

Clinical Education Manual

AY 2026-27



**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 Performance Instrument (CPI)

CPI through APTA 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 from 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 CPI 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 CPI 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

CPI

CPI 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

PTST 11092 Student Outcomes and 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 communication 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

PTST 22092 Student Outcomes and 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 communication 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 for the physical therapist assistant (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

PTST 23092 Student Outcomes and 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 communicate 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 for the PTA (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

- 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

Cognitive Domain (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.
Psychomotor Domain (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.
Affective Domain (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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- PT profession development (1 hour)
- Healthcare teams (1 hour)
- Healthcare settings and Physical Therapist Practice (2 hours)
- Essential Functions, Core Values of a PTA (3 hours)
- Career Outlook and Development (1 hour)
- Patient populations and cultural competence (1 hour)
- The role of the PTA (3 hours)
- The American Physical Therapy Association (1 hour)
- Introduction to laws and ethics related to physical therapy (1 hour)
- Introduction to Evidence Based Practice (1 hour)

Total: 15 Content Hours

PTST 10000 Student Outcomes and 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)

PTST 10003

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture Content Hours

- Inflammation and healing (2 hours)
 - Immune system disorders (2 hours)
 - Infection (1 hour)
 - Fluid and electrolyte imbalances (2 hours)
 - Digestive system disorders (2 hours)
 - Urinary system disorders (2 hours)
 - Respiratory disorders (3 hours)
 - Cardiovascular disorders (4 hours)
 - Blood and lymphatic disorders (2 hours)
 - Skin disorders and burns (2 hours)
 - Common medical tests (2 hours)
 - Endocrine disorders (2 hours)
 - Neoplasms (2 hours)
 - Alternative medicine (2 hours)
- Total: 30 hours**

PTST 10003 Student Outcomes and 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture Content Hours

- Connective tissue disorders (2 hours)
- Osteoarthritis/rheumatoid arthritis (2 hours)
- Fractures and fracture healing (2 hours)
- Total joint arthroplasty (2 hours)
- Pharmacology (2 hours)

- Psychiatric disorders (2 hours)
- Normal aging (2 hours)
- Pathological aging (2 hours)
- Fall risk assessment and prevention (2 hours)
- Geriatric nutrition (1 hour)
- End of life planning (1 hour)
- Cervical and thoracic spine pathologies (2 hours)
- Lumbar spine pathologies (1 hour)
- Shoulder pathologies (1 hour)
- Elbow pathologies (1 hour)
- Wrist and hand pathologies (1 hour)
- Hip pathologies (1 hour)
- Knee pathologies (2 hours)
- Ankle pathologies (1 hour)

Total: 30 hours

PTST 20003 Student Outcomes and 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- Overview of the CNS (2 hours)
- CVA (3 hours)
- Parkinson's disease (2 hours)
- Traumatic Brain Injury (2 hours)
- Multiple Sclerosis (2 hours)
- Spinal Cord Injuries (3 hours)
- Primitive Reflexes (1 hour)
- Abnormal vs. normal pediatric milestones and development (2 hours)
- Acute and chronic neurological disorders (3 hours)
- Congenital and traumatic amputations (2 hours)
- Cardiopulmonary (2 hours)
- Dementia/Alzheimer's Disease (2 hours)
- Vestibular and balance disorders (2 hours)
- Care integration: Team approach with medically complex, end of life, discharge planning (2 hours)

Total: 30 Content Hours

PTST 20008 Student Outcomes and 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)

11. Identify the common impairments and functional limitations associated with cardiopulmonary pathologies (C2)

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- Pharmacology associated with various body systems and side effect/adverse effects on patient outcomes in physical therapy (6 hours)
- Treatment of the medically complex patient with Myocardial infarction (3 hours)
- Treatment of the medically complex patient with COPD (3 hours)
- Treatment of the medically complex patient with CVA (3 hours)
- Treatment of the medically complex patient with total joint replacements or orthopedic surgeries (3 hours)
- Treatment of the medically complex patient with infectious diseases (3 hours)
- Treatment of the medically complex patient with cancer (3 hours)
- Treatment of the medically complex patient with pressure ulcers/amputations (3 hours)

- Treatment of the medically complex patient with end stage renal disease, CHF, and complications of diabetes (3 hours)

