warning Notice.
2. Students are expected to adhere to the policies and procedures of Kent State University, the PTA Program, clinic sites, as well as the regulations and laws governing the practice of physical therapy. A Warning Notice is issued when students fail to meet these expectations.

### Procedures for Issuing a Warning Notice

- A. The Program Director or ACCE receives verbal information and/or written documentation of a situation that warrants a Warning Notice.
- B. The Program Director or ACCE and other parties of interest meet with the student to
  1. Clarify the concerns
  2. Review applicable policies and procedures
  3. Articulate the expectations of the PTST Program
  4. Describe consequences of continued behavior
  5. Issue a written Warning Notice and obtain signatures

### Learning Contract

There are times when a clinical instructor or faculty member identifies deficiencies in a student's knowledge, skill or behavior that would benefit from remediation beyond the normal progression. These deficiencies may include student difficulties with course content, behavior, or clinical performance. The Learning Contract is normally used in the clinical setting to assist both the student and Clinical Instructor to achieve a positive outcome for the clinical education experience. Each Learning Contract is custom

designed for the situation and agreed to by the student, the Program Director, and any other third parties involved in the plan, including PTA faculty, the ACCE, and clinical instructors.

The Learning Contract is an individualized, participant-centered problem-solving plan of action that identifies a specific area of concern, establishes specific learning objectives, and provides guidance for learning activities and timelines to achieve student success and meet the expectations of the PTA program. The student or any member of the PTA faculty may initiate the need for a Learning Contract.

### **Core Values**

The American Physical Therapy Association House of Delegates approved, in 2019, the **Core Values for the Physical Therapist and Physical Therapist Assistants** as a position statement that guides the behaviors of the PT and PTA to provide the highest quality of physical therapist services. These values imbue the scope of PT and PTA activities and retain the PT as the person ultimately responsible for providing safe, accessible, cost-effective and evidence-based services; and the PTA as the only individual who assists the PT in practice, working under the direction and supervision of the PT. Core Values can be found [here](#).

### **Email, and phone**

The ACCE is readily available by email and phone as a resource to help students and CI's have a rewarding clinical education experience and positive outcomes. Any questions, concerns or comments regarding the PTST programs expectations for clinical education, or a student's performance in the clinical setting should immediately be communicated to the ACCE.

## **Complaints, Concerns & Compliments**

Feedback regarding the PTA Program at Kent State University, including the curriculum, outcomes, students, or faculty is appreciated and welcome. Please put any comments in writing to the assistant dean.

### **Chain of Communication**

The step-wise progression through the Chain of Communication should be used to achieve an appropriate resolution to any concern. When resolution/understanding is achieved, the process ends without going to the next person in the chain of command.

- 1) Self-assess and review your facts and perceptions
- 2) Speak privately and calmly with the individual to express your questions or concerns.
- 3) Make an appointment to discuss your concerns with the individual's immediate supervisor.
  - a. Instructors and ACCE → Program Director
  - b. Clinical Instructors → SCCE and ACCE
  - c. SCCE → ACCE
  - d. Program Director → Allied Health & Nursing Program Director or Assistant Dean
- 4) Initiate a formal grievance with the Assistant Dean as outlined in the KSU Policy register

## Course Grades – Practicum in Clinical Education

**Passing a practicum (PRA) course** with an earned grade of satisfactory (S) requires both of the following criteria be met. An Unsatisfactory (U) grade in a practicum course results in a Failure to Progress and requires the course be re-taken.

1. Pass the associated Clinical Education Experience
  - a) The ACCE, in consultation with the SCCE, CI, student, and PTA faculty, determines if the student has achieved the expected outcomes and meets the minimum academic standards to pass the clinical education experience.
  - b) ACCE considerations in determining a pass or fail grade of a clinical education experience:
    - i. Clinical setting & complexity of the environment
    - ii. Experience with patients in that setting
    - iii. Course objectives
    - iv. Level of didactic & clinical experience completed within the curriculum
    - v. Expectations of the clinic site & academic program
    - vi. Relative weighting or importance of each performance criteria
    - vii. Progression of performance from mid to final evaluation
    - viii. Indication of “unacceptable” on the PTA MACS
    - ix. Congruence between the CIs written mid and final evaluation, comments, and the ratings provided.
2. Satisfactory completion of **all** course requirements, as outlined in the syllabus addendum.
  - a. All assignments **MUST BE COMPLETED**:
    - If an assignment is ONE day late and is completed satisfactorily you MAY receive up to 75% of the points assigned to the assignment
    - If an assignment is TWO days late and is completed satisfactorily you MAY receive up to 50% of the points assigned to the assignment
    - If an assignment is THREE days late and is completed satisfactorily you MAY receive up to 25% of the points assigned to the assignment
    - **You MUST earn a 72% WITHOUT ROUNDING on the assignment portion of the course AND meet the clinical objectives of the course in order to earn a Pass/Satisfactory (S) for the course**
  - b. Incomplete/Unacceptable assignments
    - Credit is only received for complete and accurate work.
    - Student must resubmit the assignment until graded “satisfactory”
    - The instructor will assign due dates and provide a grading rubric for all assignments in the course
    - There is only one extra credit assignment in the course. The Educational Clinic Site Information may be used as directed by the course instructor in the syllabus addendum. All other assignments are set at the beginning of the course and ALL must be completed as detailed by the instructor per the syllabus addendum and grading rubrics.

## Clinical Education Objectives

Each clinical education experience is designed to complement the students acquired classroom knowledge and laboratory skills. The “real life” clinical situations provide opportunities for students to demonstrate their comprehension and application of the materials in a supervised setting. The clinical education objectives, listed on the following pages for each affiliation, along with the list of classroom proficiencies, are designed to guide learning experiences that can be adapted to any clinic setting and progress the student toward the curriculum goals. Also listed below are the courses the students will have had prior to or during this clinical. The tables following this section have a description of what is included in each course.

### Clinical Rotation One

Objectives: PTST 11092 Practicum in Clinical Education I

Number	PTST 11092 Student Outcomes	Taxonomy Level
1	Consistently provides components of safe physical therapy interventions and accurate data collection as directed in the plan of care by a licensed physical therapist	C3, P2
2	Demonstrate the ability to communicate and interact with patients, supervisors, and co-workers in a professional manner with moderate guidance	C3, P3, A2
3	Performs basic documentation of physical therapy services for 25% of patients treated	A2, P3
4	Demonstrates a basic understanding of time management and productivity in the clinical setting	P3
5	Identifies legal and ethical practice expectations in a clinical setting	C2
6	Accepts the need for Core Values for the physical therapist and physical therapist assistant	A2
7	Demonstrates self-knowledge through self-assessment and goal setting	A2
8	Demonstrates competency in all required grading criteria for this affiliation (please see syllabus addendum)	A2, P3
9	Demonstrate Core Values to provide patient/client care in a safe, comfortable and caring environment	A3, C3

Courses completed before the first clinical rotation: Classroom proficiency available in [Appendix E](#)

- BSCI 11010/20 Foundational Anatomy and Physiology I/II
- PTST 10011 Introduction to Therapeutic Exercise
- PTST 10000 Introduction for the Physical Therapist Assistant
- AHS 24010 Medical Terminology
- PTST 10001 Principles of Patients Care in Physical Therapy
- PTST 10011 Introduction to Therapeutic Exercise
- AHS 22002 Clinical Kinesiology
- AHS 22003 Clinical Kinesiology Lab
- PTST 10003 Clinical Conditions I
- PTST 10004 Physical Therapy Procedures I
- PTST 11005 Physical Therapy Practice I
- AHS 12010 Professionalism in Healthcare

## Clinical Rotation Two

Objectives: PTST 22092 Practicum in Clinical Education II

Number	PTST 22092 Student Outcomes	Taxonomy Level
1	Consistently provides safe physical therapy interventions and accurate data collection for 60% of normal case load as directed in the plan of care by a licensed physical therapist	C4, P4
2	Demonstrate the ability to communicate and interact with patients, supervisors, and co-workers in a professional manner with minimal guidance	C4, P4, A3
3	Performs accurate documentation of physical therapy services for 75% of patients treated	A3, P4
4	Chooses effective time management strategies to achieve 60% productivity in the clinical setting	P4
5	Complies with ethical and legal practice expectations in a clinical setting	C4, A3
6	Embraces opportunities to develop Core Values	A3
7	Seeks opportunities for growth and self-development	A3
8	Demonstrates competency in all required grading criteria for this clinical affiliation (please see syllabus addendum)	A3, P4
9	Demonstrate Core Values to provide patient/client care in a safe, comfortable and caring environment	A4, C4

Courses completed before the second clinical rotation: Classroom proficiency available in [Appendix E](#)

- BSCI 11010/20 Foundational Anatomy and Physiology I/II
- PTST 10000 Introduction for the Physical Therapist Assistant
- AHS 24010 Medical Terminology
- PTST 10001 Principles of Patients Care in Physical Therapy
- PTST 10011 Introduction to Therapeutic Exercise
- AHS 22002 Clinical Kinesiology
- AHS 22003 Clinical Kinesiology Lab
- PTST 10003 Clinical Conditions I
- PTST 10004 Physical Therapy Procedures I
- PTST 11005 Physical Therapy Practice I
- AHS 12010 Professionalism in Healthcare I
- PTST 11092 Practicum in Clinical Education I
- PTST 20003 Clinical Conditions II
- PTST 20004 Physical Therapy Procedures II
- PTST 22005 Physical Therapy Practice II
- AHS 12005 Concepts in Lifespan Development

### **Clinical Rotation Three**

Objectives: PTST 23092 Practicum in Clinical Education III

Number	PTST 23092 Student Outcomes	Taxonomy Level
1	Consistently provides safe physical therapy interventions and accurate data collection for 85% of normal case load as directed in the plan of care by a licensed physical therapist	C5, P5
2	Demonstrate the ability to communication and interact with patients, supervisors, and co-workers in a professional manner without guidance	C5, P5, A4
3	Consistently produces accurate and efficient documentation of physical therapy services for 100% of the patients treated	A4, P5
4	Chooses effective time management strategies to achieve 85% productivity in the clinical setting	P6
5	Integrates legal and ethical expectations into multifaceted clinical situations	C5, A5
6	Integrates Core Values	A4
7	Creates a plan for continued competency based self-knowledge and self-development	A4

