State College of Florida
PTA Clinical Educator’s Handbook

This handbook is designed to assist the CCCE, CI and clinical faculty in providing a dynamic clinical experience for PTA students from State College of Florida. This Handbook covers the following academic years: 2014-2015

Revised:
9/98, 12/02, 11/03, 1/04, 1/07, 3/08, 4/13, 1/14, 6/14.
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Dear Clinical Educator,

On behalf of State College of Florida, the physical therapist assistant program faculty and I would like to welcome you to our team. It is an honor to have dedicated professionals working with us to prepare graduates to be competent physical therapist assistants with the knowledge, skills and attitudes expected of entry-level physical therapist assistants.

As you will recall from your academic years, actual patient contact is essential for training in our profession. It is in this area that you are an extremely valuable member of our team. This handbook was developed to facilitate the transition of the student from the academic and didactic experience into the clinical experience. The information in this handbook includes descriptions of the responsibilities of the Clinical Instructor (CI) and Academic Coordinator of Clinical Education (ACCE), course objectives, clinic assessments, and explanations of forms used in the PTA program. Your knowledge and understanding of these documents will help us to achieve our program mission.

If you have any concerns or questions about the program, please contact the program director, or the program faculty.

Sincerely,

Matthew Connell, MPT
PTA Program Director
State College of Florida – Bradenton Campus

PH: 941-752-5340
E-mail: connelm@scf.edu

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Section 1: PTA Program
PTA PROGRAM MISSION

The SCF Physical Therapist Assistant program, guided by measurable standards of excellence, seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that results in competent practitioners with the knowledge, skills and attitudes expected of an entry level physical therapist assistant.

PTA PROGRAM PHILOSOPHY

The philosophy of the Physical Therapist Assistant Program reflects the mission of State College of Florida, Manatee-Sarasota. The PTA program provides a learning environment that facilitates the achievement of educational, professional and personal goals of students as they are prepared for the job market. The program is designed to incorporate concepts of prevention, diagnosis and treatment of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills required to promote the enhancement of the physical health and functional abilities of individuals across the lifespan.

The physical therapist assistant works under the direction of a licensed physical therapist, to assist clients to develop or restore functions of the musculoskeletal and neuromuscular systems. The goals of physical therapy are directed toward enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction in daily living. The assistant participates in assessment by observational, verbal or manual determinations of function, relative to physical therapy. The PTA is concerned with factors of prevention, treatment, and rehabilitation of musculoskeletal and neuromuscular dysfunctions, including client and family education.

The PTA provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by disability, injury, disease or dysfunction. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the physical therapist assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking to make decisions, and to act responsibly according to the professional standards of practice. Learners in the Physical Therapist Assistant Program are self-motivated adults, diverse in cultural, religious, and educational backgrounds and experiences. To best meet the learners’ needs, the teaching-learning process should be flexible, individualized, and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application.

Education for the physical therapist assistant is lifelong and dynamic, and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The role of the faculty is to facilitate learning through a multitude of opportunities and experiences. The role of the student is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice. Evaluation of student learning is formative and summative.

The practice of the graduate reflects critical thinking, clinical accountability, and a commitment to caring. This practice can take place in various health care settings where policies and procedures exist and resources are available. As a member of the discipline, the PTA practices within an ethical and legal framework and is accountable for making professional decisions within their scope of practice. As a professional, the graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.
State College of Florida, Manatee-Sarasota

Physical Therapist Assistant Program Outcomes

Upon successful completion of the physical therapist assistant program, the graduate will be able to:

1. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
   1.1. Assist the physical therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
   1.2. Collaborate with the client, significant others, therapist, and other members of the health team to develop and individualized plan of care.
   1.3. Implement the plan of care correctly and safely, by engaging clients in prevention, treatment intervention, rehabilitation, and client and family education related to disability or dysfunction.
   1.4. Identify individual client needs and use available resources to assist in meeting those needs.
   1.5. Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.

2. Use the processes of communication, organization, and collaboration to assist in managing physical therapy services.
   2.1. Establish positive professional relationships in the health care setting.
   2.2. Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
   2.3. Communicate orally and document in writing, client responses to treatment interventions.
   2.4. Demonstrate effective management skills in planning and implementing physical therapy programs.

3. Incorporate values and attitudes congruent with the profession's standards and ethics.
   3.1. Maintain confidentiality of client information.
   3.2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
   3.3. Follow the Guide to Physical Therapist Practice.
   3.4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.

4. Use resources for continued personal and professional growth.
# State College of Florida

## Physical Therapist Assistant Program Curriculum

### Effective January-2009

<table>
<thead>
<tr>
<th>HOURS /WEEK</th>
<th>LEC.</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 2085C</td>
<td><em>Anatomy and Physiology I</em></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1101</td>
<td><em>Written Communications I</em></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>PSY 2012</td>
<td><em>General Psychology</em></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics+</td>
<td><em>Choose from any Area II, AS</em></td>
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<td>0</td>
</tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 2086C</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHT 1007C</td>
<td>Introduction to Physical Therapy And Patient Care</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>PHT 1124C</td>
<td>Applied Anatomy and Kinesiology</td>
<td>4</td>
<td>6</td>
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<td></td>
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<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHT 1211C</td>
<td>Disabilities and PT Procedures I</td>
<td>6</td>
<td>9</td>
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<tr>
<td>PHT 2337C</td>
<td>Disabilities and PT Procedures II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>PHT 1800L</td>
<td>Clinical Experience I</td>
<td>0</td>
<td>40</td>
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<td></td>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
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</tr>
<tr>
<td>ENC 1102 or SPC 1600</td>
<td>Written Communication II or Fundamentals of Speech Comm.</td>
<td>3</td>
<td>0</td>
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<tr>
<td>DEP 2004</td>
<td>Human Development: Life Span</td>
<td>3</td>
<td>0</td>
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<tr>
<td>PHT 2321C</td>
<td>Disabilities and PT Procedures III</td>
<td>6</td>
<td>8</td>
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<tr>
<td>PHT 2810L</td>
<td>Clinical Experience II</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Humanities</td>
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<tr>
<td>PHT 2820L</td>
<td>Clinical Experience III</td>
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<td>40</td>
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<tr>
<td>PHT 2931</td>
<td>Trends in Physical Therapy</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

*These courses **MUST** be completed **PRIOR** to entry into the Physical Therapist Assistant Program.

* These courses must be completed at the time of application.

Total Credits 74

Rev 12/02, 12/03, 12/04, 1/05, 3/06, 2/07, 3/08, 3/09, 3/10, 2/11, 2/12, 4/13, 1/14, 6/14
Responsibilities of the Clinical Education Faculty/ Clinical Instructors (CI)

Minimum Criteria to be a CI
1. PT or PTA with a current valid Florida PT/PTA license
2. Minimum of 1 year experience in the field
3. Willingness to accept the position of CI for a SCF, PTA student

Responsibilities of the Clinical Education Faculty/ Clinical Instructors (CI)
1. To attend clinical instructor-faculty meetings and faculty development programs as scheduled.
2. To arrange clinical experiences that will give the students the opportunity to practice skills and become competent, according to objectives provided.
3. To instruct and supervise students in performing clinical skills according to clinical objectives provided.
4. To communicate with the student in regular patient care conferences.
5. To communicate with the ACCE immediately if a student is not making acceptable clinical progress, or a behavioral, ethical or liability problem arises.
6. To evaluate the student’s performance as it relates to the program’s competency evaluation procedures both ongoing (formative) and mid-term and final (summative.)
7. To keep records of student attendance.
8. To ensure that applicable policies in the State College of Florida Health Profession Division, PTA Student Handbook are followed at all times by each student.
9. To arrange the student’s schedule efficiently, including lunch breaks and make-up time when necessary.
10. To serve as liaison between the clinical education site and State College of Florida.
11. To assist students with questions relative to the policies and procedures of the clinical education site.
12. To make available equipment pertaining to physical therapy for the purpose of education and training.
13. To work with the Academic Coordinator of Clinical Education (ACCE) to insure a professional atmosphere during educational activities.
14. To use proper channels for effective communication between the student, ACCE, and clinical education faculty.
15. To maintain current licensure in the state of Florida and meet continuing education requirements.
Responsibilities of the Academic Coordinator of Clinical Education (ACCE)

The ACCE assumes responsibility for the clinical placement of students in the physical therapist assistant program at SCF. The ACCE assists the clinical instructors in evaluation and instruction of students in the clinical setting. The ACCE will:

1. Accept instructional responsibilities as agreed upon in cooperation with college administration.

2. Work with other PTA faculty to review and refine curriculum, including course objectives and assignments.

3. Supervise students in laboratory procedures.

4. Develop laboratory assignments which support and enhance the learning of physical therapy procedures.

5. Establish student placements in clinical sites to assure equal opportunities for each student.

6. Visit clinical sites throughout each student experience, and maintain regular contact with students and clinical instructors. Visits maybe in person, via phone or conducted by appointed clinical education faculty.

7. Coordinate all paperwork required for proper documentation of the clinical experience.

8. Determine, assign and record grades for didactic and clinical courses.

9. Evaluate clinical education faculty each semester, to ensure adherence to program policies, procedures, and philosophy.

10. Participate in recruitment efforts for the program.

11. Maintain regular office hours for student conferences.

12. Plan for and coordinate clinical instructors meetings and/or clinical instructor educational opportunities.

13. Maintain membership in the Florida Consortium for Clinical Educators and attend scheduled meetings.

14. Maintain current state licensure including participation in continuing education activities.

15. Maintain current practice trends in physical therapy through participation in professional activities, organizations, and critical review of relevant literature.
**General Program Information**

**Course Objectives:**
Course objectives for Clinical Experiences I, II, and III may be found in Section 2. Course objectives for all didactic coursework within the PTA program may be found in Section 3. These should be used as a guideline for evaluation of the student’s clinical skills.

**Adjunct Faculty Status:**
All Clinical Instructors who teach in the college’s health science programs are contracted as adjunct faculty, which provides coverage under the college professional liability insurance policy and the student blanket liability (malpractice) insurance policy. This status is achieved through several mechanisms depending on the specific needs of the program. In all of the health science programs, except nursing and in a few other special circumstances, Clinical Instructors are fulltime employees of the clinical facility during the time that they have students under their supervision.

**Student Liability and Accountability:**
All health science students enrolled in clinical courses are required to be covered by the college blanket liability insurance policy. The cost of this insurance is included in the course fees. The students also sign an injury/exposure informed consent and confidentiality statement at the beginning of each program assuring their understanding of the risks involved as a health care professional and the importance of keeping all information obtained in the clinical setting confidential.

Faculty supervising students in the clinical setting have responsibility for delegating patient care assignments to the student that are within the student’s level of knowledge and competence as they progress through the program. This responsibility for delegation is guided by the scope of practice for physical therapist assistants under Florida statutes and by the specific competencies identified in the clinical course objectives. Using these guidelines, the clinical instructor can be assured of the students’ accountability for their individual actions. *Students do not function in the clinical area under the license of the clinical instructor, but rather are individually accountable for maintaining acceptable standards of practice for their level of education.*

**Clinical Performance Instrument:**
The students’ clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation instrument. The evaluation form and instructions for completing the form are included in this manual.

Standards throughout the PTA program require that students achieve a minimum passing grade of 70% on all major components of all coursework, to progress through the program. The same standards hold true for all Clinical Experiences. Students are graded on an A through F scale. See the course syllabi for specific grading criteria and this handbook for general guidelines.

**Student Evaluation:**
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester). Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the specified clinical performance instrument while at the clinical site. These evaluations are reviewed by the ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation instrument. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the ACCE and program faculty. **Final clinical grade is determined by the ACCE.** Grading criteria for Clinics I, II, and III are specific to the course and outlined further in the handbook.
**Student Drug Screening:**
Faculty of the State College of Florida PTA Program have the responsibility for ensuring that all students enrolled in the program are able to function safely and effectively in the clinical facilities used for clinical experiences. Students are not allowed in the clinical area under the influence of any chemical substance that may alter thinking or functioning. To promote and maintain this level of safe practice, all students accepted into the PTA program will submit to drug screening as a condition for remaining in the program.