Total: 30 content hours

PTST 20011 Student Outcomes and Taxonomy Level

1. Recognize key terminology associated with primary diagnoses as well as co-morbidities (C1, C2)
2. Integrate etiology, pathogenesis, risk factors and medical management of diagnoses in physical therapy. (C5)
3. Modify interventions for diagnoses presented based on patient presentation and responses to treatment (C6)
4. Implement information obtained in chart review to make decisions regarding patient care (A4, C4)
5. Recognize contraindications to providing/modifying care including changes in lab values, vital sign abnormalities, and changes in cognition/mental status (C6)
6. Execute referral back to the PT when positive or negative changes in patient status occur (C6, P3)
7. Differentiate pharmacology associated with the major body systems (C5)
8. Examine the impact common medications can have on patient treatment including side effects and adverse effects of common medications (C5)
9. Formulate patient treatment within the plan of care based on patient progress associated with use of common medications (C6, P3, A4)

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Description and Content Hours

- Developmental theories and cognitive development (1 hour)
- Primitive reflexes (3 hours)
- Developmental milestones (3 hours)
- Pediatric assessment tools and experience (4 hours)
- Childhood development (3 hours)
- Adolescent development, nutrition and sports participation (3 hours)
- Early adult development (1 hour)
- Theories on aging (1 hour)
- Normal aging-body systems (4 hours)
- Self-care, safety and falls (3 hours)
- Functional testing and assessment tools (5 hours)
- Dementia (3 hours)
- Depression (1 hour)
- Health services (3 hours)
- Nutrition and geriatric pharmacology (2 hours)
- Elder abuse, family relationships and end of life (3 hours)
- Concept integration (2 hours)

Total: 45 Content Hours

AHS 12005 Student Outcomes with Taxonomy level

1. Describe the basic theories, concepts, and principles common to the study of lifespan human growth and development (C1)
2. Identify the physical, cognitive, social and emotional characteristics, and their normal variation throughout the lifespan (C1)
3. Apply the concepts of development to the provision of rehabilitation services for patient/clients throughout the lifespan (C3)
4. Discuss the effects heredity, environment, and culture on growth and development across the lifespan (C1)
5. Recognize the influence of attitudes, values beliefs, family relationships and past experiences on development (C1, A2)
6. Describe the effects of physical inactivity on health and wellness (C1)
7. List the milestones in prenatal and infant development (C2)
8. Describe nutritional needs in the adolescent athlete and the geriatric clients (C2)
9. Describe functional and developmental testing measures used in the evaluation of the pediatric and geriatric client (C2)
10. Discuss factors that affect the fall risk in the elderly and techniques for risk management (C2)
11. Discuss nutritional, environmental considerations, and mental health considerations in the elderly (C3)
12. Recognize signs of elder abuse (C3, A1)
13. Identify community health resources and adaptive equipment that facilitate the geriatric population functional independence (C2)

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture Content Hours

- Biomechanical concepts in kinesiology (3 hours)
- Joint structure (4 hours)
- Muscle structure (4 hours)
- Intro to nervous system (4 hours)
- Concepts in MMT (1 hour)
- The shoulder complex-kinesiology, MMT and activity analysis (6 hours)
- The elbow-kinesiology, MMT and activity analysis (1 hour)
- The wrist and hand-kinesiology, MMT and activity analysis (1 hour)
- The hip-kinesiology, MMT and activity analysis (2 hours)
- The knee-kinesiology, MMT and activity analysis (1 hour)
- The ankle-kinesiology, MMT and activity analysis (1 hour)
- The spine-kinesiology, MMT and activity analysis (2 hours)
- Thorax and TMJ (3 hours)
- Posture Assessment (6 hours)
- Gait Assessment (6 hours)

Total: 45 hours

AHS 22002 Student outcomes and 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- Introduction to medical terminology (2 hours)
- Respiratory system (2 hours)
- Urinary system (1 hour)
- Special senses (1 hour)
- Musculoskeletal system (2 hours)
- Nervous system (2 hours)
- Endocrine system (1 hour)
- Cardiovascular and Lymphatic systems (2 hours)
- Reproductive system (1 hour)
- Digestive system (1 hour)