8	Demonstrates competency in all required grading criteria for this affiliation (please see syllabus addendum)	A4, P6
9	Demonstrate Core Values to provide patient/client care in a safe, comfortable and caring environment	A4, C5

Courses completed before the final clinical rotation: Classroom proficiency available in [Appendix E](#)

- BSCI 11010/20 Foundational Anatomy and Physiology I/II
- PTST 10000 Introduction for the Physical Therapist Assistant
- AHS 24010 Medical Terminology
- PTST 10001 Principles of Patients Care in Physical Therapy
- PTST 10011 Introduction to Therapeutic Exercise
- AHS 22002 Clinical Kinesiology
- AHS 22003 Clinical Kinesiology Lab
- PTST 10003 Clinical Conditions I
- PTST 10004 Physical Therapy Procedures I
- PTST 11005 Physical Therapy Practice I
- AHS 12010 Professionalism in Healthcare I
- PTST 11092 Practicum in Clinical Education I
- PTST 20003 Clinical Conditions II
- PTST 20004 Physical Therapy Procedures II
- PTST 22005 Physical Therapy Practice II
- AHS 12005 Concepts in Lifespan Development
- PTST 20006 Physical Rehabilitation Procedures
- PTST 20008 Clinical Conditions III
- PTST 20007 Physical Therapy Practice III

## Behavioral Expectations of PTA Students

This section describes the expectations of our students. Any reference to “class” includes the time spent in clinical education. Remediation followed by a Warning Notice is a common method used to address concerns regarding student behaviors. It is imperative that the ACCE be informed of any concerns in this area. Blatant violations of known policies may result in failure of the clinical without any warning.

### Student Responsibilities

- ❖ Conduct themselves in a **professional** manner at all times, so as not to endanger the life, welfare, health or safety of anyone associated with the clinical facility or university, including yourself.
- ❖ To abide by the State Practice Act, Core Values, and Standards of Ethical Conduct for the PTA, and to treat all patients, faculty, students and health care practitioners with respect.
  - Students are responsible for researching, understanding and adhering to the laws governing the state where they are attending a clinical education experience. Licensing Authority Contact Information is available from the Federation of State Boards of Physical Therapy (<https://www.fsbpt.org/>).



- ❖ Maintain an effective working relationship with clinical faculty, employees, health team members and fellow students. Respect the rights and properties of others.
- ❖ Refrain from inappropriate behavior such as fighting, arguing, coercing, threatening and manipulating. Refrain from sexual advances or behaviors toward patients, visitors, employees, faculty and other students.
- ❖ Follow all policies and procedures of the clinical education facility. This includes working hours, clinic procedures, confidentiality policies, medical requirements, drug testing, civilian background checks and holiday observances.
- ❖ The student is required to verbally identify himself/herself as a student and ask and receive permission to treat the patient.
- ❖ Student may not accept gifts or money from patients per facility policy.
- ❖ Dress and Grooming-PTA students serve as representatives of Kent State University and the Physical Therapy profession. Therefore, appropriate dress and grooming are expected on campus and during clinical rotations:
  - Attire should be clean and neat. Do not wear any clothing that can be construed as offensive and/or revealing.
  - Sandals and/or open toed shoes are acceptable **ONLY** for lecture classes. Closed toe, rubber-soled shoes must be worn for **ALL** lab sessions and on Clinical Rotations.
  - Hair must be clean and neat and should not hang across the face. Long hair should be tied back and secured. Male students should shave facial hair daily or keep moustaches and beards clean and trimmed.
  - Fingernails must be clean, filed smoothly, and should not extend past the fingertips. Artificial nails are unacceptable.
  - Jewelry must be kept to a minimum. A wedding band, watch, and stud earrings are acceptable.
  - Personal cleanliness and hygiene are expected. Students should be free of body odor/bad breath, and they should NOT use perfume or colognes.
  - Wear student nametag at all times in the clinical facility, state law requires that you identify yourself as a Kent State University student.
- ❖ Complete all assignments from the CI, SCCE or ACCE in a timely manner, by all announced deadlines.
- ❖ Demonstrate a commitment to learning in every clinical experience.
  - It is impossible for the academic faculty to demonstrate every possible way to perform each technique.
  - Students are responsible for learning as much as possible from each professional they meet during assigned clinical experiences.
- ❖ Students are required to complete a minimum number of contact hours during each clinical rotation. Any absence must be made up before the end of the grading period. In addition to notifying the CI prior to the scheduled start time, students must also notify the ACCE.
  - Students attending off-campus clinical education experiences are expected to comply with the clinic site expectations for attendance and/or closing, regardless of whether the campus is closed or not, unless notified by the ACCE. ANY alteration of the clinical rotation schedule must be mutually agreed upon between the CI, the ACCE and the student.

- Students are expected to be on time for clinic. Repeated tardiness is considered unprofessional behavior and may result in remediation or a warning notice.
- Accept responsibility for assigned duties by **punctual**, regular attendance. Present self in an alert, rested mental state, able to make safe decisions.
  - Clinical Time Requirements:
    - Affiliation #1 5 days per week, 4 weeks, 32-40 hours/week, 128-160 clinical hours
    - Affiliation #2 5 days per week, 6 weeks, 32-40 hours/week, 192-240 clinical hours
    - Affiliation #3 5 days per week, 7 weeks, 32-40 hours/week, 224-280 clinical hours
  - ATT Concentration Clinical Requirement Times:
    - Affiliation #1 10 hours per week, 15 weeks, 10 hours/week, 150 clinical hours
    - Affiliation #2 5 days per week, 6 weeks, 32-40 hours/week, 192-240 clinical hours
    - Affiliation #3 5 days per week, 7 weeks, 32-40 hours/week, 224-280 clinical hours
- Inclement Weather
  - The first concern is always student safety, therefore whether classes are officially cancelled or not, the student is the only person who can decide if it is safe to travel to class or clinicals.
  - Classes may be cancelled due to inclement weather. Students attending off-campus clinical education experiences are expected to comply with the clinic site expectations for attendance and/or closing, regardless of whether the campus is closed, unless notified by the ACCE.
- Cell Phone Usage
  - The use of any mobile telecommunications device during PTA clinic times is prohibited. The use of these devices during class is disrespectful of the CI and wastes valuable clinic time. Students must refrain from the use of any mobile phone, smart watch, messaging or networking communications during all PTA clinic times. In the clinical setting, mobile telecommunications may be used for research purposes, ONLY with pre-approval of the clinical instructor.
- ❖ The use of alcohol or drugs in the laboratory or clinical areas or use prior to lab or clinical instruction is strictly prohibited. This is essential to safeguard all students and the patients and staff at our affiliated clinic sites and cause for immediate dismissal from the PTA Program. Please find more information on KSU's policy on alcohol, by [clicking here](#).
  - If drug or alcohol use is suspected during a student lab or clinical affiliation, the student will be required to submit a sample for analysis at a local testing center. If the student is at a clinical facility, they will follow the clinic's procedure for an employee suspected of drug or alcohol use. The student is required to pay for all the drug and alcohol testing expenses. Refusal to submit for testing when drug or alcohol use is suspected is grounds for immediate dismissal from the program.

- ❖ Students who choose to be active on Social Networking sites must carefully consider the ramifications of any postings. Clinic Site and patient confidentiality must be maintained at all times. Do not post anything that you would not want future employers or clinical instructors to read.
- ❖ Maintain Certifications and Health Requirements
  - American Heart Association's Basic Life Support Certification for the Health Care Provider (CPR): Certification must be current throughout each clinical practicum.
  - Civilian Background Check (CBC): A CBC within the last 12 months is available to clinic sites upon request.
  - New Medical Conditions- Report changes in medical status, including injury or illness, contraindications and medical history that could put students or patients at risk in the clinical setting to ACCE and CI. The student is responsible for payment of any expenses associated with any emergency medical care.
  - Medical Records requirements as provided by the ACCE.
- ❖ Students are strongly encouraged to consider carrying a personal liability insurance policy and their own health insurance.
- ❖ Maintain Confidentiality
  - To protect the right to privacy and confidentiality of patients throughout the PTA curriculum, students are obligated to:
    1. Understand the regulations and implications of the Health Information Protection and Portability Act (HIPPA).
    2. Abide by all facility policies and procedures regarding confidentiality and access to computer information.
    3. Protect all personally identifiable medical information from being observed by unauthorized personnel.
    4. Refrain from discussing a patient's medical, social, financial, emotional condition outside the context of providing appropriate physical therapy interventions.
    5. Use good judgment and discretion to maintain patients right to privacy when discussing specific patients with clinical staff.
    6. Refrain from discussing confidential information relating to clinical facilities, employees, volunteers, or other students.
    7. Never remove original patient records or identifiable copies from the clinic site.
    8. Be certain that personal notes, journals, case studies, etc. do not contain personally identifiable information.

\* Violations will result in disciplinary action up to and including dismissal from the Kent State University PTA Program.

### **Informed Consent**

Throughout the PTA program, student practitioners must practice physical therapy demonstrations, skills, procedures, assessments, and interventions on others. Those they practice on are therefore considered to be "human subjects." Disclosure and consent are essential elements of participation in hands on learning with human subjects, and each person involved must accept these responsibilities.

### Instructor's Responsibilities

Prior to participation as a human subject or student practitioner in a demonstration, intervention or assessment, the faculty will:

- 1) Explain of the purpose, risks and benefits of the activity.
- 2) Provide the opportunity for questions regarding the activity.
- 3) Provide an appropriate level of licensed supervision throughout activities.
- 4) Respect the student and patient rights not to participate as a human subject without adverse effect to grades.

### Human Subject Responsibilities

Students reserve the right to refuse to participate as a human subject at any time. It is the student's responsibility to advise the instructor of this decision. When participating as the human subject in a demonstration, intervention or assessment, the student is responsible to:

- 1) Inform the instructor of any medical condition or change in medical condition that would prevent safe participation in the demonstration, skill, procedure, or assessment.
- 2) Immediately notify the instructor and/or lab partner of any discomfort or pain caused by the application of the demonstration, skill, procedure, or assessment.
- 3) Immediately request that the instructor assist in the application of a demonstration, skill, procedure, or assessment if there are any concerns about the skill or procedures used by the student practitioner.
- 4) Report any injury to the instructor immediately.