If at any time during the student’s enrollment in the PTA program, it is determined that a student’s behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director/ACCE, who will direct the student to complete a random drug screen. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior (See Observable and Suspicious Behavior list below)

### Observable and Suspicious Behaviors

**Absenteeism**
- □ Frequent Monday or Friday absences:
- □ Multiple unauthorized absences from class or clinical
- □ Excessive tardiness:
- □ Improbable excuses for absence:
- □ Leaving school or the clinical agency early:
- □ Prolonged breaks:
- □ Frequent trips to the bathroom:
- □ Illness on the job or in the classroom:

**Unexpected Events – Especially resulting in injury or damages**
- □ Falling asleep in class or clinical:
- □ Frequent or unexplained accidents:
- □ Any fall or faint or loss of equilibrium or consciousness, which suggests impairment:

**Confusion and difficulty concentrating**
- □ Difficulty remembering details or directions:
- □ Jobs/projects/assignments taking excessive time:
- □ Increasing difficulty with complex assignments:
- □ General difficulty with recall:

**Lowering efficiency**
- □ Mistakes of judgment:
- □ Wasting materials:
- □ Blaming or making excuses for poor performance:
- □ Deterioration of ability to make sound judgments
- □ Spasmodic work patterns or academic performance:

**Poor relationships with peers**
- □ Avoidance of others:
- □ Hostile/irritable attitude:
- □ Reacts rather than responds to others:
- □ Overreacts to criticism or correction:
- □ Unreasonable resentments:
- □ Unpredictable, rapid mood swings:
- □ Borrowing money from peers:

**Physical signs**
- □ Alcoholic or suspicious breath odors/frequent use of mints/mouthwash:
- □ Diaphoresis:
- □ Dilated pupils:
- □ Abnormal pulse/respirations/BP:
Clinical Grading Criteria for Clinical I, II, III

Clinic I Grading Criteria

EVALUATION
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester.) Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Experience II evaluation form provided by the PTA Program Director. These evaluations are reviewed by the Program Director/ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation tool. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the Program Director/ACCE and program faculty. **The final clinical grade is determined by the Program Director/ACCE.**

Clinical Experience I Grading Criteria:
For Clinical Experience II, 50% of the final grade will be based on the ratings provided by the clinical instructor on the 13 categories of the Performance Evaluation Form at the final evaluation. Based on an acceptable score of “3” or higher, the student must meet the following criteria to be eligible to receive a passing score. **70% of all areas reported on in each category must be rated “3” or higher**

- **Failure to meet the above criteria will result in an overall score of “0” for the CPI component of this course. Student will be placed on probationary status. Failure to meet probationary criteria will result in a failing grade.** A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
- The student’s copy (self assessment) of the Performance Evaluation must be filled out completely. This includes the student’s numerical assessment as well as comments for each category’s midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) on the student’s Performance Evaluation and the CI’s copy of the Performance Evaluation.
- All relevant assignments must be completed
- Copies of directions for each assignment can be found on ANGEL

The course grade is determined by an average of the CPI, written assignments, and the oral presentation, based on the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Instrument</td>
<td>50%</td>
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<tr>
<td>Written assignments average</td>
<td>40%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
>59 = F

A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
Clinic II Grading Criteria

EVALUATION
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester.) Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Experience II evaluation form provided by the PTA Program Director. These evaluations are reviewed by the Program Director/ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation tool. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the Program Director/ACCE and program faculty. The final clinical grade is determined by the Program Director/ACCE.

Clinical Experience II Grading Criteria:
For Clinical Experience II, 50% of the final grade will be based on the ratings provided by the clinical instructor on the 13 categories of the Performance Evaluation Form at the final evaluation. Based on an acceptable score of “3” or higher, the student must meet the following criteria to be eligible to receive a passing score. 75% of all areas reported on in each category must be rated “3” or higher

- Failure to meet the above criteria will result in an overall score of “0” for the CPI component of this course. Student will be placed on probationary status. Failure to meet probationary criteria will result in a failing grade. A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
- The student’s copy (self assessment) of the Performance Evaluation must be filled out completely. This includes the student’s numerical assessment as well as comments for each category’s midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) on the student’s Performance Evaluation and the CI’s copy of the Performance Evaluation.
- All relevant assignments must be completed
- Copies of directions for each assignment can be found on ANGEL

The course grade is determined by an average of the CPI, written assignments, research/presentation and quiz grades, based on the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Instrument</td>
<td>50%</td>
</tr>
<tr>
<td>Written assignments average</td>
<td>20%</td>
</tr>
<tr>
<td>Research/Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- ≤59 = F

A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
**Clinic III Grading Criteria**

**EVALUATION**
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester.) Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Performance Evaluation Instrument form (CPI) provided by the PTA Program Director. These evaluations are reviewed by the Clinical Faculty and ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the Clinical Performance Evaluation Instrument. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the Clinical Faculty, ACCE and program faculty. **The final clinical grade is determined by the Clinical Faculty and ACCE.**

**Clinical III Grading Criteria:**
For Clinical Experience III, 50% of the final grade will be based on the ratings provided by the clinical instructor on the 13 categories of the Clinical Performance Evaluation Instrument. Based on an acceptable score of “3” or higher, the student must meet the following criteria to obtain a passing score for the “final” grade: **80% of each category must be rated “3” or higher**

- **Failure to meet the above criteria will result in an overall score of “0”. Student will be placed on probationary status.** Failure to meet probationary criteria will result in a failing **grade.** A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
- The student’s copy of the Clinical Performance Evaluation Instrument must also be filled out **completely.** This includes the student’s midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) on both the student and the CI’s copy of the Clinical Performance Evaluation Instrument.
- All relevant assignments must be completed.
- Copies of directions for each assignment can be found on ANGEL

The course grade is determined by an average of the CPI, attendance, written assignments and oral presentations, based on the following percentages:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>GRADING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Instrument</td>
<td>50%</td>
<td>90 – 100 = A</td>
</tr>
<tr>
<td>Written assignments average</td>
<td>25%</td>
<td>80 – 89 = B</td>
</tr>
<tr>
<td>Research/Presentation</td>
<td>25%</td>
<td>70 – 79 = C</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>60 – 69 = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;59 = F</td>
</tr>
</tbody>
</table>

A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
Section 2: Clinical Experiences
Clinical Syllabi

Clinical Experience I: PHT 1800L

Date: Spring Schedule: Monday - Friday
ACCE: Matt Connell, MPT 941-752-5340 (Office) Connelm@scf.edu
Office hours: By appointment

COURSE DESCRIPTION: 4 credit hours
This course introduces the student to beginning professional practice in the clinical setting. Application of
skills in selected situations is the emphasis of this course.

Prerequisites: Completion of PHT 1007C, PHT 1124C with a grade of “C” or better. Co-requisites:
Concurrent enrollment in PHT 1211C and PHT 2337C.

COURSE OBJECTIVES: Upon successful completion of this course, the student will be able to:
1. Use appropriate channels of communication as a student in the physical therapist assistant program.
2. Demonstrate novice skill in instructing clients, families, significant-others, and other health care professionals in
   appropriate physical therapy interventions.
3. Maintain accountability for all aspects of patient care. Apply principles of assessment and treatment in
   performing basic mobility skills, and utilizing basic modalities safely.
5. Demonstrate correct documentation technique, utilizing SOAP note procedure.
6. Act responsibly in accordance with legal and ethical guidelines and standards of practice for physical therapist
   assistants.
7. Demonstrate use of electronic resources for communication, research and presentation.

CLINICAL EDUCATION OBJECTIVES: Upon successful completion of the course, the student will:
1. Use appropriate channels of communication as a student in the physical therapist assistant program.
2. Use verbal/non-verbal communication skills and effective listening skills with clients and significant others.
3. Demonstrate correct use of SOAP note format for documentation, and submit SOAP note examples to the
   ACCE.
4. Use appropriate procedures to insure safe patient care.
5. Demonstrate ability to gather and classify information appropriately from the medical records using the NAGI
   model.
6. Demonstrate novice skill in instructing clients, families/significant-others, and other health providers in
   appropriate physical therapy interventions.
7. Adhere to legal and ethical guidelines for PTA practice.
8. Carry out the responsibilities learned in the classroom and laboratory to the clinical area, including adequate
   preparation, and utilization of available resources, to perform safely.
10. Maintain confidentiality of all information gathered in the clinical setting.
11. Utilize principles of proper body mechanics.
12. Apply principles of critical thinking and problem solving in the clinical environment.
13. Apply principles of medical asepsis in patient care.
14. Follow standard precautions appropriately in patient care.
16. Use correct method for bed mobility and transfers.
17. Use correct method for measuring vital signs.
18. Demonstrate knowledge of principles, rationale, indications and contraindications, and skill in the application
    of modalities and treatment techniques as utilized in the facility.
19. Perform postural assessment correctly.
20. Perform gait assessment correctly, including identification of common gait deviations.
22. Participate in activities addressing quality of service delivery.

It is the student’s responsibility to notify the instructor of special needs.

Rev 12/02, 12/03, 12/04, 1/05, 3/06, 2/07, 3/08, 3/09, 3/10, 2/11, 2/12, 4/13, 1/14, 6/14 18
LEARNING RESOURCES
1. Required texts, syllabi, and handouts from didactic physical therapist assistant coursework.
2. Journal articles and online resources.
4. Clinical education sites policies and procedures manuals.
5. Communication between clinical faculty, student, and the Academic Coordinator of Clinical Education (ACCE) will occur regularly with on-site visits and phone calls. The ACCE is also available by e-mail (connelm@scf.edu).

EVALUATION
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester.) Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Experience I evaluation form provided by the PTA Program Director. These evaluations are reviewed by the Program Director/ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation tool. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the Program Director/ACCE and program faculty. The final clinical grade is determined by the Program Director/ACCE.

Clinical Experience I Grading Criteria:
For Clinical Experience I, 50% of the final grade will be based on the ratings provided by the clinical instructor on the 13 categories of the Performance Evaluation Form. A minimum of an overall score of 70% in the following must be achieved to pass this clinical: 70% of each category must be rated “3” or higher

- **Failure to meet the above criteria will result in an overall score of “0”. Student will be placed on probationary status.** Failure to meet probationary criteria will result in a failing grade. A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
- The student’s copy (self assessment) of the Performance Evaluation must be filled out completely. This includes the student’s numerical assessment as well as comments for each category’s midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) on the student’s Performance Evaluation and the CI’s copy of the Performance Evaluation.
- All relevant assignments must be completed: See list of assignments and point value for each assignment in the table below.

Assignment Templates can be found on ANGEL under the Clinical Experience I PHT1800L Course Grades for assignments are awarded as percentages based on following points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>Written Assignments</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Presentation</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>CI Packet</td>
<td>CPI</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
The course grade is determined by:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Evaluation (CPI)</td>
<td>50%</td>
</tr>
<tr>
<td>Average of written assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F ≤ 59

A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Students who do not maintain an average of 70% or above during the semester will be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

Attendance

Students must complete all scheduled clinical hours. Any absences must be made up; there will be no excused absences. Students must call the Clinical Instructor AND the ACCE if they will be absent. All makeup days must be preapproved by the ACCE. Refer to the Physical Therapist Assistant Student Handbook for policies on absences.

In some clinics, a flexible schedule will be necessary. For any hours outside of regular working hours (i.e. evenings or weekends) the ACCE must be notified PRIOR to those times. This will ensure that a faculty member is available for contact should the need arise.

Withdrawal Policy

In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the Manatee Community College academic calendar. This semester this date is TBD. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructor first before taking any withdrawal action.

Plagiarism

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Standards of Conduct:

Students are expected to abide by all Student Handbook guidelines as well as all policies and procedures included in the PTA Student Handbook, and the policies and procedures of the clinic to which you have been assigned.

Dress Code:

PTA students will adhere to the SCF PTA program clinical dress code for all clinical rotations. This includes: White laboratory jacket (optional), PTA program shirt, Student name tag, Navy, khaki or black slacks (no denim or corduroy), Plain socks or hosiery, shoes or sneakers (clog-type shoes or shoes with open backs of any kind are not permissible. Heels and toes must be totally enclosed.)
The course syllabus for PHT 1800L, Clinical Experience I, has been developed so that you are fully aware of the specific course description, prerequisites and corequisites, the course meeting times and instructor office hours, the attendance requirements, and course assignments along with their due dates. Also included in the syllabus are the course objectives, evaluation criteria, grading scale, and learning resources.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

Print Name: ____________________________________________________________

Student ID #: __________________________________________________________

I have read and received a copy of the course syllabus for PHT 1800L, Clinical Experience I. I fully understand my obligations and responsibilities as written therein.