Total: 15 Content Hours

AHS Student Outcomes and Taxonomy Level

1. Identify and define word parts commonly used in medical terminology (C1)
2. Analyze medical words by dividing into root words, combining forms, suffixes and prefixes (C4)
3. Relate medical terms to the structure and function of the human body (C4)
4. Create a basic familiarity of medical terms as a baseline for continued development of medical vocabulary for personal and /or professional use (C5)
5. Apply rules used to build singular/plural forms of medical terms (C5)
6. Create adjectival terms from noun forms and explain how to verify their correctness (C5)
7. Interpret medical reports that use common diagnostic, symptomatic and procedural terms and standard abbreviations (C6)

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

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

Total: 30 Content Hours

PTST 11005 Student Outcomes and 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. (C3)
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 clinical evaluation tool. (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)

PTST 22005

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- Services and billing in various healthcare settings (3 hours)
- Health care models and government influences (ACA, ADA) (2 hours)
- In-service research and development (3 hours)
- Documentation: PTA Assessment and Planning (4 hours)

- State Practice Acts (2 hours)
- Organizational Planning and fiscal management (2 hours)
- Critical thinking and problem solving and clinic situations (3 hours)
- Community resources (2 hours)
- Quality Assurance (1 hour)
- Risk Management (3 hours)
- Functional Independence Measurement Tools (3 hours)
- Influence of cultural differences on patient care and outcomes (2 hours)

Total: 30 Content Hours

PTST 22005 Student Outcomes and 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- Societal Needs for wellness education (2 hours)
- Service based learning project (5 hours)
- State Laws and national exam content review (6 hours)
- Job acquisition techniques (4 hours)
- PT Professional Involvement; APTA, PTA Caucus (3 hours)
- Licensure Processes (3 hours)
- Self-awareness, lifelong learning and PTA career development (3 hours)
- Current Topics in the PT Profession (4 hours)

Total: 30 Content Hours

PTST 22007 Student Outcomes and 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Content Hours

- Communication skills, including verbal and non-verbal interviewing techniques (4 hours)
- Application of communication skills, including cultural competence, patient education and health literacy (4 hours)
- Ethics, including ethical behavior, ethical issues in healthcare, patient consent and confidentiality (4 hours)
- Professional skills, including inter-professional skills and traits of the healthcare provider (3 hours)

Total: 15 Content Hours

AHS 12010 Student Outcomes with Taxonomy Level

1. Describe basic theories, concepts, and principles of interpersonal communication (C2)
2. Apply health literacy education and training with the client/patient, caregiver, and family and significant others to facilitate skills in patient management such as prevention, health maintenance, health promotion, and safety (C3)
3. Collaborate with the therapist and learner in the teaching-learning process with client, family, significant others, colleagues, other health providers and the public (C5)
4. Apply oral, written and non-verbal communication skills in a professionally acceptable manner (C3)
5. Apply effective communication and interprofessional interaction with those who provide services to individuals and groups in order to clarify each member's responsibility (C5)
6. Identify therapeutic communication techniques for interviewing; employ therapeutic use of self, logical thinking, critical analysis, problem solving and creativity (C2)
7. Recognize the role of communication in the management of patients across the age spectrum related to sociocultural, socioeconomic, diversity factors and lifestyle choices (C2)
8. Apply 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 (C5)
9. Identify appropriate personal, professional core values (C2)
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 (C2)

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions with Lecture/Lab Content Hours

- Introduction to Kinesiology (1 lecture hour, 1 lab hour)
- Bone, joint, muscle and nerve structure and function (6 lecture hours, 6 lab hours)
- Kinesiology of the extremities (6 lecture hours, 6 lab hours)
- Kinesiology of the head, neck, trunk and spine (3 lecture hours, 3 lab hours)
- Joint, connective tissue and bone injuries, pathologies and healing process (8 lecture hours, 8 lab hours)
- Post operative injury management (3 lecture hours, 3 lab hours)
- Manual Muscle Testing (2 lecture hours, 13 lab hours)
- Pathology and treatment of the extremities (6 lecture hours)
- Pathologies, disorders and treatment of the spine (8 lecture hours)
- Principles of Therapeutic Exercise (6 lecture hours, 10 lab hours)
- Manual Techniques, Stretch and Strengthen (2 lecture hours, 4 lab hours)
- Manual Techniques, joint mobilization (3 lecture hours, 4 lab hours)