### Student Practitioner Responsibilities

When performing demonstrations, interventions or assessments on a human subject, the student is responsible to:

- 1) Obtain verbal consent from the human subject.
- 2) Immediately terminate the activity upon any verbal or physical indication by the human subject.
- 3) Refrain from performing any activity that the student practitioner is not adequately prepared to perform safely.
- 4) Request assistance from the faculty when needed.
- 5) Inform the faculty of any factors that prevent safe performance of an activity.

### **Samples behaviors that warrant a Clinical Failure or Dismissal**

- Violation of Ohio PT laws, APTA Standards of Ethical Conduct for the PTA, Kent State University Policy Register ([Appendix C](#))
- Disrespect for a supervisor, or disregard for the proper chain of communication
- Use of drugs/alcohol prior to class, lab, clinical
- Refusal of a request for drug testing
- Harassment of faculty, staff, students, patients or clinical personnel
- Stealing
- Failure to maintain confidentiality of a classmate, patient or clinic site
- Cheating (includes)
  - using someone else to complete any type of homework, test, or quiz, on-line or in class
  - use of inappropriate resources on-line to complete written work

- failure to document on-line resources in a research paper or project
- copying examination questions
- Discussing the content of any written or practical examination prior to instructor certification the all students have completed the exam.

## **Appendix A: Warning Notice**

TO: \_\_\_\_\_  
FROM: \_\_\_\_\_  
DATE: \_\_\_\_\_

Performance in the following area has fallen below acceptable standards:

In view of this, the following corrective action must be taken:

Failure to correct the problem by \_\_\_\_\_ will result in the following:

\_\_\_\_\_  
Faculty Signature Date

**Student Comments:**

\_\_\_\_\_  
Student Signature Date  
(Note: Signature does not indicate agreement with findings)

\*Adapted from the APTA Credentialed Clinical Instructor Program Book Alexandria, VA 2009

## **Appendix B: Student Supervision**

All PTA program students and clinical instructors are responsible for knowing and following all state laws and regulations governing supervision in a physical therapy setting.

The following information is provided as a reference for states that are commonly used for clinical education.

### **Ohio**

According to Ohio Laws and Rules Regulating the Practice of Physical Therapy as of May 5, 2019:

<http://otptat.ohio.gov>

*Effective 5/30/19 119.032 Review Date 6/14/2021*

#### **4755-27-04 Supervision.**

(A) The supervising physical therapist is accountable and responsible at all times for the direction of the actions of the persons supervised, including the:

- (1) Physical therapist assistant;
- (2) Student physical therapist;
- (3) Student physical therapist assistant;
- (4) Other licensed personnel; and
- (5) Unlicensed personnel.....

(E) Supervision of the student physical therapist assistant.

- (1) A student physical therapist assistant may only be supervised by a physical therapist or physical therapist assistant licensed pursuant to Chapter 4755. of the Revised Code.
- (2) A student physical therapist assistant shall be at least eighteen years old to be supervised by a physical therapist or physical therapist assistant licensed pursuant to Chapter 4755 of the Revised Code, effective January 1, 2020
- (3) The supervising physical therapist or supervising physical therapist assistant is required to be on-site and available to immediately respond to the needs of the patient whenever the student physical therapist assistant is performing patient interventions.

(G) Supervision of unlicensed personnel.

Unlicensed personnel may be supervised by the student physical therapist or student physical therapist assistant who are being supervised in accordance with the laws and rules governing the practice of physical therapy.

### **Licensing Authority**

When a clinical education experience is in any state other than those listed above, it is the student's responsibility to research, understand and adhere to the laws governing that state. Current law, board and contact information is available at [Licensing Authority](#).

## Medicare Benefit Policy Manual

Sections 220 and 230 of [Chapter 15 \(PDF\)](#) and [Chapter 12 \(PDF\)](#) for PT, OT, and SLP services in Comprehensive Outpatient Rehabilitation Facilities

230 - Practice of Physical Therapy, Occupational Therapy, and Speech Language Pathology (Rev. 63, Issued: 12-29-06, Effective: 01-01-07, Implementation: on or before 01-2907)

A. Group Therapy Services. Contractors pay for outpatient physical therapy services (which includes outpatient speech-language pathology services) and outpatient occupational therapy services provided simultaneously to two or more individuals by a practitioner as group therapy services (97150). The individuals can be, but need not be performing the same activity. The physician or therapist involved in group therapy services must be in constant attendance, but one-on-one patient contact is not required.

### B. Therapy Students

#### 1. General

Only the services of the therapist can be billed and paid under Medicare Part B. The services performed by a student are not reimbursed even if provided under “line of sight” supervision of the therapist; however, the presence of the student “in the room” does not make the service unbillable. Pay for the direct (one-to-one) patient contact services of the physician or therapist provided to Medicare Part B patients. Group therapy services performed by a therapist or physician may be billed when a student is also present “in the room”.

#### 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.

## 3. Services Provided Under Part A and Part B

The payment methodologies for Part A and B therapy services rendered by a student are different. Under the MPFS (Medicare Part B), Medicare pays for services provided by physicians and practitioners that are specifically authorized by statute. Students do not meet the definition of practitioners under Medicare Part B. Under SNF PPS, payments are based upon the case mix or Resource Utilization Group (RUG) category that describes the patient. In the rehabilitation groups, the number of therapy minutes delivered to the patient determines the RUG category. Payment levels for each category are based upon the costs of caring for patients in each group rather than providing specific payment for each therapy service as is done in Medicare Part B.

## **Appendix C: Kent State University Policies**

The Kent State University Policy Register is available at [www.kent.edu/policyreg](http://www.kent.edu/policyreg)

- Complaints of Unlawful Discrimination, Equal Opportunity, Non-Discrimination and Harassment  
[KSU Policy Register 5-16](#)
- Documented Disabilities, [KSU Policy Register 3-01.3](#)
- Confidentiality, Student Records, Directory Information, [KSU Policy Register 5-08](#)
- Protected Health Information, [KSU Policy Register 5-20](#)

## Appendix D: Learning Domain

<b>Cognitive Domain</b> (Bloom, 1956)	Level 1	Knowledge	Remembering by recognition or recall facts, ideas, material or phenomena.
	Level 2	Comprehension	Understanding the literal message contained in a communication by translation, interpretation, or extrapolation
	Level 3	Application	Selecting and using technical principles, ideas, or theories in a problem-solving situation.
	Level 4	Analysis	Breaking down material into constituent parts and relating how the parts are organized.
	Level 5	Synthesis	Putting together elements and parts to form a whole that constitutes a new structure or pattern.
	Level 6	Evaluation	Making qualitative judgments in terms of meeting criteria.
<b>Psychomotor Domain</b> (Dave, 1975)	Level 1	Imitation	Imitation includes repeating an act that has been demonstrated or explained, and it includes trial and error until an appropriate response is achieved.
	Level 2	Manipulation	The skill becomes habitual and can be performed with some confidence and proficiency.
	Level 3	Precision	Skill is attained. Indicated by quick, smooth, accurate performance.
	Level 4	Articulation	Skill is so well developed that the individual can modify movement patterns to fit specific requirements or to meet a problem situation
	Level 5	Naturalization	Response is automatic. One acts without thinking.
<b>Affective Domain</b> (Krathwohl, Bloom, Masia, 1973)	Level 1	Receiving	Being aware of phenomena and stimuli and willing to control and direct attention.
	Level 2	Responding	Active participation by the student. Complying with a suggestion, being willing to respond, and responding with satisfaction.
	Level 3	Valuing	Is concerned with the worth or value a student attaches to a particular object, phenomenon or behavior. Accepting a value as a belief, preferring the value, and pursuing the value. Clues to the internal values are expressed in overt behaviors.
	Level 4	Organization	The bringing together of different values, resolving conflicts between them, and beginning to build an internally consistent value system.
	Level 4	Characterization by a value or value set	A value system that has controlled behavior for a sufficient time to develop a characteristic "lifestyle"

Learning Domain summary information retrieved from Bloom's Taxonomy of Learning Domains at <http://www.nwlink.com/~donclark/hrd/bloom.html> on June 13, 2014.

***Appendix E: Curriculum Map***  
**Lecture (LEC) Sequence:**

PTST 10000	Introduction to Physical Therapist Assistant
PTST 10003	Clinical Conditions I
PTST 20003	Clinical Conditions II
PTST 20006	Clinical Conditions III
PTST 20011	PTA Management of the Medically Complex Patient
AHS 12005	Concepts in Lifespan Development
AHS 22002	Clinical Kinesiology
AHS 24010	Medical Terminology

## PTST 10000

### Introduction to Physical Therapist Assistant

Course Description:	Introduces the physical therapy profession, current and historical physical therapist practice, and the role, responsibilities and expectations of a Physical Therapist Assistant.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	1
Lecture Contact (hr/wk):	1
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	Department Approval
Prerequisites:	None
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Recommended Textbooks:	<i>Dreeben-Irimia's Introduction to Physical Therapist Practice for Physical Therapist Assistants</i> , Christina Barrett, Publisher: Jones & Bartlett
Instructor Load:	1
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
1	PT profession development
1	Healthcare teams
2	Healthcare settings and Physical Therapist Practice
3	Essential Functions, Core Values of a PTA
1	Career Outlook and Development
1	Patient populations and cultural competence
3	The role of the PTA
1	The American Physical Therapy Association
1	Introduction to laws and ethics related to physical therapy
1	Introduction to Evidence Based Practice
<b>Total</b>	<b>15 Content Hours</b>

Number	PTST 10000 Student Outcomes	Taxonomy Level
1	Describe the development of the profession of Physical Therapy, including the role of the PTA	C2
2	Recognize the members of the healthcare team and their role in patient care	C1
3	Describe the components of physical therapist practice	C1
4	Describe the role of the physical therapist assistant	C2
5	Apply the essential functions and core values of a physical therapist assistant to this career choice	C2
6	Define the key legal and ethical expectations of a licensed PT or PTA	C2, A1
7	Recognize the importance of cultural competence in healthcare delivery	C2, A1
8	Identify current and future physical therapy career opportunities	C1
9	Recognize the role of Evidence Based Practice PT practice including research concepts and techniques	C1