Signed: ___________________________ Date: ___________________________
STATE COLLEGE OF FLORIDA
PHYSICAL THERAPIST ASSISTANT PROGRAM
BENEFIT WAIVER

I, ____________________________, as a State College of Florida physical therapist assistant student assigned to ___________________________ for
Agency/Institution

Clinical Experience I, understand and agree that I am not an employee of the above named Agency/Institution or State College of Florida for any purpose, and I am not eligible for any employee benefits, including coverage by the Worker’s Compensation Act. I also understand and agree that I shall, at all times, be subject to the policies and regulations of the Agency/Institution concerning their operating, administrative and procedural functions.

_________________________  ___________________________
Student Signature           Date

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Clinical Experience II: PHT 2810L

Date: Fall  
Schedule: Monday - Friday  
ACCE: Matt Connell, MPT  
Office hours: By appointment

**COURSE DESCRIPTION:** 6 credit hours
(40 hours of clinical experience x 6 weeks and 1 week of oral presentations.)

**Prerequisites:** Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 1800L, PHT 2337C, with a grade of “C” or better. **Corequisite:** Concurrent enrollment in PHT 2321C.

This clinical practical encourages the student to further develop patient assessment and treatment skills. The student applies knowledge from classroom and laboratory activities to clinical practice. Case study presentations and discussions enhance the application process.

**COURSE OBJECTIVES**
Upon successful completion of this course, the student will be able to:
1. Perform in a safe manner that minimizes risk to patient, self, and others.
2. Conduct self in a responsible manner.
3. Interact with others in a respectful manner.
4. Adhere to ethical standards.
5. Adhere to legal standards.
6. Communicate in ways that are congruent with situational needs.
7. Produce documentation to support the delivery of physical therapy services.
8. Deliver established patient care to reflect respect for and sensitivity to individual differences.
9. Participate in patient status judgments within the clinical environment based on the plan of care established by the physical therapist.
10. Obtain accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.
11. Discuss the need for modification to the plan of care established by the physical therapist.
12. Perform physical therapy interventions in a technically competent manner.
13. Educate others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.
14. Participate in activities addressing quality of service delivery.
15. Participate in addressing patient needs for services other than physical therapy.
16. Manage resources (e.g. time, space, and equipment) to achieve goals of clinical setting.
17. Participate in fiscal management of the physical therapy clinical setting.
18. Use physical therapy aides and other support personnel according to legal standards and ethical guidelines.
19. Implement a self-directed plan for career development and lifelong learning.
20. Assist the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

*It is the student’s responsibility to notify the instructor if special accommodations are needed.*

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
LEARNING RESOURCES
1. Required texts, syllabi, and handouts from didactic physical therapist assistant coursework.
2. Journal articles and online resources.
4. Clinical education sites policies and procedures manuals.
5. Communication between clinical faculty, student, and the Academic Coordinator of Clinical Education (ACCE) will occur regularly with on-site visits and phone calls. The ACCE is also available by e-mail (connelm@scf.edu).

EVALUATION
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester.) Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Experience II evaluation form provided by the PTA Program Director. These evaluations are reviewed by the Program Director/ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation tool. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the Program Director/ACCE and program faculty. The final clinical grade is determined by the Program Director/ACCE.

Clinical Experience II Grading Criteria:
For Clinical Experience II, 50% of the final grade will be based on the ratings provided by the clinical instructor on the 13 categories of the Performance Evaluation Form. A minimum of an overall score of 70% in the following must be achieved to pass this clinical: 75% of each category must be rated “3” or higher

- Failure to meet the above criteria will result in an overall score of “0”. Student will be placed on probationary status. Failure to meet probationary criteria will result in a failing grade. A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.
- The student’s copy (self assessment) of the Performance Evaluation must be filled out completely. This includes the student’s numerical assessment as well as comments for each category’s midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) on the student’s Performance Evaluation and the CI’s copy of the Performance Evaluation.
- All relevant assignments must be completed: See list of assignments and point value for each assignment in the table below.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
Assignment Templates can be found on ANGEL under the Clinical Experience II PHT 2810L Course Grades for assignments are awarded as percentages based on following points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Presentation</td>
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</tr>
<tr>
<td>CI Packet</td>
<td>CPI</td>
<td>TBD</td>
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</tr>
</tbody>
</table>

Clinical Performance Instrument 50%  
Written assignments average 40%  
Research/Presentation 10%  
Total 100%  

**GRADING SCALE:**  
90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
≤59 = F

A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

**ATTENDANCE**  
Students must complete all scheduled clinical hours. Any absences must be made up; there will be no excused absences. Students must call the Clinical Instructor AND the ACCE if they will be absent. All makeup days must be preapproved by the ACCE. Refer to the Physical Therapist Assistant Student Handbook for policies on absences.

In some clinics, a flexible schedule will be necessary. For any hours outside of regular working hours (i.e. evenings or weekends) the ACCE must be notified PRIOR to those times. This will ensure that a faculty member is available for contact should the need arise.

**WITHDRAWAL POLICY**  
In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the Manatee Community College academic calendar. This semester this date is TBD. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructor first before taking any withdrawal action.

**PLAGIARISM**  
Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
STANDARDS OF CONDUCT:
Students are expected to abide by all Student Handbook guidelines as well as all policies and procedures included in the PTA Student Handbook, and the policies and procedures of the clinic to which you have been assigned.

DRESS CODE:
PTA students will adhere to the SCF PTA program clinical dress code for all clinical rotations. This includes: White laboratory jacket (optional), PTA program shirt, Student name tag, Navy, khaki or black slacks (no denim or corduroy), Plain socks or hosiery, shoes or sneakers (clog-type shoes or shoes with open backs of any kind are not permissible. Heels and toes must be totally enclosed)

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
STATE COLLEGE OF FLORIDA
PHYSICAL THERAPIST ASSISTANT PROGRAM
SYLLABUS ACKNOWLEDGEMENT FORM

The course syllabus for PHT 2810L, Clinical Experience II, has been developed so that you are fully aware of the specific course description, prerequisites and corequisites, the course meeting times and instructor office hours, the attendance requirements, and course assignments along with their due dates. Also included in the syllabus are the course objectives, evaluation criteria, grading scale, and learning resources.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

Print Name: ________________________________________________________

Student ID # _______________________________________________________

I have read and received a copy of the course syllabus for PHT 2810L, Clinical Experience II. I fully understand my obligations and responsibilities as written therein.

Signed: ___________________________ Date: _________________

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
STATE COLLEGE OF FLORIDA
PHYSICAL THERAPIST ASSISTANT PROGRAM
BENEFIT WAIVER

I, ____________________________, as a State College of Florida physical
            Student Name-Please Print

therapist assistant student assigned to ___________________________ for
            Agency/Institution

Clinical Experience II, understand and agree that I am not an employee of the above
named Agency/Institution or State College of Florida for any purpose, and I am not
eligible for any employee benefits, including coverage by the Worker’s Compensation
Act. I also understand and agree that I shall, at all times, be subject to the policies and
regulations of the Agency/Institution concerning their operating, administrative and
procedural functions.

__________________________________  ________________________
             Student Signature            Date
Clinical Experience III: PHT 2820L

Date: Spring  
Schedule: Monday - Friday  
ACCE: Matt Connell, MPT  
Office hours: By appointment  
Office hours:  
941-752-5340 (Office)  
Connelm@scf.edu  

COURSE DESCRIPTION:  
8 credit hours  
(32- 40 hours of clinical experience)

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 1800L, PHT 2337C, PHT 2810L with a grade of “C” or better. Co-requisite: Concurrent enrollment in PHT 2321C.

The final clinical affiliation is a comprehensive experience that prepares the student to function as a competent physical therapist assistant. The focus is on patient care, time management and the application of knowledge. Professional presentation skills are practiced.

COURSE OBJECTIVES:
Upon successful completion of this course, the student will be able to:
1. Perform in a safe manner that minimizes risk to patient, self, and others.
2. Conduct self in a responsible manner.
3. Interact with others in a respectful manner.
4. Adhere to ethical standards.
5. Adhere to legal standards.
6. Communicate in ways that are congruent with situational needs.
7. Produce documentation to support the delivery of physical therapy services.
8. Deliver established patient care to reflect respect for and sensitivity to individual differences.
9. Participate in patient status judgments within the clinical environment based on the plan of care established by the physical therapist.
10. Obtain accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.
11. Discuss the need for modification to the plan of care established by the physical therapist.
12. Perform physical therapy interventions in a technically competent manner.
13. Educate others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.
14. Participate in activities addressing quality of service delivery.
15. Participate in addressing patient needs for services other than physical therapy.
16. Manage resources (e.g. time, space, and equipment) to achieve goals of clinical setting.
17. Participate in fiscal management of the physical therapy clinical setting.
18. Use physical therapy aides and other support personnel according to legal standards and ethical guidelines.
19. Implement a self-directed plan for career development and lifelong learning.
20. Assist the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

NOTE: Sample behaviors of the above objectives can be found in the APTA’s Physical Therapist Assistant Clinical Performance Instrument (CPI).

It is the student’s responsibility to notify their instructor of any special needs.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
LEARNING RESOURCES
1. Required texts, syllabi, and handouts from didactic physical therapist assistant coursework.
2. Journal articles and online resources.
4. Clinical education sites policies and procedures manuals.
5. Communication between clinical faculty, student, and the Academic Coordinator of Clinical Education (ACCE) will occur regularly with on-site visits and phone calls. The ACCE is also available by e-mail (connelm@scf.edu).

EVALUATION
Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the semester.) Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Performance Evaluation Instrument form (CPI) provided by the PTA Program Director. These evaluations are reviewed by the Clinical Faculty and ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the Clinical Performance Evaluation Instrument. Additional objectives are measured on written assignments and oral presentations, and are evaluated by the Clinical Faculty, ACCE and program faculty. The final clinical grade is determined by the Clinical Faculty and ACCE.

Clinical III Grading Criteria:
For Clinical Experience III, 50% of the final grade will be based on the ratings provided by the clinical instructor on the 13 categories of the Clinical Performance Evaluation Instrument. Based on an acceptable score of “3” or higher, the student must meet the following criteria to obtain a passing score for the “final” grade: 80% of each category must be rated “3” or higher.

Failure to meet the above criteria will result in an overall score of “0”. Student will be placed on probationary status. Failure to meet probationary criteria will result in a failing grade. A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

- The student’s copy of the Clinical Performance Evaluation Instrument must also be filled out completely. This includes the student’s midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) on both the student and the CI’s copy of the Clinical Performance Evaluation Instrument.
- All relevant assignments must be completed.

The course grade is determined by an average of the CPI, attendance, written assignments and oral presentations, based on the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Instrument</td>
<td>50%</td>
<td>90 – 100 = A</td>
</tr>
<tr>
<td>Written assignments average</td>
<td>40%</td>
<td>80 – 89 = B</td>
</tr>
<tr>
<td>Research/Presentation</td>
<td>10%</td>
<td>70 – 79 = C</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>60 – 69 = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;59 = F</td>
</tr>
</tbody>
</table>

A grade of 70% or “C” is required in all physical therapist assistant courses to progress to the next level of the program. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Assignments & Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>Written Assignments</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Research/Presentation</td>
<td>Oral Presentation</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>CI Packet</td>
<td>CPI</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Grading of Assignments:
- Assignments are due at the beginning of scheduled class or 11:59pm of due date.
- If student is unexpectedly absent, student may fax, e-mail, have assignment delivered, or mail it with due date postmark in order to receive full grade.
- If absence is anticipated, student should be sure the assignment is received by the instructor by the due date.
- In cases of late assignment submissions, highest possible grade recorded will be 70%.
- If assignment is not received within 2 calendar days of due date, grade recorded will be 0%.

ATTENDANCE
Students must complete all scheduled clinical hours. Any absences must be made up; there will be no excused absences. Students must call the Clinical Instructor AND the ACCE if they will be absent. All makeup days must be preapproved by the ACCE. Refer to the Physical Therapist Assistant Student Handbook for policies on absences.

In some clinics, a flexible schedule will be necessary. For any hours outside of regular working hours (i.e. evenings or weekends) the ACCE must be notified PRIOR to those times. This will ensure that a faculty member is available for contact should the need arise.