- Manual Techniques, massage (1 lecture hour, 2 lab hours)
 - Patient Management for interventions with physical agents (3 lecture hours, 3 lab hours)
 - Principles and theories of physical agents (6 lecture hours)
 - Ultrasound (4 lecture hours, 3 lab hours)
 - Electrical Stimulation (8 lecture hours, 5 lab hours)
 - Gait and Posture (3 lecture hours, 1 lab hour)
 - Normal aging and management of the geriatric client (11 lecture hours)
 - Pathologies and treatments for prepartum, postpartum and urinary dysfunction (5 lecture hours)
- Total: 105 lecture hours, 45 lab hours**

PTST 10010 Skill Competency List

AHS 22003

- Palpation
- Positioning: Gravity resisted, Assisted and Neutral
- Muscle Function: Eccentric, Concentric, isometric
- Goniometry: Upper and Lower Extremities
- Goniometry: Spine
- Posture Assessment
- Gait Assessment
- MMT: Cervical and Thoracolumbar
- MMT: Scapula
- MMT: Shoulder
- MMT: Elbow
- MMT: Hand
- MMT: Wrist
- MMT: Hip
- MMT: Knee
- MMT: Ankle

PTST 10004

- Sensory, anthropometric and pain assessments
- Massage
- Intermittent Compression
- Thermal Therapies: Superficial Heat
- Thermal Therapies: Cryotherapy
- Ultrasound: Thermal and Athermal
- Electrotherapy: TENS

- Electrotherapy: HVPC/Wound Healing
- Electrotherapy: NMES, FES, IFC
- Electrotherapy: Iontophoresis
- Biofeedback
- Traction: Cervical and Lumbar

PTST 20004

- Diagonal Patterns and two joint excursions
- Manual Stretching: Muscle
- Manual Stretching: Joint
- Joint Mobilization: Grade 1 & 2
- Manual resistance exercise: Straight planes
- Manual resistance exercise: Diagonal Patterns
- Radicular Symptoms Centralization and Management
- Exercise Instruction with or without equipment

PTST 10010 Student Outcomes, Taxonomy Level

AHS 22002/22003

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 by sight or palpation anatomical structures including bony prominences, muscle bellies, tendons, and ligaments (P3)
5. Identify the components of the nervous system and explain its role in human movement (C2)
6. Recognize normal and abnormal postures of the body and the characteristics and determinants of normal gait. (C3)
7. Define and demonstrate the biomechanical concepts of joint range of motion and muscle function during activity analysis. (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. Instruct patient, families, and support personnel as needed for data collection and functional outcomes for effective patient care/interventions. (C3, P4, A2)
12. Communicate accurate information regarding patient status, interventions provided, and patient/client response to the physical therapist in verbal and written formats. (C4, P4, A3)
13. Within the plan of care, adapt the data collection process based on the patient's response. (C3, P4)
14. Demonstrate Core Values to manage and provide patient/client treatment in a safe comfortable and caring environment. (P3, A3)

PTST 10004

15. Demonstrate appropriate positioning and draping of a patient for treatment (C2,P3)
16. Demonstrate massage techniques appropriate to patient/client impairment and condition (C3,P4)
17. Assess and perform interventions for wound, edema and pain management. (C2, P4)

18. Describe the principles of physics as they relate to the therapeutic use of heat, cold, light, electricity, water, and mass. (C3)
19. Explain the theory behind the therapeutic use of thermal, electrical, and mechanical modalities. (C3)
20. Perform basic sensory, anthropometric, and pain assessments C3, P3
21. Deliver safe, effective and appropriate interventions with thermal, athermal, electrical and mechanical modalities. (C3, P4)
22. Apply knowledge of indications, contraindications, patient responses and expected outcomes to modify treatment interventions within the plan of care. (C3)
23. Differentiate between the causes, symptoms, medical interventions and expected outcomes of common injuries and pathological conditions of the musculoskeletal system (C4)