## Clinical Conditions I

Course Description:	Introduction to the pathology, treatment and clinical implications for medical conditions commonly encountered in PT practice: Integumentary, cardiovascular, pulmonary, endocrine, and digestive systems.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	Department Approval
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Pathophysiology for the Health Professions</i> , Gould
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Topic Descriptions
2	Inflammation and healing
2	Immune system disorders
1	Infection
2	Fluid and electrolyte imbalances
2	Digestive system disorders
2	Urinary system disorders
3	Respiratory disorders
4	Cardiovascular disorders
2	Blood and lymphatic disorders
2	Skin disorders and burns
2	Common medical tests
2	Endocrine disorders
2	Neoplasms
2	Alternative medicine
<b>TOTAL</b>	
<b>30</b>	

Number	PTST 10003 Student Outcomes	Taxonomy Level
1	Describe the body's normal response to injury and disease	C2
2	Identify and explain the causes, symptoms, medical interventions and expected outcomes of common pathological conditions of the cardiovascular, pulmonary, integumentary, endocrine, urinary, and gastrointestinal systems	C2
3	Identify between types of neoplasms in terms of location, treatment and prognosis	C2
4	Identify commonly used medical tests and their purposes	C2
5	Describe the effect of common pharmaceuticals used in the treatment of patients with GI, pulmonary, endocrine, cardiovascular and integumentary disorders	C2
6	Recognize various alternative medicine practices	C2
7	Recognize the implications of systemic clinical conditions for patients/clients receiving physical therapy services	C3
8	Apply research techniques to evidence-based practice	C3



## PTST 20003

### Clinical Conditions II

Course Description:	This course continues to study of medical conditions commonly encountered in the practice of Physical Therapy. The focus is on orthopedic and geriatric illnesses, disorders, and diseases. Pharmacology and psychiatric disorders will also be covered.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	Department Approval
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Orthopaedics for the Physical Therapist Assistant</i> , Dutton, Jones & Bartlett
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Topic Descriptions
2	Connective tissue disorders
2	Osteoarthritis/rheumatoid arthritis
2	Fractures and fracture healing
2	Total joint arthroplasty
2	Pharmacology
2	Psychiatric disorders
2	Normal aging
2	Pathological aging
2	Fall risk assessment and prevention
1	Geriatric nutrition
1	End of life planning
2	Cervical and thoracic spine pathologies
1	Lumbar spine pathologies
1	Shoulder pathologies
1	Elbow pathologies
1	Wrist and hand pathologies
1	Hip pathologies
2	Knee pathologies
1	Ankle pathologies
<b>TOTAL</b>	
<b>30</b>	

Number	PTST 20003 Student Outcomes	Taxonomy Level
1	Differentiate between the causes, symptoms, medical interventions and expected outcomes of common injuries and pathological conditions of the musculoskeletal system	C4
2	Discuss common orthopedic surgical interventions and the expected outcomes	C3
3	Recognize the impairments and functional implications related to musculoskeletal pathology	C2
4	Explain basic principles of pharmacology and the potential influence of commonly used medications on therapeutic interventions	C3
5	Differentiate between common psychiatric illnesses and their implications for physical therapy services	C4
6	Explain the aging process and the changes associated with aging on human systems	C2
7	Discuss the risks and complications commonly associated with treating the geriatric patient/client	C3
8	Identify legal and ethical issues related to end of life care	C2
9	Apply and report research in evidence-based practice	C4

**PTST 20008**  
**Clinical Conditions III**

Course Description:	Discussion of neurological pathologies seen as seen in physical therapy practice
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	Department Approval
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Pathophysiology for the Health Professions</i> , Gould
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Topic Descriptions
2	Overview of the CNS
3	CVA
2	Parkinson's disease
2	Traumatic Brain Injury
2	Multiple Sclerosis
3	Spinal Cord Injuries
1	Primitive Reflexes
2	Abnormal vs. normal pediatric milestones and development
3	Acute and chronic neurological disorders
2	Congenital and traumatic amputations
2	Gait deviations and orthotics
2	Dementia/Alzheimer's Disease
2	Vestibular and balance disorders
2	Care integration: Team approach with medically complex, end of life, discharge planning
<b>TOTAL</b>	
<b>30</b>	

Number	PTST 20008 Student Outcomes	Taxonomy Level
1	Identify the structure and functions of the central and peripheral nervous systems	C2
2	Differentiate between the incidence, causes, symptoms, medical interventions and expected outcomes of common pathological conditions of the neuromuscular system.	C4
3	Recognize the impairments and functional implications associated with common neuromuscular pathology	C3
4	Recognize the symptoms, etiology and common interventions associated with vestibular disorders	C2
5	Identify normal fetal and pediatric development	C2
6	Differentiate between the incidence, causes, symptoms, medical interventions and expected outcomes of common pediatric pathologies	C4
7	Identify the common impairments and functional limitations associated with pediatric pathologies	C2
8	Describe inter-professional care integration for treatment and discharge planning of the medically complex patient	C3
9	Describe the functional and standardized testing measures commonly used to assess the geriatric client	C3
10	Analyze and report research of evidence-based practice	C4

## PTST 20011

### PTA Management of the Medically Complex Patient

Course Description:	This course serves to review and synthesize primary diagnoses and co-morbidities and the effects they have on the medically complex patient. The course will also present the pharmacology associated with various body systems and the side effects/adverse effects that might impact patient outcomes. The course is designed to review body system pathologies and incorporate that information into PTA clinical decision making when treating complex patients. Course culminates with PEAT exam (practice NPTE-PTA exam)
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study; Department Approval
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Resources:	Scorebuilder's review Text Prior PTST roadmap course materials FSBPT account initiated by PTA program director
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Topic Descriptions
6	Pharmacology associated with various body systems and side effect/adverse effects on patient outcomes in physical therapy
3	Treatment of the medically complex patient with Myocardial infarction
3	Treatment of the medically complex patient with COPD
3	Treatment of the medically complex patient with CVA
3	Treatment of the medically complex patient with total joint replacements or orthopedic surgeries
3	Treatment of the medically complex patient with infectious diseases
3	Treatment of the medically complex patient with cancer
3	Treatment of the medically complex patient with pressure ulcers/amputations
3	Treatment of the medically complex patient with end stage renal disease, CHF, and complications of diabetes
<b>TOTAL</b>	
<b>30</b>	

Number	PTST 20011 Student Outcomes	Taxonomy Level
1	Recognize key terminology associated with primary diagnoses as well as co-morbidities	
2	Integrate etiology, pathogenesis, risk factors and medical management of diagnoses in physical therapy.	
3	Modify interventions for diagnoses presented based on patient presentation and responses to treatment	
4	Implement information obtained in chart review to make decisions regarding patient care	
5	Recognize contraindications to providing/modifying care including changes in lab values, vital sign abnormalities, and changes in cognition/mental status	
6	Execute referral back to the PT when positive or negative changes in patient status occur	
7	Differentiate pharmacology associated with the major body systems	
8	Examine the impact common medications can have on patient treatment including side effects and adverse effects of common medications	
9	Formulate patient treatment within the plan of care based on patient progress associated with use of common medications	

## AHS 12005

### Concepts in Lifespan Development

Course Description:	Developmental theories and assessment measures throughout the lifespan, with application to the rehabilitation client.
Department Offering:	College of Applied and Technical Studies Allied Health Sciences
Course Credit Hours:	3
Lecture Contact (hr/wk):	3
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PSYC 11762
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Textbooks:	<i>Human Development and Performance Throughout the Lifespan</i> , Anne, Cronin, Mary Beth Mandich; Cengage Learning
Instructor Load:	3
Instructors:	As approved by AHS; Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
1	Developmental theories and cognitive development
3	Primitive reflexes
3	Developmental milestones
4	Pediatric assessment tools and experience
3	Childhood development
3	Adolescent development, nutrition and sports participation
1	Early adult development
1	Theories on aging
4	Normal aging-body systems
3	Self-care, safety and falls
5	Functional testing and assessment tools
3	Dementia
1	Depression
3	Health services
2	Nutrition and geriatric pharmacology
3	Elder abuse, family relationships and end of life
2	Concept integration
<b>Total</b>	<b>45 Content Hours</b>

Number	AHS 12005 Student Outcomes	Taxonomy Level
1	Describe the basic theories, concepts, and principles common to the study of lifespan human growth and development	
2	Identify the physical, cognitive, social and emotional characteristics, and their normal variation throughout the lifespan	
3	Apply the concepts of development to the provision of rehabilitation services for patient/clients throughout the lifespan	
4	Discuss the effects heredity, environment, and culture on growth and development across the lifespan	
5	Recognize the influence of attitudes, values beliefs, family relationships and past experiences on development	
6	Describe the effects of physical inactivity on health and wellness	
7	List the milestones in prenatal and infant development	
8	Describe nutritional needs in the adolescent athlete and the geriatric clients	
9	Describe functional and developmental testing measures used in the evaluation of the pediatric and geriatric client	
10	Discuss factors that affect the fall risk in the elderly and techniques for risk management	
11	Discuss nutritional, environmental considerations, and mental health considerations in the elderly	
12	Recognize signs of elder abuse	
13	Identify community health resources and adaptive equipment that facilitate the geriatric population functional independence	



**AHS 22002**  
**Clinical Kinesiology**

Course Description:	Application of human body movement and function concepts
Department Offering:	College of Applied and Technical Studies AHS (Allied Health Sciences)
Course Credit Hours:	3
Lecture Contact (hr/wk) :	0
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study, BSCI 11010 and special approval
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Clinical Kinesiology and Anatomy</i> , Lippert; FA Davis
Instructor Load:	3 load hours
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Topic Descriptions
3	Biomechanical concepts in kinesiology
4	Joint structure
4	Muscle structure
4	Intro to nervous system
1	Concepts in MMT
6	The shoulder complex-kinesiology, MMT and activity analysis
1	The elbow-kinesiology, MMT and activity analysis
1	The wrist and hand-kinesiology, MMT and activity analysis
2	The hip-kinesiology, MMT and activity analysis
1	The knee-kinesiology, MMT and activity analysis
1	The ankle-kinesiology, MMT and activity analysis
2	The spine-kinesiology, MMT and activity analysis
3	Thorax and TMJ
6	Posture Assessment
6	Gait Assessment
<b>TOTAL</b>	
<b>45</b>	