WITHDRAWAL POLICY
In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the Manatee Community College academic calendar. This semester this date is TBD. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructor first before taking any withdrawal action.

PLAGIARISM
Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

STANDARDS OF CONDUCT:
Students are expected to abide by all Student Handbook guidelines as well as all policies and procedures included in the PTA Student Handbook, and the policies and procedures of the clinic to which you have been assigned.

DRESS CODE:
PTA students will adhere to the SCF PTA program clinical dress code for all clinical rotations. This includes: White laboratory jacket (optional), PTA program shirt, Student name tag, Navy, khaki or black slacks (no denim or corduroy), Plain socks or hosiery, shoes or sneakers (clog-type shoes or shoes with open backs of any kind are not permissible. Heels and toes must be totally enclosed)

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
The course syllabus for PHT 2820L, Clinical Experience III, has been developed so that you are fully aware of the specific course description, prerequisites and corequisites, the course meeting times and instructor office hours, the attendance requirements, and course assignments along with their due dates. Also included in the syllabus are the course objectives, evaluation criteria, grading scale, and learning resources.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

Print Name: ________________________________________________________

Student ID # _______________________________________________________

I have read and received a copy of the course syllabus for PHT 2820L, Clinical Experience II. I fully understand my obligations and responsibilities as written therein.

Signed: ___________________________   Date: ________________________
STATE COLLEGE OF FLORIDA
PHYSICAL THERAPIST ASSISTANT PROGRAM
BENEFIT WAIVER

I, ____________________________, as a State College of Florida physical therapist assistant student assigned to ___________________________ for ______________ for Clinical Experience III, understand and agree that I am not an employee of the above named Agency/Institution or State College of Florida for any purpose, and I am not eligible for any employee benefits, including coverage by the Worker’s Compensation Act. I also understand and agree that I shall, at all times, be subject to the policies and regulations of the Agency/Institution concerning their operating, administrative and procedural functions.

________________________________________  _____________________________
Student Signature                       Date

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Clinical Forms

The Clinical Performance Evaluation:
For Clinical Experiences I, II and III, the students' clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical evaluation instrument;

Standards throughout the PTA program require that students achieve a minimum passing grade of 70% on all major components of all coursework, to progress through the program. The same standards hold true for all Clinical Experiences.

Students are graded on an A through F scale. Course syllabi with specific grading criteria are provided to the student and clinical instructor for each clinical experience.

Criteria that must be met on the CPI to successfully complete each clinical experience are included in Section I and II of this handbook.

For all clinical experiences:

- The Evaluation tool must be filled out completely by the Clinical Instructor. The student must also fill out an evaluation to self-assess their clinical performance. To be complete, the evaluation should include the student's midterm and final evaluations, the midterm strengths and weaknesses, and signatures of the Clinical Instructor (CI) and student on the student's and the CI's evaluation tool.

- The final grade shall be determined by the Program Director/ACCE. The clinical instructor is responsible for completing the evaluation forms at mid-term and final. Narrative comments must be supportive of score. Conflicts between the evaluative comments and the score will be resolved in a conference between the Clinical Instructor and the ACCE.

- Students should only be graded in those areas in which they have had an opportunity to perform the task, activities, treatments, modalities, etc.

- Students will not be penalized in grading if they have not been forwarded an opportunity to complete a specific task, activities, treatments, modalities, etc.

- Rating scale is provided on the evaluations tool.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Clinical Performance Evaluation Instrument (CPI)

State College of Florida
Physical Therapist Assistant Program
Clinical Experience: I II III (Circle one)

Student: ____________________________ Dates of Clinical Experience: ______________
Clinical Instructor: ____________________________ PT or PTA
CI E-mail: ____________________________ Ph. Number: ________________
Name of Facility: ______________________________________
Address: ______________________________________

Instructions:
Please rate the student’s performance using the following criteria and rating scale. Please use different colored ink for the mid-term and final. For this evaluation, the following definitions will apply:

➢ **Guidance:** The student seeks suggestions, approval, or both from the supervisor prior to the treatment program or intervention. This does not necessitate the presence of the supervisor in the immediate treatment vicinity.

➢ **Supervision:** The presence of the supervisor is required in the immediate vicinity in order for the student to complete the treatment program or intervention.

➢ **Assistance:** Actual physical and/or verbal assistance must be offered by the supervisor in order for the student to complete the treatment program or intervention.

**Rating Scale:** The level of competency when performing the technique or fulfilling the objective is:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Met or exceeded.</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Usually met.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Minimally met.</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Inconsistently met.</strong></td>
</tr>
<tr>
<td>0</td>
<td><strong>Not met.</strong></td>
</tr>
<tr>
<td>N/A</td>
<td><strong>Not applicable.</strong></td>
</tr>
</tbody>
</table>

Met or exceeded: Student seeks guidance as needed.
Usually met: Student requires occasional guidance and supervision.
Minimally met: Student requires frequent supervision.
Inconsistently met: Student requires continuous assistance from the clinical instructor. (This is a failing grade.)
Not met: Student is unable to meet the expected level of competency despite extensive teaching/assistance from the clinical instructor.
Not applicable: Objective was not observed or is not applicable in this setting.

The completed form should be used as a basis for your evaluation, counseling, and discussion with the student. This form should be completed at the mid-point and at the end of the clinical experience (Please use different colored inks for mid-term and final). Please return this completed form to State College of Florida immediately following the last day of the clinical experience in the provided envelope.

Thank you for your assistance!

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
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</tr>
<tr>
<td>N/A</td>
<td>Not applicable. Objective was not observed or is not applicable in this setting.</td>
</tr>
</tbody>
</table>

1. The student demonstrates appropriate knowledge in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy: muscle origin, insertions, functions, innervations and bony landmarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal of modality used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indications for specific modality usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contraindications for modality usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dosage for various modalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal of exercise employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of functional exercise for strengthening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship of “vitals” and response to exercise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments if needed.

Midterm:                                                                                                      Final:            

2. Application of Modalities                                                                                   3. Performance of Therapeutic Exercise

<table>
<thead>
<tr>
<th>Modality</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iontophoresis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ultrasound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TENS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Stimulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydrocollator packs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cryotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whirlpool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydrotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraffin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tilt table</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Midterm:                                                                                                      Final:            


<table>
<thead>
<tr>
<th>Activity</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed Mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W/C Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W/C Transfers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Midterm:                                                                                                      Final:            

5. Performance of Transfers

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pivot/standing pivot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.4 Person lifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sliding board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydraulic lift</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Midterm:                                                                                                      Final:            

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
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</tr>
<tr>
<td>N/A</td>
<td>Not applicable. Objective was not observed or is not applicable in this setting.</td>
</tr>
</tbody>
</table>

6. Data Collections  
<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vital Signs</td>
<td></td>
<td>Pre-crutch exercises</td>
<td></td>
</tr>
<tr>
<td>Manual Ms. Testing</td>
<td></td>
<td>Stand/sit activities</td>
<td></td>
</tr>
<tr>
<td>Goniometry</td>
<td></td>
<td>Elevations (steps/curbs)</td>
<td></td>
</tr>
<tr>
<td>Gait analysis</td>
<td></td>
<td>Gait training with AD</td>
<td></td>
</tr>
<tr>
<td>Postural analysis</td>
<td></td>
<td>AD measurement/fitting</td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

7. Ambulation Training  
<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-crutch exercises</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Elevations (steps/curbs)</td>
<td></td>
</tr>
<tr>
<td>Gait training with AD</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Comments/examples: Please use back for additional comments

8. The student prepares for treatments:  
<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews patient’s medical chart</td>
<td></td>
</tr>
<tr>
<td>Reviews techniques for treatment</td>
<td></td>
</tr>
<tr>
<td>Asks questions about treatment at appropriate time</td>
<td></td>
</tr>
<tr>
<td>Prepares area and checks equipment prior to treatment</td>
<td></td>
</tr>
<tr>
<td>Introduces self as SPTA</td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

9. The student applies treatment using proper approach to patient:  
<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructs patient as to method and purpose of treatment</td>
<td></td>
</tr>
<tr>
<td>Adapts procedure to patient’s needs and tolerance (fatigue/pain)</td>
<td></td>
</tr>
<tr>
<td>Positions patient appropriately</td>
<td></td>
</tr>
<tr>
<td>Practices principals of good body mechanics and patient safety</td>
<td></td>
</tr>
<tr>
<td>Notes any adverse reactions in the patient &amp; determines whether to adjust or suspend interventions</td>
<td></td>
</tr>
<tr>
<td>Reports progress and any changes in response accurately and at appropriate time</td>
<td></td>
</tr>
<tr>
<td>Uses and adjusts equipment properly and safely</td>
<td></td>
</tr>
<tr>
<td>Follows PT’s plan of care as outlined by physical therapist</td>
<td></td>
</tr>
<tr>
<td>Makes suggestions to PT for modifications needed in plan of care</td>
<td></td>
</tr>
<tr>
<td>Seeks help in making modifications based on observations/treatment outcome</td>
<td></td>
</tr>
<tr>
<td>Cleans treatment area, returns equipment after use</td>
<td></td>
</tr>
<tr>
<td>Follows established departmental health and safety procedures.</td>
<td></td>
</tr>
<tr>
<td>Provides interventions efficiently and effectively</td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
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</tr>
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</table>

10. Patient Education/Feedback

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailors education to needs of patient &amp; modifies as indicated by pt. response</td>
<td></td>
</tr>
<tr>
<td>Utilizes a variety of instructional methods (Say, show, do)</td>
<td></td>
</tr>
<tr>
<td>Incorporates the concept of self-responsibility in wellness &amp; health promotion</td>
<td></td>
</tr>
<tr>
<td>Feedback is based on pt’s stage of motor learning (cognitive, associative, autonomous)</td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Midterm: 

Final: 

11. Written and oral communication

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents using facility format accurately, concisely, timely and legibly</td>
<td></td>
</tr>
<tr>
<td>Submits oral reports when required or requested</td>
<td></td>
</tr>
<tr>
<td>Expresses ideas logically and understandably verbally and in writing</td>
<td></td>
</tr>
<tr>
<td>Adapts communication to the comprehension of each individual</td>
<td></td>
</tr>
<tr>
<td>Uses and understands appropriate medical terminology</td>
<td></td>
</tr>
<tr>
<td>Determines effectiveness of communication and modifies accordingly</td>
<td></td>
</tr>
<tr>
<td>Submits accurate patient charges in timely manner</td>
<td></td>
</tr>
<tr>
<td>Asks questions at appropriate times</td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Midterm: 

Final: 

12. The student conducts his/herself in a responsible and professional manner:

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains acceptable personal appearance/cleanliness &amp; adheres to facility dress code</td>
<td></td>
</tr>
<tr>
<td>Shows initiative in assuming responsibility and learning</td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility and assignments willingly</td>
<td></td>
</tr>
<tr>
<td>Accepts and responds to constructive feedback</td>
<td></td>
</tr>
<tr>
<td>Assists and cooperates willingly with co-workers</td>
<td></td>
</tr>
<tr>
<td>Follows chain of command to resolve problems</td>
<td></td>
</tr>
<tr>
<td>Abides by policies, procedures, and regulations of facility</td>
<td></td>
</tr>
<tr>
<td>Uses clinic time productively. Seeks opportunities to gain new knowledge.</td>
<td></td>
</tr>
<tr>
<td>Is punctual and give advance notice of absences</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an acceptable level of self-confidence</td>
<td></td>
</tr>
<tr>
<td>Explains rationale for judgments</td>
<td></td>
</tr>
<tr>
<td>Identifies whether he/she has knowledge &amp; skill to competently perform a delegated intervention or data collection</td>
<td></td>
</tr>
</tbody>
</table>

Comments/examples: Please use back of page for additional comments

Midterm: 

Final: 

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
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<td>Inconsistently met.</td>
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<td>Not met.</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable.</td>
</tr>
</tbody>
</table>