PTST 20003

24. Discuss common orthopedic surgical interventions and the expected outcomes (C3)
25. Recognize the impairments and functional implications related to musculoskeletal pathology (C2)
26. Explain basic principles of pharmacology and the potential influence of commonly used medications on therapeutic interventions (C3)
27. Differentiate between common psychiatric illnesses and their implications for physical therapy services (C4)
28. Explain the aging process and the changes associated with aging on human systems (C2)
29. Discuss the risks and complications commonly associated with treating the geriatric patient/client (C3)
30. Identify legal and ethical issues related to end of life care (C2)
31. Apply and report research in evidence-based practice (C4)
32. Define and apply therapeutic exercise terminology (C3)
33. Describe the principles of exercise and their effect on wellness and injury prevention. (C4)
34. Apply appropriate therapeutic exercise concepts to each stage of healing for common musculoskeletal conditions, injuries, and surgical procedures. (C4, P4)
35. Demonstrate effective manual techniques to stretch, strengthen, mobilize and stabilize soft tissues and achieve desired patient outcomes. (P4)
36. Demonstrate, instruct and perform therapeutic exercises that address common impairments associated with musculoskeletal conditions. (C4, P5)
37. Describe the principles related to exercise in an aquatic environment (C3)
38. Identify and perform therapeutic exercise interventions for specialty patient populations. (C3,P3)
39. 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)
40. Recognize and correct stabilization, posture and substitution patterns that may adversely affect exercise effectiveness. (C4, P5)
41. Design and instruct home exercise programs according to guidelines established within the plan of care (C5)
42. Collect appropriate data to report status and progress of patients/clients with orthopedic impairments. (C4, P5, A3)
43. Effectively utilize personnel, information technology, and therapeutic equipment resources to optimize patient outcomes. (C3, P4, A3)
44. Recommend changes to the Plan of Care for patients with musculoskeletal conditions, deferring to the supervising PT decision. (C5)
45. 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture/Lab Content Hours

- Introduction to safety in patient care (3 Lecture hours)
- Vital signs (3 lecture and 3 lab hours)
- Cleanliness, standard precautions, infection control, sterile fields (3 lecture and 3 lab hours)
- Body mechanics (3 lecture and 3 lab hours)
- Positioning and draping/tilt table (3 lecture and 3 lab hours)
- Transfers and Bed Mobility (6 lecture and 9 lab hours)
- Documentation; Introduction to SOAP (3 Lecture hours)
- Special Care Environments (3 lecture and 3 lab hours)
- Wheelchair Management (6 lecture and 6 lab hours)
- Gait and Assistive Devices (6 lecture and 9 lab hours)
- Wounds and Wound Care (3 lecture and 3 lab hours)
- Emergency Responses and Bandaging (3 lecture and 3 lab hours)

Total: 45 Lecture and 45 Lab Content Hours

PTST 10001 Skill Competency List

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

PTST 10001 Student Outcomes and 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture/Lab Content Hours

- Positioning for healing and comfort (1 lecture hour, 2 lab hours)
- Pain, tone, motion restrictions (3 lecture hours)
- Electrophysiology, Intro to E-Stim (3 lecture hours, 4 lab hours)
- NMES (3 lecture hours, 3 lab hours)
- TENS/Interferential (3 lecture hours, 3 lab hours)
- ES for wound healing/edema (3 lecture hours, 1 lab hour)
- Ultrasound (3 lecture hours, 3 lab hours)
- Massage (3 lecture hours, 9 lab hours)
- Hot and Cold Modalities (3 lecture hours, 3 lab hours)
- Compression Therapies (3 lecture hours, 2 lab hours)
- Traction (3 lecture hours, 5 lab hours)
- Diathermy, laser and light therapy (3 lecture hours, 1 lab hours)
- Sensory, Anthropometric measurements (2 lecture hours, 3 lab hours)
- Biofeedback (1 lecture hour, 1 lab hour)
- Wound Care (3 lecture hours)
- Inflammation and Tissue Repair (2 lecture hours)
- Clinical Applications (3 lecture hours, 5 lab hours)
- **Total: 45 Lecture and 45 Lab Content Hours**

PTST 10004 Skill Competency List

- Sensory, anthropometric and pain assessments
- Intermittent Compression
- Thermal Therapies: Cryotherapy
- Ultrasound: Thermal and Athermal
- Traction: Lumbar
- Massage

- Thermal Therapies: Superficial Heat
- Thermal Therapies: Cryotherapy
- Traction: Cervical
- Electrotherapy for pain management
- Electrotherapy for muscle stimulation
- Biofeedback