Number	AHS 22002 Student Outcomes	Taxonomy Level
1	Use appropriate anatomical terminology and directional terms	C3
2	Explain fundamental laws of movement and biomechanics	C2
3	Determine the origins, insertions, actions, and innervation of muscles	C2, P3
4	Identify the components of the nervous system and explain its role in human movement	C2
5	Recognize normal and abnormal movements of the body and the characteristics and determinants of normal gait	C3
6	Define and demonstrate biomechanical concepts of joint ROM and muscle function during activity analysis	C2, P3
7	Describe and demonstrate the concepts of movement and stability for the kinematic chain	C2, P3

## AHS 24010

### Medical Terminology

Course Description:	Terminology utilized by the medical profession. Emphasis on pronunciation and correct usage of terms.
Department Offering:	College of Applied and Technical Studies Allied Health Sciences
Course Credit Hours:	1
Lecture Contact (hr/wk):	1
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	Yes
Prerequisites:	None
Course Type:	LEC
Grading Scale:	A-F, plus and minus
Required Textbooks:	<i>Basic Medical Language</i> , Brooks and Brooks; Elsevier
Instructor Load:	1
Instructors:	As approved by AHS; Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
2	Introduction to medical terminology
2	Respiratory system
1	Urinary system
1	Special senses
2	Musculoskeletal system
2	Nervous system
1	Endocrine system
2	Cardiovascular and Lymphatic systems
1	Reproductive system
1	Digestive system
<b>Total</b>	<b>15 Content Hours</b>

Number	AHS 24010 Student Outcomes	Taxonomy Level
1	Identify and define word parts commonly used in medical terminology	
2	Through the use of root words, combining forms, suffixes and prefixes, be able to analyze medical words by dividing them into these components	
3	Relate medical terms to the structure and function of the human body	
4	Create a basic familiarity of medical terms as a baseline for continued development of medical vocabulary for personal and /or professional use	
5	Apply rules used to build singular/plural forms of medical terms	
6	Build adjectival terms from noun forms and explain how to verify their correctness	
7	Interpret medical reports that use common diagnostic, symptomatic and procedural terms and standard abbreviations	

## Seminar (SEM) Sequence:

PTST 11005	Physical Therapy Practice I
PTST 22005	Physical Therapy Practice II
PTST 22007	Physical Therapy Practice III
AHS 12010	Professionalism in Healthcare

## PTST 11005

### Physical Therapy Practice I

Course Description:	Learn the essentials of safe, ethical, legal, and Core values in patient care. Acquire documentation skills and prepare for clinical education.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	SEM
Grading Scale:	A-F, plus and minus
Recommended Textbooks:	<i>Clinical Decision Making</i> , Graves <i>Documentation for the PTA</i> , Bircher
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
3	Self-assessment, goal setting and time management
2	Teaching and learning theories and practice
2	Roles of the CI and PTA student in the clinical setting
2	Clinical Decision Making within the Plan of Care
2	Communicating with supervisors (patient information, need for assistance, request for feedback)
3	EBP: understanding and assessing research materials
3	Legal and regulatory differences between clinical setting (HIPPA, informed consent, supervision, etc)
2	Introduction to billing and reimbursement (productivity, settings, codes)
5	Introduction to documentation for rehab services
4	Policies, procedures and expectations for clinical education
2	Recognize and report abuse and/or fraud
<b>Total</b>	<b>30 Content Hours</b>

Number	PTST 11005 Student Outcomes	Taxonomy Level
1	Describe safe, ethical and legal practice differences between clinical settings	C3
2	Describe the expectations of a student/licensed PTA in the clinical setting.	C3, A1
3	Apply teaching and learning theories to student success and patient/client education.	
4	Relate Core Values for the PT and PTA to success as a student PTA.	C2
5	Define and describe the policies, procedures and communication expectations for clinical practicums.	C2
6	Demonstrate the ability to understand and write accurate documentation.	C3, P4
7	Describe the general concepts of billing and reimbursement in various practice settings.	C2
8	Demonstrate competency in using the Exxat PTA MACS	C3,P3
9	Use evidence based principles to understand, assess, and use research materials.	C3
10.	Demonstrate the ability to self-assess and set personal goals	A1
11.	Demonstrate appropriate clinical decision making within the Plan of Care	C3
12.	Predict the influence that socioeconomics, culture, age, and personal values have on the provision of patient care and patient outcomes.	C2, A2

## Physical Therapy Practice II

Course Description:	Understand the current professional, legal, and regulatory implications in the provision of PT services.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	SEM
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Clinical Decision Making</i> , Graves <i>APTA Membership</i> , purchased by the program using course fees
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
3	Services and billing in various healthcare settings
2	Health care models and government influences (ACA, ADA)
3	In-service research and development
4	Documentation: PTA Assessment and Planning
2	State Practice Acts
2	Organizational Planning and fiscal management
3	Critical thinking and problem solving and clinic situations
2	Community resources
1	Quality Assurance
3	Risk Management
3	Functional Independence Measurement Tools
2	Influence of cultural differences on patient care and outcomes
<b>Total</b>	<b>30 Content Hours</b>



Number	PTST 22005 Student Outcomes	Taxonomy Level
1	Investigate the influence of laws and regulations on the delivery of PT services and the role of the PTA	C4, A2
2	Describe the current requirements of third party payers for reimbursement for PT services and durable medical equipment.	C2, A2
3	Explain organizational structure, risk management and quality assurance concepts in the clinical environment	C3
4	Construct strategies to address cultural differences that can affect the provision of PT services.	C3, A1
5	Demonstrate clinical decision making using evidence based practice.	C3, A2
6	Generate complete and effective documentation.	C5
7	Create in-service materials for professional teaching.	C5, P4
8	Demonstrate the use of technology for written and visual communication.	P3

## PTST 22007

### Physical Therapy Practice III

Course Description:	Understand the current professional, legal, and regulatory implications in the provision of PT services.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	2
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	SEM
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Scorebuilder's NPTE-PTA Exam Review Text</i> , purchased by the program
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
2	Societal Needs for wellness education
5	Service based learning project
6	State Laws and national exam content review
4	Job acquisition techniques
3	PT Professional Involvement; APTA, PTA Caucus
3	Licensure Processes
3	Self-awareness, lifelong learning and PTA career development
4	Current Topics in the PT Profession
<b>Total</b>	<b>30 Content Hours</b>

Number	PTST 22007 Student Outcomes	Taxonomy Level
1	Demonstrate an understanding of current topics in PT practice	C4
2	Discover the role of physical therapy to meet societal wellness needs	C3,A4
3	Collaborate with others to develop and implement a community based learning project	C3, P4, A2
4	Outline the process and results of a community service based learning project	C4
5	Initiate the processes necessary for employment and licensure	P4, A2
6	Demonstrate preparedness for the national licensure and jurisprudence examinations	C3
7	Initiate the processes for PTA career development and lifelong learning	A3

## AHS 12010

### Professionalism in Healthcare

Course Description:	Provides information concerning the professional behaviors and communication skills necessary for all healthcare providers to effectively interact with clients, related healthcare professionals and others. Students will gain an understanding of the importance of being professional, ethical and competent in their fields.
Department Offering:	College of Applied and Technical Studies Allied Health Sciences
Course Credit Hours:	1
Lecture Contact (hr/wk):	1
Lab Contact Hours:	0
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	None
Course Type:	SEM
Grading Scale:	A-F, plus and minus
Recommended Textbooks:	<i>Communication Skills for the Healthcare Professional</i> , McCorry, L.K. & Mason, J. <i>Professionalism in Health Care</i> , Markely, S.
Instructor Load:	1
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Content Hours	Topic Descriptions
4	Communication skills, including verbal and non-verbal interviewing techniques
4	Application of communication skills, including cultural competence, patient education and health literacy
4	Ethics, including ethical behavior, ethical issues in healthcare, patient consent and confidentiality
3	Professional skills, including inter-professional skills and traits of the healthcare provider
<b>Total</b>	<b>15 Content Hours</b>

Number	AHS 12010 Student Outcomes	Taxonomy Level
1	Describe basic theories, concepts, and principles of interpersonal communication	
2	Demonstrate an understanding of health literacy and the ability to educate and train the client/patient, caregiver, and family and significant others to facilitate skills in patient management such as prevention, health maintenance, health promotion, and safety	
3	Use the teaching-learning process with client, family, significant others, colleagues, other health providers and the public. Collaborate with the therapist and learner to identify appropriate educational methods	
4	Effectively interact through oral, written and non-verbal communication skills in a professionally acceptable manner	
5	Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility	
6	Identify therapeutic communication techniques for interviewing; employ therapeutic use of self, logical thinking, critical analysis, problem solving and creativity	
7	Recognize the role of communication in the management of patients across the age spectrum related to sociocultural, socioeconomic, diversity factors and lifestyle choices	
8	Demonstrate knowledge and understanding of the profession's Code of Ethics to be used as a guide for ethical decision making and identify strategies for resolution of personal and organizational ethical conflicts	
9	Identify appropriate personal, professional core values	
10	Identify interpersonal and interprofessional skills and demonstrate therapeutic use of self and the importance of relationships and teamwork in the classroom and the clinic	

## Lecture/Lab (LLB) Sequence:

**PTST 10010**    **Transitions in Physical Therapy-ATT Concentration only**

**PTST 10001**    **Principles of Patient Care**

**PTST 10004**    **Physical Therapy Procedures I**

**PTST 20004**    **Physical Therapy Procedures II**

**PTST 20006**    **Physical Rehabilitation Procedures**

## PTST 10010

### Transitions in Physical Therapy

Course Description:	Validates prior learning for course content in AHS 22002, AHS 22003, PTST 10003, 10004, 10011, 20004 while building knowledge necessary for the transition to the physical therapist assistant technology (PTST) program and prepares students for advance placement in PTST. Students permitted to register for this course must have successfully completed an approved allied health program, and be admitted to the PTST technical study-ATT concentration program.
Department Offering:	College of Applied and Technical Studies PTST-ATT Concentration Degree Program
Course Credit Hours:	8
Lecture Contact (hr/wk):	7
Lab Contact Hours:	1
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study-ATT concentration
Course Type:	LLB
Grading Scale:	A-F, plus and minus
Required Textbooks:	All listed in AHS 22002, 22003, PTST 10003, 10004, 10011, 20004
Instructor Load:	8
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Lab Content Hours	Topic Descriptions
1	1	Introduction to Kinesiology
6	6	Bone, joint, muscle and nerve structure and function
6	6	Kinesiology of the extremities
3	3	Kinesiology of the head, neck, trunk and spine
8	8	Joint, connective tissue and bone injuries, pathologies and healing process
3	3	Post operative injury management
2	13	Manual Muscle Testing
6		Pathology and treatment of the extremities
8		Pathologies, disorders and treatment of the spine
6	10	Principles of Therapeutic Exercise
2	4	Manual Techniques, Stretch and Strengthen
3	4	Manual Techniques, joint mobilization
1	2	Manual Techniques, massage
3	3	Patient Management for interventions with physical agents