---

### 13. The student maintains appropriate ethical, legal and interpersonal relationships:

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reacts appropriately to the feelings of others</td>
<td></td>
</tr>
<tr>
<td>Shows appropriate emotional reactions in the presence of others</td>
<td></td>
</tr>
<tr>
<td>Exhibits sensitivity to cultural differences</td>
<td></td>
</tr>
<tr>
<td>Contributes to a friendly but professional atmosphere</td>
<td></td>
</tr>
<tr>
<td>Responds favorably to constructive feedback and suggestions in a timely fashion</td>
<td></td>
</tr>
<tr>
<td>Respects and maintains confidential material</td>
<td></td>
</tr>
<tr>
<td>Uses discretion in the presence of patients and staff</td>
<td></td>
</tr>
<tr>
<td>Maintains patient privacy, modesty, and dignity</td>
<td></td>
</tr>
<tr>
<td>Demonstrates respect for the contribution of support personnel</td>
<td></td>
</tr>
<tr>
<td>Uses aides &amp; other supportive personnel according to legal standards &amp; ethical guidelines</td>
<td></td>
</tr>
<tr>
<td>Provides regular feedback to support personnel</td>
<td></td>
</tr>
<tr>
<td>Identifies situations involving ethical or legal questions</td>
<td></td>
</tr>
<tr>
<td>Participates in performance improvement activities (i.e. peer review)</td>
<td></td>
</tr>
<tr>
<td>Seeks information regarding quality of care rendered</td>
<td></td>
</tr>
<tr>
<td>Advocates for appropriate patient services and resources and equipment needed</td>
<td></td>
</tr>
</tbody>
</table>

**Comments/examples:** Please use back of page for additional comments

**Midterm:**

**Final:**

---

**Please see next page for summary and signatures**
# CI Summary and Comments:

<table>
<thead>
<tr>
<th>STUDENT’S MIDTERM</th>
<th>AREAS TO IMPROVE</th>
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<tr>
<th>STUDENT’S FINAL</th>
<th>AREAS TO IMPROVE</th>
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</tbody>
</table>

Date this evaluation was discussed with the student? Midterm: _______ Final: _______

Student’s Comments:

Midterm:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Final:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

We have read and discussed this evaluation:

Signatures Midterm:

_________________________  __________________________
Clinical Instructor       Student

Signatures Final:

_________________________  __________________________
Clinical Instructor       Student

__________________________________________________  _________________________
Clinical Facility         State College of Florida

Academic Institution

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
**Evaluation of SCF Clinical Staff by Clinical Instructor/CCCE Form:**

This is a two sided form which will be delivered in the CI packet. The form is used to assess the SCF ACCE and clinical faculty on their interaction, support and overall assessibility for the CI/CCCE. Please find a copy of this form below:

**PHYSICAL THERAPIST ASSISTANT PROGRAM**

**EVALUATION OF SCF STAFF BY CLINICAL INSTRUCTOR OR CCCE**

Student Name: ___________________   Date: ___________________
CI or CCCE: __________________________   Phone: ___________________
Clinical Affiliation: I   II   III (Circle one)

Based on your most recent experience with the State College of Florida Clinical Education staff please use the following survey to evaluate their performance.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains appropriate communication with facility regarding the academic program’s policies and procedures.</td>
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<tr>
<td>2. Notifies the facility about student placement in advance of the clinical experience.</td>
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<tr>
<td>3. Assigns students to the facility for clinical rotations to which the facility has previously agreed.</td>
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<td>4. Provides accurate information about the student prior to the start of the clinical experience.</td>
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<tr>
<td>5. Provides the CCCE/CI with objectives and goals prior to the clinical experience.</td>
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<tr>
<td>6. Provides the opportunity for students to evaluate the facility and the clinical education experience.</td>
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<tr>
<td>7. Provides opportunities for clinical faculty development. (Handouts, in-services, e-mail, etc.)</td>
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<tr>
<td>8. Oversees the clinical experience with appropriate guidance and support to the student.</td>
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<tr>
<td>9. Oversees the clinical experience with appropriate guidance and support to the clinical instructor.</td>
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<tr>
<td>10. Demonstrates an appropriate level of knowledge concerning the clinical education program.</td>
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<tr>
<td>11. Responds to issues and is able to offer support or solutions to the student, CI and the clinical sites.</td>
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<tr>
<td>12. Responds to calls from the student/CI related to situations or issues.</td>
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</tr>
</tbody>
</table>

Please add any general comments or needs to the back of this form. Thank you for your feedback and support!

Matthew Connell MPT  
ACCE/DATE          CI/CCCE/DATE

OVER PLEASE ➔➔➔➔➔

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
General Comments:

Please indicate which criteria your comment is relevant to according to its number.

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Please provide any suggestions you have for the improvement of our services or program:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Are there any specific topics related to PTA clinical education that you would like the ACCE to provide you or your staff with more information on?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Clinical Instructor Self Assessment Form:
This is a two sided form which will be delivered in the CI packet. The form designed for the CI to complete a self assessment of their recent experience as a CI. This form will be returned to the CI with comments from the ACCE based on mid-term visit, CI self assessment and student feedback with suggestions for professional growth as a clinical instructor. A sample of this form can be found below.

**CLINICAL INSTRUCTOR / FACULTY SELF ASSESSMENT**

Clinical Educator Name: _____________________________
Date:____________________

Facility: _________________________________________
Clinical Experience I II III

Student’s Name: _________________________________

Have YOU previously been a CI?           Yes    No
Have YOU previously provided educational experiences for PTAs?       Yes    No
Have YOU previously provided educational experiences for MCC/SCF PTAs   Yes    No
Do you hold an APTA/FPTA or other organization CI certification?   Yes   No
CI Certification type:_____________________

<table>
<thead>
<tr>
<th>Responsibilities of Clinical Education Faculty</th>
<th>Criteria Met (✓)</th>
<th>Areas to Improve</th>
<th>Plans for Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attend clinical instructor training course.</td>
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<tr>
<td>2. Provide student with orientation to the clinic including patient flow, policies &amp; procedures manual, and safety information.</td>
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<tr>
<td>3. Arrange clinical experiences that will give the students the opportunity to practice skills and become competent, according to objectives provided.</td>
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<tr>
<td>4. Instruct and supervise students in performing clinical skills according to clinical objectives provided.</td>
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<tr>
<td>5. Communicate with the student in regular patient care conferences.</td>
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<tr>
<td>6. Communicate with the ACCE immediately if a student is not making acceptable clinical progress, or a behavioral, ethical or liability problem arises.</td>
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<tr>
<td>7. Evaluates the student’s performance as it relates to the program’s competency evaluation procedures, both ongoing (formative) and midterm and final (summative.)</td>
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<tr>
<td>8. Keep records of student attendance.</td>
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<tr>
<td>9. Ensure that policies in the SCF Division of Health Professions Student Handbook are followed at all times.</td>
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<tr>
<td>10. Arrange the student’s schedule efficiently, including lunch breaks and make-up time when necessary.</td>
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<tr>
<td>11. Serve as liaison between the clinical education site and State College of Florida.</td>
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<tr>
<td>12. Assist students with questions relative to the policies and procedures of the clinical education site.</td>
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<tr>
<td>13. Make available equipment pertaining to physical therapy for the purpose of education and training.</td>
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<tr>
<td>14. Use proper channels for effective communication between the student, ACCE, and clinical education faculty.</td>
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</tr>
<tr>
<td>15. Maintain current licensure in the state of Fl. and meet continuing education requirements. (Include license#)</td>
<td>Lic. #:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
Comments:

_____________________________________________________________________________________
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Would you like the ACCE to call you to discuss anything related to your self assessment or plans for improvement?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ACCE’s Recommendations for Clinical Faculty Development:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ACCE: ___________________________________________ Date: __________________________

This form will be returned to you after review by the ACCE. Please feel free to contact the PTA Program regarding any questions you have related to those comments. (941-752-5340)

THANK YOU FOR YOUR COMMITMENT TO LEARNING AND SUPPORT OF THE SCF
MidTerm Site Visit Interview Form:
This form will be utilized by the ACCE/Clinical Faculty during the mid-term site visit. Questions will be asked of the CI and the student during the visit to assess the student’s current level of performance, areas of strength, areas in need of improvements, case mix and overall experience in the clinical setting. A sample of this form can be found below.

**Clinical Experience:**

- **Visit Date:**
- **Student:**
- **Clinic:**
- **CI:**

<table>
<thead>
<tr>
<th>Area</th>
<th>+</th>
<th>-</th>
<th>Example</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>The student demonstrates appropriate knowledge</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Application of modalities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Performance of Therapeutic Exercise</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td>Performance of functional training</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>Performance of transfers</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>Data collection</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Gait Training</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Preparation for treatment</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Proper approach to patient care and communication</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Patient education</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Written and oral communication</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Conducts self in responsible and professional manner</td>
<td></td>
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<tr>
<td>13</td>
<td></td>
<td></td>
<td>Maintains ethical, legal and interpersonal relationships</td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td></td>
<td>Practices in a safe manner</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>AREAS FOR IMPROVEMENT</th>
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</thead>
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</tbody>
</table>

Discussed midterm with student?  Yes / No

Visit Performed by: ____________________________________________

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
## Midterm Student Interview

**What types of patient diagnosis have you been exposed to?**

---

**Did you feel prepared for this experience?**
- If yes what contributed most to your preparation?
- If no what was lacking that would have help you prepare more?

---

**Do you have a good rapport with the staff?**
**Are the channels of communication defined?**

---

**Do you feel that you are getting appropriate feedback?**
- If yes give examples of feedback received
- If no explain why it is not appropriate and what do you feel would be more beneficial

---

**What goals have you and/or your CI identified for this experience?**
**Are you clear about what you need to do to accomplish them?**

---

**Would you recommend this clinical site to another student? Please explain why or why not**

---

### REVIEW INFORMATION FROM CI INTERVIEW

**Student Development Plan:**

---

Faculty/ACCE notes:

---

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Student Log:
This is a multiple use document on which students will document various diagnosis and
treatments that they have experience or conducted during classroom, laboratory and clinical
rotations. This data is used to assist the students in mapping out goals and experiences in
subsequent clinical rotations and is evaluated by the program as part of systematic program
review. A sample of this form can be found below.

Student Log For: ____________________________  Class of _________

Student’s instructions for use:

This Student Log is a tool for you and your Clinical Instructor to use to facilitate appropriate goal
setting, supervision requirements, and planning of clinical experiences. Completion of this log is
required prior to the first Clinical experience, and at the end of each Clinical Experience
thereafter. You must return it with your CPI at the end of each Clinical Experience. **A final grade
for each Clinic Experience will not be issued until the Student Log is completed and returned.**
The Log will be returned to you prior to each Clinical Experience for you to review with your
next Clinical Instructor. Please be sure to have the Clinical Instructor sign your log after each
clinical experience.

Step I:
Prior to your first Clinical Experience, rate your “Interventions” and “Data Collection Skills”
according to the legend on the 2nd page. Take the Student Log with you and review it with your
Clinical Instructor during your orientation to the clinic.

Step II:
During Clinic I, document the types of patients you see, and the interventions you performed in
the student log on a weekly basis. After Clinic Experience I, again rate your “Interventions” and
“Data Collection Skills” according to the legend on page 2. **Ask your Clinical Instructor to sign
the log indicating that the information is correct.** Turn in your Log when you submit the CPI at
the end of EACH Clinical Experience.

Step III:
Prior to Clinic Experience II, your COMPLETE log will be returned to you. Review this log with
your new Clinical Instructor to assist with setting goals for this clinical experience. During Clinic
II, again document the types of patients you see, and the interventions you perform in the
student log on a weekly basis. At the completion of Clinic Experience II, again rate your
“Interventions” and “Data Collection Skills” according to the legend on page 2. **Ask your Clinical
Instructor to sign the log indicating that the information is correct.** Turn in your completed Log
(ALL PAGES) when you submit your CPI at the end of the Clinical Experience.