PTST 10004 Student Outcomes and 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 the physical therapist in verbal and written formats (C4, P4)
11. Demonstrate Core Values to manage and provide patient/client treatment in a safe comfortable and caring environment. (A3, P3)

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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture/Lab Content Hours

- Fundamentals of therapeutic Exercise (3 lecture hours)
- Wheelchair Exercise/Safety (2 lecture hours)
- Wellness and Prevention (2 lecture hours)
- ROM exercises (2 lab hours)
- Exercise Using the Swiss ball (2 lab hours)
- Stretching principles and techniques (3 lecture hours, 2 lab hours)
- Principles of Aerobic Exercise (3 lecture hours)
- Peripheral joint stretching and mobilization: Principles and Techniques (3 lecture hours, 6 lab hours)
- Aquatic Exercise (3 lecture hours)
- Strengthening exercise: Principles and Techniques (3 lecture hours, 6 lab hours)
- Soft Tissue Injury Management (3 lecture hours)
- Post-surgical management (3 lecture hours)
- The spine (3 lecture hours, 4 lab hours)
- The shoulder (3 lecture hours, 4 lab hours)
- The elbow (1 lecture hour, 3 lab hours)
- The wrist and hand (1 lecture hour, 3 lab hours)
- The hip (2 lecture hours, 3 lab hours)
- The knee (2 lecture hours, 3 lab hours)
- The ankle foot complex, balance activities (2 lecture hours, 3 lab hours)
- Pre and Post-Partum patients (3 lecture hours)

PTST 20004 Skill Competency List

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

PTST 20004 Student Outcomes and 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 manage and provide patient/client treatment 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture/Lab Content Hours

- Introduction to rehabilitation and normal adult movement (3 Lecture hours, 2 lab hours)
- Sensory, motor, coordination, balance exams and cognitive and perceptual changes (3 Lecture hours, 3 lab hours)
- CVAs (3 Lecture hours, 3 lab hours)
- Facilitation and Inhibition Techniques (NDT, PNF, motor control) (9 Lecture hours, 9 lab hours)
- Pediatric development and treatments including neurological interventions. (3 Lecture hours, 3 lab hours)
- Neurological interventions for medically complex patients including the geriatric population (3 Lecture hours, 6 lab hours)
- Functional Interventions for a variety of Dx including Parkinson's, TBI, MS, SCI (9 Lecture hours, 9 lab hours)
- Amputees, prosthetics and orthotics, Gait (3 Lecture hours, 5 lab hours)
- Environmental/home assessments (3 Lecture hours, 1 lab hours)
- Cardiopulmonary PT (6 Lecture hours, 4 lab hours)
- Environmental/home assessments
- Cardiopulmonary PT

Total: 45 Lecture and 45 Lab Content Hours

PTST 20006 Competency List

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

PTST 20006 Student Outcomes and 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 impairments and identify the need for orthotics or prosthetics (C4)
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 (C4)
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, a30)
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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lab Content Hours

- Planes and axes of motion (4 hours)
- Gravity neutral, gravity resisted, gravity assisted (3 hours)
- Concentric, eccentric, isometric muscle contractions (4 hours)
- PROM exercises (3 hours)
- Active assisted range of motion exercises (3 hours)
- AROM exercises for the UE (3 hours)
- AROM exercises for the LE (3 hours)
- AROM exercises for the trunk (3 hours)
- Introduction to self-stretching (4 hours)
- Introduction to resistive exercise (4 hours)

- Introduction to balance exercises (3 hours)
- Exercises for the THR/TKR (4 hours)
- Exercises for the deconditioned patient (4 hours)

Total: 45 Lab Content Hours

PTST 10011 Skill Competency List

- Planes and Axes of Motion Identification
- PROM exercises
- LE Resistive Exercises
- Self-Stretching Exercises
- Exercises for THR
- Exercises for the Deconditioned Patient
- Gravity Neutral, resisted and assisted
- UE Resistive Exercises
- Concentric/Eccentric Muscle Contraction
- Balance Exercises
- Exercises for TKR
- AAROM Exercises

PTST 10011 Student Outcomes and 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 & 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, Rempe, Schlosser, Vlasov, Approved Adjunct