6		Principles and theories of physical agents
4	3	Ultrasound
8	5	Electrical Stimulation
3	1	Gait and Posture
11		Normal aging and management of the geriatric client
5		Pathologies and treatments for prepartum, postpartum and urinary dysfunction
<b>TOTAL</b>	<b>TOTAL</b>	
<b>105</b>	<b>45</b>	

	PTST 10010 Skill Competency List	
AHS 20003	Palpation	MMT: Scapula
	Positioning: Gravity resisted, Assisted and Neutral	MMT: Shoulder
	Muscle Function: Eccentric, Concentric, isometric	MMT: Elbow
	Goniometry: Upper and Lower Extremities	MMT: Hand
	Goniometry: Spine	MMT: Wrist
	Posture Assessment	MMT: Hip
	Gait Assessment	MMT: Knee
	MMT: Cervical and Thoracolumbar	MMT: Ankle
PTST 10011	Gravity resisted, Assisted and Neutral	Concentric, Eccentric, Isometric Muscle Contractions
	Passive range of motion exercises	Active assisted range of motion exercises
	AROM exercises for the UE	AROM for the LE
	AROM exercises for the trunk	Intro to self-stretch
	Intro to resistive exercise	Intro to balance exercise
	Exercises for TKR/THR	Exercises for the Deconditioned Patient
PTST 10004	Sensory, anthropometric and pain assessments	Electrotherapy: TENS
	Massage	Electrotherapy: HVPC/Wound Healing
	Intermittent Compression	Electrotherapy: NMES, FES, IFC
	Thermal Therapies: Superficial Heat	Electrotherapy: Iontophoresis
	Thermal Therapies: Cryotherapy	Biofeedback
	Ultrasound: Thermal and Athermal	Traction: Cervical and Lumbar
PTST 20004	Diagonal Patterns and two joint excursions	Manual resistance exercise: Straight planes
	Manual Stretching: Muscle	Manual resistance exercise: Diagonal Patterns
	Manual Stretching: Joint	Radicular Symptoms Centralization and Management



	Joint Mobilization: Grade 1 & 2	Exercise Instruction with or without equipment
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Number	PTST 10010 Student Outcomes	Taxonomy Level
1	Use appropriate anatomical terminology and directional terms	C3
2	Explain fundamental laws of movement and biomechanics	C2
3	Determine the origins, insertions, actions, and innervation of muscles	C2,P3
4	Palpate anatomical structures. including bony prominences, muscle bellies, tendons, and superficial ligaments	P3
5	Identify the components of the nervous system and explain its role in human movement	C2
6	Recognize normal and abnormal movements of the body.	C3
7	Define and demonstrate the biomechanical concepts of joint range of motion and muscle function.	C2,P3
8	Describe and demonstrate the concepts of movement and stability for the kinematic chain.	C2, P3
9	Accurately perform and document manual muscle testing of the head, extremities, and trunk.	C3, P4
10.	Accurately perform and document goniometric measurements.	C3, P4
11.	Within the plan of care, adapt the data collection process based on the patient's response.	C3, P4
12.	Manage patient/client treatment in a safe comfortable and caring environment.	P3, A2
13	Demonstrate appropriate positioning and draping of a patient for treatment	C2,P3
14	Demonstrate massage techniques appropriate to patient/client impairment and condition	C3,P4
15	Assess and perform interventions for pain management.	C2
16	Describe the principles of physics as they relate to the therapeutic use of heat, cold, light, electricity, water, and mass.	C3
17	Explain the theory behind the therapeutic use of thermal, electrical, and mechanical modalities.	C3
18	Perform basic sensory, anthropometric, and pain assessments	P3
19	Deliver safe, effective and appropriate interventions with thermal, electrical and mechanical modalities.	P4

20	Apply knowledge of indications, contraindications, patient responses and expected outcomes to modify treatment interventions within the plan of care.	C3
21	Define and apply therapeutic exercise terminology	C3
22	Describe the principles of exercise and their effect on wellness and injury prevention.	C4
23	Apply appropriate therapeutic exercise concepts to each stage of healing for common musculoskeletal conditions, injuries, and surgical procedures.	C4,P4
24	Demonstrate effective manual techniques to stretch, strengthen, mobilize and stabilize soft tissues and achieve desired patient outcomes.	P4
25	Demonstrate, instruct and perform therapeutic exercises that address common impairments associated with musculoskeletal conditions.	P5
26	Describe the principles related to exercise in an aquatic environment	C3
27	Identify and perform therapeutic exercise interventions for specialty patient populations.	C3,P3
28	Progress appropriate exercise interventions based on the diagnosis, acuity, patient response, plan of care and desired outcome for management of patients across the lifespan	C4
29	Recognize and correct stabilization, posture and substitution patterns that may adversely affect exercise effectiveness.	C4,P5
30	Design and instruct home exercise programs according to guidelines established within the plan of care	C5
31	Collect appropriate data to report status and progress of patients/clients with orthopedic impairments.	C4,P5,A3
32	Effectively utilize personnel, information technology, and therapeutic equipment resources to optimize patient outcomes.	C3,P4,A3
33	Instruct patient, families, and support personnel as appropriate for effective patient care.	C3, P4, A2
34	Communicate accurate information regarding patient status, interventions provided, and patient/client response to the physical therapist in verbal and written formats.	C4, P4
35	Manage patient/client intervention in a safe comfortable and caring environment.	P3, A3
36	Recommend changes to the Plan of Care for patients with musculoskeletal	C5

	conditions, deferring to the supervising PT decision.	
37	Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment.	P4
38	Differentiate between the causes, symptoms, medical interventions and expected outcomes of common injuries and pathological conditions of the musculoskeletal system	C4
39	Discuss common orthopedic surgical interventions and the expected outcomes.	C3
40	Recognize the impairments and functional implication related to musculoskeletal pathology.	C2
41	Explain basic principles of pharmacology and the potential influence of commonly used medications on therapeutic interventions.	C3
42	Differentiate between common psychiatric illnesses and their implications for physical therapy services	C4
43	Explain the aging process and the changes associated with aging on human systems	C2
44	Discuss the risks and complications commonly associated with treating the geriatric patient/client.	
45	Identify legal and ethical issues related to and end of life care.	C2
46	Apply and report research in evidence-based practice.	C4
47	Identify pain responses to therapeutic exercises and activities and make appropriate adjustments within POC and complete documentation	C3, P3

## PTST 10001

### Principles of Patient Care in PT

Course Description:	To develop an understanding of the underlying principles of basic physical therapy procedures and the applications of these concepts in the physical therapy setting.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	4
Lecture Contact (hr/wk):	3
Lab Contact Hours:	3
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LLB
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Mobility in Context; Principles of Patient Care Skills</i> Johansson, Chinworth; FA Davis
Instructor Load:	3 lecture, 2.25 for each lab section
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Lab Content Hours	Topic Descriptions
3		Introduction to safety in patient care
3	3	Vital signs
3	3	Cleanliness, standard precautions, infection control, sterile fields
3	3	Body mechanics
3	3	Positioning and draping/tilt table
6	9	Transfers and Bed Mobility
3		Documentation; Introduction to SOAP
3	3	Special Care Environments
6	6	Wheelchair Management
6	9	Gait and Assistive Devices
3	3	Wounds and Wound Care

3	3	Emergency Responses and Bandaging
<b>TOTAL</b>	<b>TOTAL</b>	
<b>45</b>	<b>45</b>	

PTST 10001 Skill Competency List	
Body Mechanics	Positioning: Protective
Bed Mobility	Tilt Table
Vital Signs: Temperature, Pulse Ox, BP, Respiration	Bandaging: Amputee, Edema, Support
PPE: Handwashing, Donning/Doffing, Sterile Field	Assistive Devices: Fitting and Gait Training
Wheelchair Management and Training	Transfers: Basic

Number	PTST 10001 Student Outcomes	Taxonomy Level
1	Explain and Demonstrate principles of standard precautions, infection control, wound healing and sterile technique	C3,P3
2	Describe the general principles of first aid and emergency response	C2
3	Demonstrate proper bandaging techniques	C3, P3
4	Collect accurate data to monitor patient state of responsiveness and monitor and assess vital signs and pain.	C3, P3
5	Demonstrate, instruct and apply the principles of positioning, draping, posture and body mechanics	C3, P4
6	Demonstrate and instruct components of wheelchair management	C3, P3
7	Distinguish levels of required assistance for mobility	C3
8	Demonstrate and instruct proper bed mobility, transfer and gait training techniques	C3, P3
9	Describe the components of normal gait	C2
10	Perform basic tilt table procedure	C3, P3
11	Explain principles of wound prevention and management	C2

12	Describe conditions surrounding special care environments	C2
13	Select, fit and instruct in the use of various assistive devices	C3, P3
14	Distinguish between subjective and objective information to document data collection and interventions	C3
15	Provide appropriate treatment techniques and interventions within patient care scenarios.	C3, P3
16	Manage patient/client treatment in a safe comfortable and caring environment	P3, A2