Step IV:
Prior to Clinic Experience III, your log will again be returned to you. Review this log with your
new Clinical Instructor to assist with setting goals for this FINAL clinical experience. During Clinic
III, continue to document the types of patients you see, and the interventions you perform in the
student log on a weekly basis. At the completion of Clinic Experience III, again rate your
“Interventions” and “Data Collection Skills” according to the legend on page 2. **Ask your Clinical
Instructor to sign the log indicating that the information is correct.** Turn in your completed Log
when you submit your CPI at the end of the Clinical Experience.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
Student Log for: ___________________________  CLINICAL EXPERIENCE I

Date:  Spring Semester (On campus presentations the following week)

Facility: ____________________________  Clinical Instructor: __________________

PRINT PLEASE

<table>
<thead>
<tr>
<th>Types of Patients Seen</th>
<th>Modalities/Equipment Used/Techniques</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Clinical Instructor’s Signature**________________________________________________________

Comments about this experience:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

**Clinical Instructor’s Signature verifies that the information entered by the student is accurate.
Student Log for: _______________________________  CLINICAL EXPERIENCE II
Date:  Fall Semester (On campus presentations the following week)
Facility: _______________________________       Clinical Instructor: ________________

PRINT PLEASE

<table>
<thead>
<tr>
<th>Types of Patients Seen</th>
<th>Modalities/Equipment Used/Techniques</th>
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</table>

Clinical Instructor’s Signature** _____________________________________________

Comments about this experience:
_________________________________________________________________________
_________________________________________________________________________

**Clinical Instructor’s Signature verifies that the information entered by the student is accurate.
**Student Log for: __________________________ CLINICAL EXPERIENCE III**

**Date:** Spring Semester (On campus presentations the following week)

**Facility:** __________________________ **Clinical Instructor:** ________________________

**PRINT PLEASE**

<table>
<thead>
<tr>
<th>Types of Patients Seen</th>
<th>Modalities/Equipment Used/Techniques</th>
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</table>

Clinical Instructor’s Signature** __________________________________________________________

Comments about this experience:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

**Clinical Instructor’s Signature verifies that the information entered by the student is accurate.**
Rate your ability to perform the techniques based on the following criteria:

N/E = No experience
C = Lab/lec. Experience in classroom
P = Performed and passed “Skill Check Off”
O = Observed only. No “hands on” experience
I = Performed Independently
IX = Performed Ind. Many Times
P = Performed and passed “Skill Check Off”
NA = Not available at this clinic
NP = Not performed at this clinic

Note: For the “Class” experience, leave blank until “C” or “P” ability is reached

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Class C or P</th>
<th>Clinic 1</th>
<th>Clinic 2</th>
<th>Clinic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Training:</strong></td>
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<tr>
<td>1. Activities of daily living</td>
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<tr>
<td>2. Assistive/adaptive devices</td>
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<tr>
<td>3. Body Mechanics</td>
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<tr>
<td>4. Developmental activities</td>
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<td>5. Gait and locomotion training</td>
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<tr>
<td>6. Prosthetics and orthotics application</td>
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<tr>
<td>7. Wheelchair management skills</td>
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<tr>
<td><strong>Infection Control Procedures:</strong></td>
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<tr>
<td>8. Isolation techniques</td>
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<tr>
<td>9. Sterile techniques</td>
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<tr>
<td><strong>Manual Therapy Techniques:</strong></td>
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<tr>
<td>10. Passive range of motion</td>
<td></td>
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<tr>
<td>11. Therapeutic massage</td>
<td></td>
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<tr>
<td><strong>Physical Agents and Mechanical Agents</strong></td>
<td></td>
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<tr>
<td>12. Athermal agents</td>
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<tr>
<td>13. Biofeedback</td>
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<tr>
<td>14. Compression therapies</td>
<td></td>
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<tr>
<td>15. Cryotherapy</td>
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<tr>
<td>16. Electrotherapeutic agents</td>
<td></td>
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<tr>
<td>17. Hydrotherapy</td>
<td></td>
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<tr>
<td>18. Superficial and deep thermal agents</td>
<td></td>
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<tr>
<td>19. Traction</td>
<td></td>
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<tr>
<td><strong>Therapeutic Exercise:</strong></td>
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<td>20. Aerobic conditioning</td>
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<td>21. Balance and coordination training</td>
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<tr>
<td>22. Breathing exercises and coughing techniques</td>
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<tr>
<td>23. Conditioning and reconditioning</td>
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<tr>
<td>24. Posture awareness training</td>
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<tr>
<td>25. Range of motion exercises</td>
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<tr>
<td>26. Stretching exercises</td>
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<tr>
<td>27. Strengthening exercises</td>
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<tr>
<td><strong>Wound Management</strong></td>
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<tr>
<td>28. Application and removal of dressing or agents</td>
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<tr>
<td>29. Identification of precautions for dressing removal</td>
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Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
<table>
<thead>
<tr>
<th>Data Collection Skills</th>
<th>Class C or P</th>
<th>Clinic 1</th>
<th>Clinic 2</th>
<th>Clinic 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Aerobic Capacity and Endurance</strong></td>
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<tr>
<td>1. Measure standard vital signs</td>
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<tr>
<td>2. Recognize and monitor responses to positional changes and activities</td>
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<td>3. Observe and monitor thoracoabdominal movements and breathing patterns with activity</td>
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<tr>
<td><strong>Anthropometrical Characteristics</strong></td>
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<tr>
<td>4. Measure height, weight, length and girth</td>
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<tr>
<td><strong>Arousal, Mentation and Cognition</strong></td>
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<tr>
<td>5. Recognize changes in the direction and magnitude of patient’s state of arousal, mentation and cognition</td>
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<tr>
<td><strong>Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices</strong></td>
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<tr>
<td>6. Identify the individual’s and caregiver’s ability to care for the device</td>
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<tr>
<td>7. Recognize changes in skin condition while using devices and equipment</td>
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<td>8. Recognize safety factors while using the device</td>
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<tr>
<td><strong>Gait, Locomotion, and Balance</strong></td>
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<tr>
<td>9. Describe the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility</td>
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<tr>
<td><strong>Integumentary Integrity</strong></td>
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<tr>
<td>10. Recognize absent or altered sensation</td>
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<td>11. Recognize normal and abnormal integumentary changes</td>
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<td>12. Recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma</td>
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<td>13. Recognize viable versus nonviable tissue</td>
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<tr>
<td><strong>Joint Integrity and Mobility</strong></td>
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<td>14. Recognize normal and abnormal joint movement</td>
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<tr>
<td><strong>Muscle Performance</strong></td>
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<td>15. Measure muscle strength by manual muscle testing</td>
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<td>16. Observe the presence or absence of muscle mass</td>
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<td>17. Recognize normal and abnormal muscle length</td>
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<tr>
<td>18. Recognize changes in muscle tone</td>
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<tr>
<td><strong>Neuromotor Development</strong></td>
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<td>19. Recognize gross motor milestones</td>
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<td>20. Recognize fine motor milestones</td>
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<td>21. Recognize righting and equilibrium reactions</td>
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### Pain
22. Administer standardized questionnaires, graphs, behavioral or visual analog scales for pain
23. Recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations

### Posture
24. Describe resting posture in any position
25. Recognize alignment of trunk and extremities at rest and during activities

### Range of Motion
26. Measure functional range of motion
27. Measure range of motion using a goniometer

### Self-care and Home Management and Community or Work Reintegration
28. Inspect the physical environment and measure physical space
29. Recognize safety and barriers in home, community and work environments
30. Recognize level of functional status
31. Administer standardized questionnaires to patients and others

### Ventilation, Respiration and Circulation Examination
32. Recognize cyanosis
33. Recognize activities that aggravate or relieve edema, pain, dyspnea, or other symptoms
34. Describe chest wall expansion and excursion
35. Describe cough and sputum characteristics

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**End of Student Log**

**PTA Student Evaluation of the Clinical Experience and Clinical Instructor:**
This is an instrument developed by the APTA on which the student will provide feedback about their recent clinical rotation and CI. The form is reviewed by the ACCE and portions of the form are sent back to the CI along the ACCE comments following review as a portion of professional development as a CI. For a copy of this entire form please contact the PTA program.
Section 3: PTA Course Syllabi
**PHT 1007C Introduction to Physical Therapy and Patient Care**

| Date: Fall | Instructor: TBD |
| Class Schedule: Lec: TBD | Lab: TBD |
| Department Phone: (941) 752-5346 | Office Hours: By appointment |

**COURSE DESCRIPTION**

5 credit hours (3 hours class/6 hours laboratory per week.)

This course introduces the student to the history and philosophy of physical therapy and the role of the physical therapist assistant. Beginning patient care procedures are discussed. Students will practice professional interpersonal communication and clinical documentation skills. Basic therapeutic modalities, including the use of the tilt table, hydrotherapy and therapeutic massage are introduced.

**Prerequisites:**

Admission to the physical therapist assistant program; completion of BSC 2085C, ENC110, MAT 1033 or higher, and PSY 2012 with a grade of "C" or better; completion of or concurrent enrollment in BSC 2086C.

**Corequisite:** Concurrent enrollment in PHT 1124C.

**COURSE OBJECTIVES**

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

1. Discuss the history of physical therapy and the roles of the physical therapist and the physical therapist assistant in caring for culturally diverse clients throughout the lifespan.

2. Gather assessment data through the use of communication and interviewing skills and document it correctly according to standard charting procedures.

3. Utilize the principles of medical asepsis and standard precautions in the administration of patient care.

4. Apply the principles of body mechanics in performing basic patient care skills safely.

5. Utilize scientific principles to correctly perform basic physical therapy procedures.

6. Act responsibly in accordance with legal guidelines and the standards of ethical conduct for the physical therapist assistant.

7. Demonstrate use of electronic resources for communication, research and presentation.

8. Describe, demonstrate and differentiate between the application of physical therapy interventions in regards to health and wellness across the ages.
STUDENT EVALUATION

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to insure the effectiveness and competency of program graduates. Individual course syllabi define evaluative components for each course. Objectives for this course are measured with written examinations, quizzes, assignments, and laboratory practical examinations throughout the semester. Clinical skills are evaluated in the on-campus learning laboratory. A grade of “C” or better, as well as the following criteria, is required to complete the course satisfactorily and advance to the next course in the PTA program:

1. The average cumulative score on all graded course assignments and quizzes must be 70% or higher

2. The average cumulative score on all written exams must be 70% or higher

3. Students must pass each laboratory practical examinations with a score of 70% or higher

Both theory and laboratory portions of the course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

REMEDICATION AFTER A FAILED WRITTEN EXAMINATION

Policy:
I. A student who earns a failing grade on a written examination, (score less than 70%) will be placed on academic probation effective on the date that the failed examination is returned
II. The student will be allowed to take one (1) make up the examination per failed exam

Procedure:
I. On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
   1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
   2. The instructor will set the date and time for this meeting.
   3. Written notice of academic probation will be:
      a) Given to the student
      b) Placed in the student file
      c) Reviewed by the Program Chair
      d) Copy sent to the Provost of Bradenton Campus
II. The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam
III. Satisfactory completion of the make-up written examination will result in the student being removed from academic probation
IV. A change in the exam score as a result of a “make-up” exam will only be allowed once during the course and will result in no greater than a 70% grade on the exam.
V. Failure of a make-up written examination attempt will result in the grade achieved on the higher of the two attempts and the student will remain on academic probation for the remainder of the course.

*If a student disputes the correct answer of a test question, the question and answer must be submitted to the instructor in writing, with references cited, within 1 week of the return of the exam.

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REMEDICATION AFTER A FAILED PRACTICAL EXAMINATION

Policy:

I. A student who earns a failing grade on a laboratory practical examination, (score less than 70%) will be placed on academic probation effective the date of the failed examination.

II. Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical exam. Failure on any critical component of the practical exam will result in a failure of the entire practical examination.

III. A student will be allowed to take one (1) make up the practical examination per failed exam

Procedure:

I. On the day of the failed exam the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
   1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
   2. The instructor will set the date and time for this meeting.
   3. Written notice of academic probation will be:
      a) Given to the student
      b) Placed in the student file
      c) Reviewed by the Program Chair
      d) Copy sent to the Provost of Bradenton Campus

II. The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.

III. Make up practical examination must be completed prior to the next scheduled practical examination.

IV. Satisfactory completion of the make-up practical examination will result in the student being removed from academic probation

GRADING:

The course grade is determined by an average of examinations, quizzes, assignments, laboratory practical examinations, and the comprehensive final exam, according to the following percentages:

<table>
<thead>
<tr>
<th>Written Examinations (4)</th>
<th>40%</th>
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<tbody>
<tr>
<td>Comprehensive Final Exam</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Laboratory Practical Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Laboratory faculty skill check</td>
<td>5%</td>
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</table>

GRADING SCALE:

A=90-100
B=80-89
C=70-79 (minimum passing score:70)
D=60-69
F=59 or below

Total: 100%

A grade of "C" or above is required in all physical therapist assistant courses. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

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WITHDRAWAL POLICY
In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the State College of Florida academic calendar. This semester this date is TBD. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructor first before taking any withdrawal action. Last date of drop with refund is TBD.