Topic Descriptions and Lecture Content Hours

- Biomechanical concepts in kinesiology (3 hours)
- Joint structure (4 hours)
- Muscle structure (4 hours)
- Intro to nervous system (4 hours)
- Concepts in MMT (1 hour)
- The shoulder complex-kinesiology, MMT and activity analysis (6 hours)
- The elbow-kinesiology, MMT and activity analysis (1 hour)
- The wrist and hand-kinesiology, MMT and activity analysis (1 hour)
- The hip-kinesiology, MMT and activity analysis (2 hours)
- The knee-kinesiology, MMT and activity analysis (1 hour)
- The ankle-kinesiology, MMT and activity analysis (1 hour)
- The spine-kinesiology, MMT and activity analysis (2 hours)
- Thorax and TMJ (3 hours)
- Posture Assessment (6 hours)
- Gait Assessment (6 hours)

Total: 45 hours

AHS 22002 Student outcomes and Taxonomy level

8. Use appropriate anatomical terminology and directional terms (C3)
9. Explain fundamental laws of movement and biomechanics (C2)
10. Determine the origins, insertions, actions, and innervation of muscles (C2, P3)
11. Identify the components of the nervous system and explain its role in human movement (C2)
12. Recognize normal and abnormal movements of the body and the characteristics and determinants of normal gait (C3)
13. Define and demonstrate biomechanical concepts of joint ROM and muscle function during activity analysis (C2, P3)
14. Describe and demonstrate the concepts of movement and stability for the kinematic chain (C2, P3)

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, Rempe, Schlosser, Vlasov, Approved Adjunct
Required	
Assignments:	Journals, clinical evaluation, Weekly Planning, Hours Logs 140-160 clinical hours complete

opic Descriptions and Content hours

- Patient care in a clinical setting (128-160)
- Self-assessment, planning, reflection (7-10)

PTST 11092 Student Outcomes and Taxonomy Level

10. 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)
11. Demonstrate the ability to communication and interact with patients, supervisors, and co-workers in a professional manner with moderate guidance (C3, P3, A2)
12. Performs basic documentation of physical therapy services for 25% of patients treated (A2, P3)
13. Demonstrates a basic understanding of time management and productivity in the clinical setting (P3)
14. Identifies legal and ethical practice expectations in a clinical setting (C2)
15. Accepts the need for core values for the physical therapist and physical therapist assistant (A2)
16. Demonstrates self-knowledge through self-assessment and goal setting (A2)
17. Demonstrates competency in all required grading criteria for this affiliation (please see syllabus addendum) (A2, P3)
18. 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, 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

Topic Descriptions and Content Hours

- Patient care in a clinical setting (132-240 hours)
- Self-assessment, planning, reflection (10-15 hours)

PTST 22092 Student Outcomes and Taxonomy Level

10. 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)
11. Demonstrate the ability to communicate and interact with patients, supervisors, and co-workers in a professional manner with minimal guidance (C4, P4, A3)
12. Performs accurate documentation of physical therapy services for 75% of patients treated (A3, P4)
13. Chooses effective time management strategies to achieve 60% productivity in the clinical setting (P4)
14. Complies with ethical and legal practice expectations in a clinical setting C4, A3
15. Embraces opportunities to develop core values for the physical therapist assistant (A3)
16. Seeks opportunities for growth and self-development (A3)
17. Demonstrates competency in all required grading criteria for this clinical affiliation (please see syllabus addendum (A3, P4)
18. 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, 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

Topic Descriptions and Content Hours

- Patient care in a clinical setting (224-280)
- Self-assessment, planning, reflection (10-15)

PTST 23092 Student Outcomes and Taxonomy Level

10. 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)
11. Demonstrate the ability to communicate and interact with patients, supervisors, and co-workers in a professional manner without guidance (C5, P5, A4)
12. Consistently produces accurate and efficient documentation of physical therapy services for 100% of the patients treated (A4, P5)
13. Chooses effective time management strategies to achieve 85% productivity in the clinical setting (P6)
14. Integrates legal and ethical expectations into multifaceted clinical situations (C5, A5)
15. Integrates Core Values for the PTA (A4)
16. Creates a plan for continued competency based self-knowledge and self-development (A4)
17. Demonstrates competency in all required grading criteria for this affiliation (please see syllabus addendum) (A4, P6)
18. Demonstrate core values to provide patient/client care in a safe, comfortable and caring environment (A4, C5)