## PTST 10004

### Physical Therapy Procedures I

Course Description:	Theory and Technique of treatment procedures using physical, mechanical and electrical agents in PT practice, including maintenance of equipment and supplies.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	4
Lecture Contact (hr/wk):	3
Lab Contact Hours:	3
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LLB
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Physical Agents in Rehabilitation</i> Michelle H. Cameron
Instructor Load:	3 lecture, 2.25 for each lab section
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Lab Content Hours	Topic Descriptions
1	2	Positioning for healing and comfort
3		Pain, tone, motion restrictions
3	3	Electrophysiology, Intro to E-Stim
3	3	NMES
3	3	TENS/Interferential
3	3	ES for wound healing/edema/Iontophoresis
3	3	Ultrasound
3	7	Massage
3	3	Hot and Cold Modalities
3	2	Compression Therapies
3	4	Traction
3	1	Hydrotherapy/Aquatics
3	3	Diathermy, laser and light therapy
1	1	Sensory, Anthropometric measurements

1	2	Biofeedback
1		Wound Care
2		Inflammation and Tissue Repair
3	5	Clinical Applications
<b>TOTAL</b>	<b>TOTAL</b>	
<b>45</b>	<b>45</b>	

PTST 10004 Skill Competency List	
Sensory, anthropometric and pain assessments	Massage
Intermittent Compression	Thermal Therapies: Superficial Heat
Thermal Therapies: Cryotherapy	Thermal Therapies: Cryotherapy
Ultrasound: Thermal and Athermal	Traction: Cervical
Traction: Lumbar	Electrotherapy for pain management
Electrotherapy for wounds and edema	Electrotherapy for muscle stimulation
Iontophoresis	Biofeedback
Light Therapy	

Number	PTST 10004 Student Outcomes	Taxonomy Level
1	Demonstrate appropriate positioning and draping of a patient for treatment	C2,P3
2	Demonstrate massage techniques appropriate to patient/client impairment and condition	C3, P4
3	Assess and perform interventions for wound, edema and pain management	C2, P4
4	Describe the principles of physics as they relate to the therapeutic use of heat, cold, light, electricity, water, and mass	C3
5	Explain the theory behind the therapeutic use of thermal, athermal, electrical, and mechanical modalities	C3
6	Perform basic integumentary, sensory, anthropometric, and pain assessments	C3, P3
7	Deliver safe, effective and appropriate interventions with thermal, athermal, electrical and mechanical modalities	C3, P4
8	Apply knowledge of indications, contraindications, patient responses and expected outcomes to modify treatment interventions within the plan of care	C3
9	Instruct patient, families and support personnel regarding interventions and data collection	C3, P4, A2
10	Communicate accurate information regarding patient status, interventions provided, and patient/client response to	C4, P4



	the physical therapist in verbal and written formats	
11	Manage patient/client interventions in a safe comfortable and caring environment	A3

## PTST 20004

### Physical Therapy Procedures II

Course Description:	Basic principles, therapeutic effects, and techniques of therapeutic exercises used in PT practice.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	4
Lecture Contact (hr/wk):	3
Lab Contact Hours:	3
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LLB
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Therapeutic Exercise: Foundations and Techniques</i> Kisner and Colby
Instructor Load:	3 lecture, 2.25 for each lab section
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Lab Content Hours	Topic Descriptions
3		Fundamentals of therapeutic Exercise
2		Wheelchair Exercise/Safety
2		Wellness and Prevention
	2	ROM exercises
	2	Exercise Using the Swiss ball
3	6	Stretching principles and techniques
3		Principles of Aerobic Exercise
3	6	Peripheral joint stretching and mobilization: Principles and Techniques
3		Aquatic Exercise
3	6	Strengthening exercise: Principles and Techniques
3		Soft Tissue Injury Management
3		Post-surgical management

3	4	The spine
3	4	The shoulder
1	3	The elbow
1	3	The wrist and hand
2	3	The hip
2	3	The knee
2	3	The ankle foot complex, balance activities
3		Pre and Post-Partum patients
<b>TOTAL</b>	<b>TOTAL</b>	
<b>45</b>	<b>45</b>	

PTST 20004 Skill Competency List	
Joint ROM: Advanced and 2 joint excursions	Manual Stretching: muscle
Manual resistance exercise: Straight planes	Joint Mobilizations: Grade 1 & 2
Manual resistance exercise: diagonal patterns	Radicular symptom centralization and management
Exercise instruction with or without equipment	Manual Stretching: joint

Number	PTST 20004 Student Outcomes	Taxonomy Level
1	Define and apply therapeutic exercise terminology	C3
2	Describe the principles of exercise and their effect on wellness and injury prevention	C4
3	Apply appropriate therapeutic exercise concepts to each stage of healing for common musculoskeletal conditions, injuries, and surgical procedures	C4, P4
4	Demonstrate effective manual techniques to stretch, strengthen, mobilize and stabilize soft tissues and achieve desired patient outcomes	C4, P4
5	Demonstrate, instruct and perform therapeutic exercises that address common impairments associated with musculoskeletal conditions	C4, P4
6	Describe the principles related to exercise in an aquatic environment	C3

7	Identify and perform therapeutic exercise interventions for specialty patient populations	C3, P3
8	Progress appropriate exercise interventions based on the diagnosis, acuity, patient response, plan of care and desired outcome for management of patients across the lifespan	C4
9	Recognize and correct stabilization, posture and substitution patterns that may adversely affect exercise effectiveness	C5, P4
10	Design and instruct home exercise programs according to guidelines established within the plan of care	C5
11	Collect appropriate data to report status and progress of patients/clients with orthopedic impairments	C4, P4
12	Effectively utilize personnel, information technology, and therapeutic equipment resources to optimize patient outcomes	C3, P4, A3
13	Instruct patient, families, and support personnel as appropriate for effective patient care	C3, P4, A2
14	Communicate accurate information regarding patient status, interventions provided, and patient/client response to the physical therapist in verbal and written formats	C4, P4
15	Recommend changes to the plan of care for patients with musculoskeletal conditions, deferring to the supervising PT decision	C5
16	Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment	A4
17	Identify pain responses to therapeutic exercises and activities and make appropriate adjustments within POC and complete documentation	C3, P3

## PTST 20006

### Physical Rehabilitation Procedures

Course Description:	Application of human body movement and function concepts
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	4
Lecture Contact (hr/wk):	3
Lab Contact Hours:	3
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study, BSCI 11010, BSCI 11020, PTST 20004 and special approval
Course Type:	LLB
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Physical Rehabilitation</i> , O'Sullivan & Schmitz; FA Davis
Instructor Load:	3 for lecture, 2.25 for each lab section
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lecture Content Hours	Lab Content Hours	Topic Descriptions
3	2	Introduction to rehabilitation and normal adult movement
3	3	Sensory, motor, coordination, balance exams and cognitive and perceptual changes
3	3	CVAs
9	9	Facilitation and Inhibition Techniques (NDT, PNF, motor control)
3	3	Pediatric development and treatment
3	6	Neurological interventions for pediatric and geriatric populations
6	6	Interventions for Parkinson's, TBI, MS
3	3	Functional rehab post SCI
3	3	Amputees, prosthetics and orthotics

3	1	Environmental/home assessments
6	6	Cardiopulmonary PT
<b>TOTAL</b>		
<b>45</b>		

PTST 20006 Skill Competency List	
Assessment: Sensory, Coordination, Balance	Neuromuscular reeducation techniques without equipment
Therapeutic positioning	Functional training
Gait training	Respiratory and Cardiac Dysfunction
Interventions for complex and compromised patients/clients	

Number	PTST 20006 Student Outcomes	Taxonomy Level
1	Distinguish the roles of each member of the health-care team as it relates to patient care and discharge planning in the rehabilitation setting	C4
2	Recognize normal and abnormal neurological responses to static and dynamic functional activities and make appropriate adjustments with POC.	C4
3	Develop and implement appropriate treatment interventions for patients with cardiac, pulmonary, neurological and other medically complex impairments and associated gait deficits	C4,P4
4	Collect appropriate data of impairments and functional status for patients/clients with cardiac, pulmonary, neurological and other medically complex conditions	C4, P4
5	Demonstrate, instruct and perform facilitation and inhibition techniques to maximize patient function	C4, P4
6	Differentiate between common gait deviations associated with	C4

	impairments and identify the need for orthotics or prosthetics	
7	Recognize patient responses and progress related to functional expectations based on the Plan of Care	C4
8	Recognize patients/clients with impaired mentation, the various levels of arousal, and the implications for treatment	C4
9	Recognize the implications of age and or multiple diagnoses to develop treatment strategies for the complex patient/client	CC4
10	Recognize and appropriately respond to potential emergency situations in the rehabilitation setting	C4, P4
11	Within the plan of care, identify, implement and modify the interventions to improve patient response and optimize functional outcomes for patients/clients throughout the lifespan	C5
12	Communicate accurate information regarding patient status to the physical therapist in verbal and written formats	C4, P4, A3
13	Instructs patient, families and support personnel as appropriate for effective patient care	C3, P4, A3
14.	Effectively utilize personnel, information technology, and therapeutic equipment resources as needed to optimize patient outcomes	C3, P4, A3
15	Participate in discharge planning, including assessment of architectural barriers and identification of services needed for safe return home	C4
16	Recommend changes to the plan of care for patient/clients in the rehabilitation setting, deferring to the supervising PT decision	C4, A3
17	Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment	A4

## Lab (LB) Sequence:

**PTST 10011**    **Introduction to Therapeutic Exercise**

**AHS 22003**    **Clinical Kinesiology Lab**

## PTST 10011

### Introduction to Therapeutic Exercise

Course Description:	For students to develop an understanding of the basic concepts associated with therapeutic exercise principles and applications. Includes application of basic exercise programs for frequently encountered physical therapy diagnoses.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	1
Lecture Contact (hr/wk):	0
Lab Contact Hours:	3
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study
Course Type:	LB
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Orthopaedics for the Physical Therapist Assistant</i> Mark Dutton
Instructor Load:	2.25 for each lab section
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lab Content Hours	Topic Descriptions
4	Planes and axes of motion
3	Gravity neutral, gravity resisted, gravity assisted
4	Concentric, eccentric, isometric muscle contractions
3	PROM exercises
3	Active assisted range of motion exercises
3	AROM exercises for the UE
3	AROM exercises for the LE
3	AROM exercises for the trunk
4	Introduction to self-stretching
4	Introduction to resistive exercise
3	Introduction to balance exercises