ATTENDANCE GUIDELINES:
Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course. The following policies do not reflect a question of the legitimacy of the student's absence or tardiness, but rather the necessity of having sufficient time to meet course objectives.

Three episodes of tardiness or leaving early will be considered as an **UNEXCUSED ABSENCE**.

**Excused Absences:**
Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate. If a student is ill or must be absent for other legitimate reasons (excused absence), the student must notify the instructor no later than 1 hour prior to the start of the scheduled class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by sending a message (text, e-mail, phone) to the instructor. (See course syllabus for instructor preference.) Failure to do so will result in an **UNEXCUSED ABSENCE**. The third and subsequent dates of excused absences will be considered **UNEXCUSED ABSENCES**.

If students are unable to attend class on the day of a scheduled exam, prior notification is required. (See above instructions for contacting instructors.) Students must take the exam the next day the student will be on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

Students who fail to notify the instructor prior to the scheduled exam will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam. (See “Remediation of failed written examination”.)

**Unexcused Absences:**
The final grade will be lowered 1.0% for each **”UNEXCUSED ABSENCE”**.

**PLAGIARISM**
Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism. SCF faculty and librarians are available to assist you with any questions you may have.
STANDARDS OF CONDUCT:

Students are expected to abide by all SCF Student Handbook guidelines. In addition, the Physical Therapist Assistant Student Handbook, and the Standards of Ethical Conduct for PTAs, will be used to provide guidance as needed.

REQUIRED TEXT BOOKS FOR THIS COURSE

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Role of the Physical Therapist Assistant Regulations and Responsibilities</td>
<td>Clynch, H</td>
<td>F.A. Davis 2012</td>
</tr>
<tr>
<td>Principles &amp; Techniques of Pt. Care, 5th Ed</td>
<td>Fairchild, S</td>
<td>Elsevier</td>
</tr>
<tr>
<td>Medical Terminology Short Course 6th ed. – Pkg.</td>
<td>Chabner, D</td>
<td>Elsevier 2009</td>
</tr>
<tr>
<td>Basic First Aid Student Handbook</td>
<td>American Safety &amp; Health Inst.</td>
<td>ASHI 2008</td>
</tr>
<tr>
<td>Course Packet: Introduction to PT and Patient Care</td>
<td>Course packet</td>
<td>PTA Program</td>
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ADDITIONAL TEXTS (RECOMMENDED BUT NOT REQUIRED)

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Taber’s Cyclopedia Medical Dictionary, 21st ed.</td>
<td>Venes, Donald</td>
<td>F.A. Davis</td>
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</table>

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**LEARNING OBJECTIVES**

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<tr>
<td>1.</td>
<td>Discuss the history of physical therapy and the roles of the physical therapist and the physical therapist assistant in caring for culturally diverse clients throughout the lifespan.</td>
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<tr>
<td></td>
<td>Discuss attitudes, access, and approach to the health care delivery system, with respect to the diversity of individuals in society.</td>
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<tr>
<td>2</td>
<td>Identify the roles and responsibilities of the physical therapist assistant.</td>
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<td>3</td>
<td>Discuss ethical considerations related to PT and PTA responsibilities, supervision and direction.</td>
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<tr>
<td>4</td>
<td>Describe the history, structure and service of the American Physical Therapy Association (APTA), and the Florida Physical Therapy Association (FPTA). Identify the district in which the SCF PTA program resides.</td>
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<tr>
<td>5</td>
<td>Differentiate between the roles and responsibilities of the members of the interdisciplinary team.</td>
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<td>6</td>
<td>Discuss the history and philosophy of the physical therapy profession.</td>
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<td>7</td>
<td>Discuss the issues of cultural diversity in physical therapy and health care.</td>
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<tr>
<td>8</td>
<td>Describe the Standards of Ethical Conduct for the Physical Therapist Assistant and how these apply to practice situations, using case studies.</td>
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<td>9</td>
<td>Define and describe the principles of ethical behavior based on the RIPS model.</td>
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<td>10</td>
<td>Given case studies, role-play PTA/client interactions related to ethical questions.</td>
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<td>11</td>
<td>Discuss the basic concepts of body image and its relationship to wellness/health throughout the lifespan.</td>
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<td>12</td>
<td>Discuss the physiological, structural and cognitive changes which occur with the aging process.</td>
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<td>13</td>
<td>Define the steps in the grieving process, and relate to disability and loss of function.</td>
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<td>14</td>
<td>Identify reactions and appropriate responses of self, client and family to illness, loss of function, disability and death.</td>
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<td>15</td>
<td>Identify the physiologic responses to stress, and factors which influence this response.</td>
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<tr>
<td>16</td>
<td>Relate the State College of Florida (SCF) mission statement and goals to the philosophy and objective of the SCF Physical Therapist Assistant (PTA) program, and to individual goals.</td>
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</tbody>
</table>
| 17 | Define the following roles and responsibilities in relation to the SCF PTA program:  
   a. Learner  
   b. Teacher  
   c. Graduate |
| 18 | Carry out learner responsibilities in the classroom and laboratory areas, including adequate preparation and participation. |
| 19 | Discuss the relationship between the SCF PTA program and the community. |
| 20 | Identify the appropriate lines of communication within SCF and the PTA program and the Division of Health Sciences. |
| 21 | Given scenarios, describe appropriate use of the lines of communication as a student in the PTA program with:  
   a. clinical/classroom instructor  
   b. Academic Coordinator of Clinical Education (ACCE)  
   c. Center Coordinator of Clinical Education (CCCE)  
   d. Program Chair  
   e. Provost of the Bradenton Campus |

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### GATHER ASSESSMENT DATA THROUGH THE USE OF COMMUNICATION AND INTERVIEWING SKILLS AND DOCUMENT IT CORRECTLY ACCORDING TO STANDARD CHARTING PROCEDURES.

1. Define the SOAP note format of documentation.
2. Use acceptable and appropriate medical terminology and abbreviations.
4. Differentiate between purposeful and social communication.
5. Identify verbal and nonverbal communication, and the relevance to PTA/client interaction.
6. Discuss how to establish, and the importance of, positive professional behaviors in the health care setting.
7. Adapt communication skills to varied ages, levels of understanding and cultural orientation.
8. Discuss the importance of listening skills.
9. Discuss the components of the patient/therapist interview and describe interview skills.
10. Given case studies, demonstrate the ability to communicate and use interpersonal skills effectively, with patients, families, and significant others.
11. Given clinical situations, demonstrate subjective data collection skills.
12. Identify the principles of the teaching-learning-process T-L-P.
13. Given case studies, demonstrate correct application of the T-L-P.

### UTILIZE THE PRINCIPLES OF MEDICAL ASEPSIS AND STANDARD PRECAUTIONS IN THE ADMINISTRATION OF PATIENT CARE.

1. Identify the impact of HIV/AIDS, hepatitis, and bloodborne pathogens in healthcare.
2. Distinguish fact from fallacy regarding transmission, treatment and identify “at-risk” behaviors.
3. Identify community resources available for patients with HIV/AIDS or bloodborne pathogenic diseases.
4. Discuss legal aspects of HIV/AIDS, including testing and patient confidentiality.
5. Discuss social and legal ramifications of health care workers with HIV/AIDS, or working with infected clients.
6. Define nosocomial infections.
7. Using prior knowledge from the biological sciences, describe the infection process.
9. Identify situations where universal/standard precautions are indicated, and precautions to prevent transmission.
10. Define: Commonly use terms related to standard precautions.
   - Disinfect
   - Sterilize
   - Germicide
   - Germicide
   - Immunize
   - Surgical Asepsis
   - Septic
   - Surgical Asepsis
   - Antiseptic
   - Medical Asepsis
11. Demonstrate techniques for disinfecting equipment.
12. Demonstrate correct hand washing.
14. Demonstrate implementation of isolation and sterile technique.
### 4. APPLY THE PRINCIPLES OF BODY MECHANICS IN PERFORMING BASIC PATIENT CARE SKILLS SAFELY.

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<tbody>
<tr>
<td>1</td>
<td>Discuss the principles of body mechanics.</td>
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<td>2</td>
<td>Demonstrate use of proper body mechanics during all laboratory procedures.</td>
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<tr>
<td>3</td>
<td>Demonstrate instruction in proper body mechanics during functional activities, given case studies.</td>
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### 5. UTILIZE SCIENTIFIC PRINCIPLES TO CORRECTLY PERFORM BASIC PHYSICAL THERAPY PROCEDURES.

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<tbody>
<tr>
<td>1</td>
<td>Successfully complete the Basic First Aid course.</td>
</tr>
</tbody>
</table>
| 2 | Describe proper techniques for the following basic patient care skills, and give rationale for choosing the appropriate technique:  
   a. Draping  
   b. Positioning  
   c. Bed Mobility  
   d. Transfers techniques |
| 3 | Demonstrate the correct method for the following basic patient care skills, using proper body mechanics:  
   a. Draping  
   b. Positioning  
   c. Bed Mobility  
   d. Transfers techniques |
| 4 | Discuss principles of seating, positioning. |
| 5 | Demonstrate skill in wheelchair manipulation, mobility. |
| 6 | State normal ranges of the following vital signs, for infants, children, adults, and seniors:  
   a. Blood Pressure  
   b. Heart Rate/Pulse  
   c. Respiratory Rate  
   d. Body Temperature |
| 7 | Describe techniques and proper equipment for assessment of the following vital signs:  
   a. Blood Pressure  
   b. Heart Rate/Pulse  
   c. Respiratory Rate  
   d. Body Temperature  
   e. Skin Temperature and Color |
| 8 | Demonstrate correct technique for assessment of the following vital signs, and interpretation of the results:  
   a. Blood Pressure  
   b. Heart Rate/Pulse  
   c. Respiratory Rate  
   d. Body Temperature  
   e. Skin Temperature and Color |
| 9 | Differentiate between purposeful/therapeutic touch and social touch. |
| 10 | Differentiate between the types of massage and their indications. |
| 11 | Identify contraindications and precautions for soft tissue mobilization. |
| 12 | Define the basic strokes of soft tissue mobilization:  
   a. Effleurage  
   b. Petrissage  
   c. Percussion  
   d. Friction |
| 13 | Demonstrate the basic strokes of therapeutic soft tissue mobilization. |
| 14 | Identify precautions, indications, and contraindications for use of the Tilt Table. |
| 15 | Demonstrate correct use of the Tilt Table. |
| 16 | Identify commonly used assistive devices and the safety measures related to them. |
| 17 | Demonstrate fitting of commonly used assistive devices. |
| 18 | Identify selection of appropriate assistive devices based on clinical scenarios. |
| 19 | Describe patterns of gait related to each identified assistive device. |
| 20 | Using case studies, demonstrate selection, fitting and the appropriate gait pattern. |
| 21 | Define, and differentiate between use of assistive devices for various weight bearing statuses. |
| 22 | Demonstrate use of common assistive devices on various surfaces and elevations. |
| 23 | Demonstrate instruction in use of common assistive devices on all surfaces. |

**HYDROTHERAPY objectives moved to PHT 2337 Disabilities and Physical Therapy**

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
### Procedures II

Vapocoolant objectives (83-85) moved: PHT 1211C Disabilities and PT Procedures I

<table>
<thead>
<tr>
<th>6.</th>
<th>ACT RESPONSIBLY IN ACCORDANCE WITH LEGAL AND ETHICAL GUIDELINES AND STANDARDS OF PRACTICE FOR PHYSICAL THERAPIST ASSISTANTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using the <em>State of Florida Practice Act for Physical Therapy</em>, define the scope of practice.</td>
</tr>
<tr>
<td>2</td>
<td>Discuss the process, reason and need for PTA licensure.</td>
</tr>
<tr>
<td>3</td>
<td>Identify the licensing organization for physical therapists and physical therapist assistants.</td>
</tr>
<tr>
<td>4</td>
<td>Discuss the relevance and impact of <em>The Guide to Physical Therapist Practice</em>, and its application to physical therapist assistants.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate use of <em>The Guide to Physical Therapist Practice in identifying Patient/Client Management and Preferred Practice Patterns</em>.</td>
</tr>
<tr>
<td>6</td>
<td>Discuss the <em>Patient Bill of Rights</em>.</td>
</tr>
<tr>
<td>7</td>
<td>Discuss the importance of maintaining patient confidentiality, including computer information and abiding by HIPAA</td>
</tr>
</tbody>
</table>