4	Exercises for the THR/TKR
4	Exercises for the deconditioned patient
<b>TOTAL</b>	
<b>45</b>	

PTST 10011 Skill Competency List	
Planes and Axes of Motion Identification	Gravity Neutral, Gravity Resisted, Gravity Assisted Positions
PROM exercises	UE Resistive Exercises
LE Resistive Exercises	Concentric/Eccentric Muscle Contraction
Self-Stretching Exercises	Balance Exercises
Exercises for THR	Exercises for TKR
Exercises for the Deconditioned Patient	AAROM Exercises

Number	PTST 10011 Student Outcomes	Taxonomy Level
1	Identify and describe the planes and axes of the body	C1
2	Recognize and demonstrate the motions that occur at each of the major joints of the body	C1, P3
3	Identify and demonstrate gravity resisted, gravity neutral and gravity assisted positions for performing various joint motions	C1, P3
4	Differentiate between a concentric, eccentric and isometric muscle contraction	C2, P2
5	Identify and demonstrate PROM, AAROM, and AROM exercises for the major joints of the body	C2, P3
6	Discuss the basic principles of self-stretching	C2
7	Instruct self-stretching for the UE, LE, and trunk musculature	P4
8	Discuss the basic principles of resistive exercise	C3
9	Identify and demonstrate basic resistive exercises for the UE and LE	C2, P3
10	Discuss the basic principles of balance exercise	C2
11	Identify and demonstrate basic balance activities	C4, P3

12	Demonstrate and instruct exercise programs for a patient following THA and TKA	C5, P3
13	Demonstrate and instruct an exercise program that is appropriate for the deconditioned patient	C5, P3
14	Recognize pain responses to interventions and document appropriately	C1, P2

## AHS 22003

### Clinical Kinesiology Lab

Course Description:	Application of human body movement and function concepts
Department Offering:	College of Applied and Technical Studies AHS (Allied Health Sciences)
Course Credit Hours:	1
Lecture Contact (hr/wk):	0
Lab Contact Hours:	3
Other Contact Hours:	0
Credit By Exam:	No
Prerequisites:	PTST Major and acceptance to technical study, BSCI 11010 and special approval
Course Type:	LB
Grading Scale:	A-F, plus and minus
Required Resources:	<i>Laboratory Manual for Clinical Kinesiology &amp; Anatomy</i> , Lippert; FA Davis <i>Muscle Testing Techniques of Manual Examination</i> , Daniels and Worthingham; Saunders <i>Clinical Kinesiology and Anatomy</i> , Lippert; FA Davis
Instructor Load:	2.25 for each lab section
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct

Lab Content Hours	Topic Descriptions
3	Biomechanical concepts in kinesiology
3	Bony skeleton landmark review
6	Concepts of MMT
6	The shoulder complex-kinesiology, MMT and activity analysis
3	The elbow joint-kinesiology, MMT, and activity analysis
3	The wrist and hand-kinesiology, MMT and activity analysis
6	The hip-kinesiology, MMT and activity analysis
3	The knee-kinesiology, MMT and activity analysis

3	The ankle-kinesiology, MMT and activity analysis
3	The spine-kinesiology, MMT and activity analysis
3	Posture Assessment
3	Gait Assessment
<b>TOTAL</b>	
<b>45</b>	

AHS 22003 Skill Competency List	
UE Goniometry	Cervical MMT
LE Goniometry	Cervical Goniometry
Scapular MMT	Lumbar MMT
Shoulder MMT	Lumbar Goniometry
Elbow MMT	Postural Assessment
Wrist/Hand MMT	Gait Assessment

Number	AHS 22003 Student Outcomes	Taxonomy Level
1	Use appropriate anatomical terminology and directional terms	C3
2	Determine the origins, insertions, actions, and innervation of muscles	C2, P3
3	Identify by sight or palpation anatomical structures including bony prominences, muscle bellies, tendons, and ligaments	P3
4	Recognize normal and abnormal postures of the body and the characteristics and determinants of normal gait	C3, P3
5	Define and demonstrate biomechanical concepts of joint ROM and muscle function during activity analysis	C2, P3
6	Describe and demonstrate the concepts of movement and stability for the kinematic chain	C2, P3
7	Accurately perform and document manual muscle testing of the head, extremities, and trunk	C3, P4
8	Accurately perform and document goniometric measurements	C3, P3
9	Instruct patient, families, and support personnel as needed for data collection and functional outcomes	P4, A2

10	Communicate accurate information regarding patient status to the therapist in verbal and written formats	C3, P4, A3
11	Within the plan of care, adapt the data collection process based on the patient's response	C3, P4
12	Manage patient/client treatment in a safe comfortable and caring environment	A3

## Practicum (PRA) Sequence:

**PTST 11092    Practicum in Clinical Education I**

**PTST 22092    Practicum in Clinical Education II**

**PTST 23092    Practicum in Clinical Education III**

## PTST 11092

### Practicum in Clinical Education I

Course Description:	Observes and participates in providing selected physical therapy services under the direct supervision of a licensed PT or PTA.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	1
Lecture Contact (hr/wk):	0
Lab Contact Hours:	0
Other Contact Hours:	35-40 hours/week 140-160 total clinical hours
Schedule:	PTST students: 4 weeks, 35-40 hours/week (140-160 hours complete) ATT concentration students: 15 weeks, 10 hours/week (150 hours complete)
Credit By Exam:	No
Prerequisites:	PTST Major, PTST 11005, and acceptance to technical study
Course Type:	PRA
Grading Scale:	satisfactory/unsatisfactory (S,U)
Instructor Load:	1
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct
Required	
Assignments:	Journals, clinical evaluation, Weekly Planning, Hours Logs 140-160 clinical hours complete

Content Hours	Topic Descriptions
140-160	Patient care in a clinical setting
7-10	Self-assessment, planning, reflection

Number	PTST 11092 Student Outcomes	Taxonomy Level
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1	Consistently provides components of safe physical therapy interventions and accurate data collection as directed in the plan of care by a licensed physical therapist	C3, P2
2	Demonstrate the ability to communicate and interact with patients, supervisors, and co-workers in a professional manner with moderate guidance	C3, P3, A2
3	Performs basic documentation of physical therapy services for 25% of patients treated	A2, P3
4	Demonstrates a basic understanding of time management and productivity in the clinical setting	P3
5	Identifies legal and ethical practice expectations in a clinical setting	C2
6	Accepts the need for core values for the physical therapist and physical therapist assistant	A2
7	Demonstrates self-knowledge through self-assessment and goal setting	A2
8	Demonstrates competency in all required grading criteria for this affiliation as delineated by the ACCE.	A2, P3
9	Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment	A3, C3

## PTST 22092

### Practicum in Clinical Education II

Course Description:	Provide physical therapy services under the direct supervision of a licensed PT or PTA.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	0
Lab Contact Hours:	0
Other Contact Hours:	35-40 hours/week 210-240 total clinical hours
Schedule:	PTST students: 6 weeks, 35-40 hours/week (210-240 hours complete) ATT concentration students: 6 weeks, 35-40 hours/week (210-240 hours complete)
Credit By Exam:	No
Prerequisites:	PTST Major, PTST 11005, PTST 11092 and acceptance to technical study
Course Type:	PRA
Grading Scale:	satisfactory/unsatisfactory (S,U)
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct
Required Assignments:	Journals, clinical evaluation, Weekly Planning, Hours Logs, In-service presentation, Case Study assignment 210-240 clinical hours complete

Content Hours	Topic Descriptions
210-240	Patient care in a clinical setting
10-15	Self-assessment, planning, reflection

Number	PTST 22092 Student Outcomes	Taxonomy Level
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1	Consistently provides safe physical therapy interventions and accurate data collection for 60% of normal case load as directed in the plan of care by a licensed physical therapist	C4, P4
2	Demonstrate the ability to communicate and interact with patients, supervisors, and co-workers in a professional manner with minimal guidance	C4, P4, A3
3	Performs accurate documentation of physical therapy services for 75% of patients treated	A3, P4
4	Chooses effective time management strategies to achieve 60% productivity in the clinical setting	P4
5	Complies with ethical and legal practice expectations in a clinical setting	C4, A3
6	Embraces opportunities to develop core values	A3
7	Seeks opportunities for growth and self-development	A3
8	Demonstrates competency in all required grading criteria for this affiliation as delineated by the ACCE.	A3, P4
9	Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment	A4, C4

### PTST 23092

#### Practicum in Clinical Education III

Course Description:	Provide physical therapy services of an entry-level physical therapist assistant under the supervision of a licensed PT or PTA.
Department Offering:	College of Applied and Technical Studies PTST Degree Program
Course Credit Hours:	2
Lecture Contact (hr/wk):	0
Lab Contact Hours:	0
Other Contact Hours:	35-40 hours/week 245-280 total clinical hours
Schedule:	PTST students: 7 weeks, 35-40 hours/week (245-280 hours complete) ATT concentration students: 7 weeks, 35-40 hours/week (245-280 hours complete)
Credit By Exam:	No
Prerequisites:	PTST Major, PTST 11005, PTST 11092, PTTST 22092 and acceptance to technical study
Course Type:	PRA
Grading Scale:	satisfactory/unsatisfactory (S,U)
Instructor Load:	2
Instructors:	Blake, Hancock, Leija, Rempe, Schlosser, Vlasov, Approved Adjunct
Required Assignments:	Journals, clinical evaluation, Weekly Planning, Hours Logs, In-service presentation, Case Study assignment, 245-280 clinical hours complete

Content Hours	Topic Descriptions
245-280	Patient care in a clinical setting
10-15	Self-assessment, planning, reflection

Number	PTST 23092 Student Outcomes	Taxonomy Level
1	Consistently provides safe physical therapy interventions and accurate data collection for 85% of normal case load as directed in the plan of care by a licensed physical therapist	C5, P5

2	Demonstrate the ability to communication and interact with patients, supervisors, and co-workers in a professional manner without guidance	C5, P5, A4
3	Consistently produces accurate and efficient documentation of physical therapy services for 100% of the patients treated	A4, P5
4	Chooses effective time management strategies to achieve 85% productivity in the clinical setting	P6
5	Integrates legal and ethical expectations into multifaceted clinical situations	C5, A5
6	Integrates core values	A4
7	Creates a plan for continued competency based self-knowledge and self-development	A4
8	Demonstrates competency in all required grading criteria for this affiliation as delineated by the ACCE.	A4, P6
9	Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment	A4, C5