### 7. DEMONSTRATE USE OF ELECTRONIC RESOURCES FOR COMMUNICATION, RESEARCH AND PRESENTATION

| 1  | Define *abstract* relative to professional literature.                                                                |
| 2  | Identify components of written abstracts.                                                                           |
| 3  | Read professional journals, utilize on-line resources and compose written papers, using correct AMA format, spelling and grammar. |
| 4  | Demonstrate a working knowledge of the SCF library and use of its resources.                                       |
| 5  | Given case studies, read and draw pertinent information from patient charts.                                         |

### 8. DESCRIBE, DEMONSTRATE AND DIFFERENTIATE BETWEEN THE APPLICATION OF PHYSICAL THERAPY INTERVENTIONS IN REGARDS TO HEALTH AND WELLNESS ACROSS THE AGES

| 1  | Relate clients’ functional and mobility levels to the requirement of the Americans with Disabilities Act for the elimination of architectural barriers |
| 2  | Identify environmental factors which are potential architectural barriers                                             |
| 3  | Describe ADA requirements related to eliminating architectural barriers.                                               |
| 4  | Given patient situations, recommend adaptations to environments according to ADA requirements.                          |
| 5  | Demonstrate safe application of various physical therapy interventions with patients of various ages with various diagnoses and co-morbidities. |
| 6  | Discuss the importance of good nutrition and its role of a healthy life style and healing                              |
PHT 1124C Applied Anatomy and Kinesiology

Term: Fall  
Credit Hours: 6  
(4 lecture / 6 lab hours per wk)

Instructor: TBD  
Department Phone: 941 752 5346

Schedule:  
Lecture: TBD  
Laboratory: TBD  
Office Hours: TBD

Four (4) hours lecture, six (6) hours lab per week. This is a course designed to assist students in applying principles from the biological sciences to the biomechanical principles of human movement. Principles of exercise are introduced, and manual muscle testing, goniometric measurement, gait assessment and training are discussed and practiced. A mandatory lab accompanies this course.

Prerequisite: Admission to the physical therapist assistant program.
Co-requisite: PHT 1007C (Introduction to Physical Therapy and Patient Care)

COURSE GOALS
Upon successful completion of this course, the student will be able to:

1. Apply principles of anatomical structure and function to the biomechanics of human movement.
2. Apply kinesiological principles to patient assessment.
3. Utilize principles of the biological sciences in manual muscle testing and goniometry.
4. Describe principles and goals of therapeutic exercise.
5. Correctly demonstrate techniques and instruction in therapeutic exercise.
6. Apply components of the normal gait cycle to assessment and training with assistive devices.
7. Demonstrate correct methods for documentation, utilizing SOAP note procedure.
8. Act responsibly in accordance with legal and ethical guidelines and standards of practice for physical therapist assistants.
9. Demonstrate use of electronic resources for communication, research and presentation.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
STUDENT EVALUATION

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to ensure the effectiveness and competency of all program graduates.

**Applied Anatomy and Kinesiology** course standards are measured by use of written examinations, quizzes, assignments, skill checks, and laboratory practical examinations throughout the semester.

An overall course grade of “C” or better (at least 70%), as well as the following criteria, is required to complete this course satisfactorily and advance to the next course in the PTA program:

1. The average cumulative score for **quizzes and assignments** must be 70% or higher
   **AND**
2. The average cumulative score for all written **exams** must be 70% or higher
   **AND**
3. Each practical examination grade must be 70% or higher.

If a student disputes the correct answer of a test item, the question and answer must be submitted to the instructor in writing, with reference cited, within 1 week after receiving exam grade.

Clinical skills are evaluated in the physical therapist assistant laboratory via peer and faculty check-offs prior to each practical exam. Students must have all required peer and faculty skill checks documented in order to take each practical exam. If a Practical Exam must be delayed due to unfinished skill checks, the student will receive a grade of zero for the missed exam, and be placed on academic probation for a failed exam. (Refer to “Remediation and Probation” section below)

Both theory and laboratory portions of the course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a **D** and the student will not be allowed to advance to the next course in the PTA program.

**GRADING:**

Evaluation is both formative (on-going) and summative (at the end of the semester.) Physical therapy skills are evaluated according to identified clinical competencies. The final course grade is determined by an average of examinations, quizzes, assignments, practical examinations, a comprehensive final examination, and class participation, according to the following percentages:

<table>
<thead>
<tr>
<th>EVALUATION METHODS</th>
<th>35%</th>
<th>GRADING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit examinations</td>
<td></td>
<td>A = 90 – 100%</td>
</tr>
<tr>
<td>Quizzes, Assignments, Participation</td>
<td>20%</td>
<td>B = 80 – 89</td>
</tr>
<tr>
<td>Practical Skills &amp; Exams</td>
<td>30%</td>
<td>C = 70 – 79 (minimum passing score: 70)</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>15%</td>
<td>D = 60 – 69</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>F = 59 or below</td>
</tr>
</tbody>
</table>

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
NOTE: Final course grade may be affected by violations of program or course policies as described in the Student Handbook, and in this syllabus.

A grade of "C" or above is required in all physical therapist assistant courses. Students who do not maintain an average of 70% or above in any of the evaluation categories during the semester may be placed on academic probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

Successful completion of this course will require practice outside of scheduled lab sessions. Students are strongly encouraged to take advantage of Open Labs throughout the semester. Additional open lab hours may be scheduled at the discretion of the instructor based on availability of resources; please contact instructor to request additional open labs.

REMEDICATION AND PROBATION

Remediation is an opportunity to correct misunderstandings and/or lack of understanding a student has regarding topical learning objectives.

Academic Probation is a condition which puts the student and instructor on notice that the student will need to make additional efforts to achieve success in the course.

Remediation after a Written Exam score of less than 70%
On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.

- It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or in a group.
- The date and time for this meeting will be at the instructor’s discretion.
- The exam must be reviewed, and competency in the information be demonstrated before the student will be allowed to take a remediation exam.
- A change in the exam score as a result of a remediation exam will be allowed one time during the semester for this course and will result in a maximum 70% grade.
- If the remediation examination score is less than 70%, the higher grade of the two attempts will be recorded, and the student will remain on academic probation for the remainder of the course.

Remediation after a Practical Exam score of less than 70%
If a student is unable to demonstrate competence in a skill during a Practical Exam, the student will be placed on academic probation and have one additional attempt to successfully demonstrate competent performance of the skill. If a student does not achieve the minimum passing grade (70%) on the initial exam, the student must demonstrate engagement in remedial activities and efforts which suggest that the outcome of the second trial will be different than the initial failed attempt. Remediation and learning activities will be mutually agreed upon by the student, instructor, and/or program director. Performance standards must be met prior to the next scheduled laboratory Practical Examination. Failure of the second (re-take) Practical Examination attempt will result in the student being unable to progress in the program. Successful remediation and re-examination attempts will result in a maximum grade of 70%. Students must pass all Practical Examinations to progress to the clinical experiences.

NOTE: Students who require special accommodations are responsible for contacting the Disability Resource Center and notifying the course instructor.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
WITHDRAWAL POLICY

In accordance with the State College of Florida policy, as stated in the college catalog, students may withdraw from any course, or all courses, without academic penalty, by the withdrawal deadline listed in the State College of Florida academic calendar. This semester, the withdrawal date is TBD. Students should take responsibility to initiate the withdrawal procedure but are strongly encouraged to talk with their instructors before taking any withdrawal action. In addition, students should note that faculty may also withdraw students for violating policies, procedures or conditions of the class, as outlined in individual class syllabi, and such action could affect financial aid eligibility.

ATTENDANCE

Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course.

If a student is ill or must be absent for other legitimate reasons, the student must notify the instructor PRIOR to the start of the scheduled class. Failure to do so will result in an “unexcused absence” being recorded in the grade book.

Students who fail to notify the instructor PRIOR to a scheduled exam will receive a grade of zero for the missed exam, and be placed on academic probation for a failed exam. (Refer to “Remediation and Probation” section above) Students who miss a scheduled examination are responsible for contacting the instructor the day of the missed exam to schedule a makeup for the next day the student is on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

If a student will be late for class, the student should notify the instructor prior to the start of class. If a student is late to, or absent from class, it is the student’s responsibility to contact classmates and/or the instructor to acquire any missed information, including handouts and assignments.

Forms of appropriate notification include: e-mail or telephone call to the instructor.

Consequences of Absences and Tardiness

1. Absent students who do not notify the instructor prior to the start of a scheduled class will be considered unexcused for that absence.
2. Students who fail to notify the instructor prior to missing a scheduled exam will receive a grade of zero for the missed exam and will be placed on academic probation for a failed exam.
3. If a student is absent on the day of a quiz, or arrives after the quiz has been completed, a grade of zero will be recorded for that quiz. No makeup quizzes will be given.
4. Take home quizzes submitted after the due date and time will not be graded and will receive a score of zero.
5. Being late for (or leaving early from) class or lab three times will be counted as one unexcused absence.
6. The third and subsequent dates of excused absences will be considered unexcused absences.
7. The final course grade may be lowered by 1% for each unexcused absence.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
STANDARDS OF CONDUCT:
Students are expected to abide by all SCF Student Handbook guidelines. In addition, the Physical Therapist Assistant Student Handbook, and the Standards of Ethical Conduct for the PTA, will be used to provide guidance as needed.

CLASSROOM ETIQUETTE:
Cell phones and other electronic devices should be set to SILENT mode during class and lab sessions. These devices may be set to vibrate if being used to monitor for emergency situations; please inform instructor if this is necessary. Text messaging during class or labs is not appropriate – breaks will be provided for such activities.

Hats, sunglasses, clothing with imprinted images or slogans that may be considered offensive, or attire that reveals undergarments or cleavage is not acceptable classroom / lab attire. Free movement and exposure of selected regions of the body will be necessary for laboratory participation, in coordination with the topical content of each lab. Thus, appropriate lab attire will vary, and it is the responsibility of the student to meet the needs of the lab, and to arrive in lab prepared. Shoes may not be worn on treatment plinths. Secure footwear will be needed for labs (no sandals, flip flops, etc.) Please consult with the course instructor for more information, or regarding any concerns.

PLAGIARISM
Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism. SCF faculty and librarians are available to assist you with any questions you may have.

REQUIRED TEXTBOOKS & SUPPLIES:
- 12” Universal Goniometer

OPTIONAL TEXTBOOKS & SUPPLIES:
- Anatomically correct human skeletal model, not smaller than approx. 12” tall.
- Any musculoskeletal system flashcards that include skeletal landmarks, muscle origins, insertions, innervations, and actions...
- Any general Anatomy & Physiology text with chapters devoted to course topics.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
PHT 1211C: Disabilities and Physical Therapy Procedures I

Term: Spring,  
Instructors: TBD

Dates: TBD  
Department Phone: 941 752 7346

Credit Hours: 6  
(6 lecture / 9 lab hours per week)

Office Hours: TBD

COURSE DESCRIPTION
The didactic portion of this course emphasizes rehabilitation as it relates to orthopedic diagnoses, disabilities, and surgeries. Specific principles which guide the use of therapeutic modalities, such as heat, cold, sound, therapeutic electrical stimulation, and traction are discussed and practiced in the laboratory. Students will study various types and models of equipment and the rationale for their use.

Prerequisites: Completion of PHT 1007C and PHT 1124C with a grade of “C” or better.
Co-requisites: PHT 1800L and PHT 2337C

COURSE GOALS
Upon successful completion of this course, the student will be able to:
1. Discuss common injuries and disorders of the musculoskeletal system.
2. Describe the usual methods of management and rehabilitation of common injuries and disorders of the musculoskeletal system
3. Apply knowledge of common injuries and disorders of the musculoskeletal system to the appropriate therapeutic modalities.
4. Utilize scientific principles in the use of selected therapeutic modalities to ensure patient comfort and safety.
5. Act responsibly in accordance with legal / ethical guidelines and standards for practice for physical therapist assistants.
6. Demonstrate correct documentation techniques, utilizing SOAP note format.
7. Demonstrate uses of electronic resources for communication, research and presentation.

TEXTBOOKS FOR THIS COURSE:
Cameron M. Physical Agents in Rehabilitation: From Research to Practice. 4th ed. Saunders Elsevier; 2013

Dutton M. Orthopaedics for the Physical Therapist Assistant Jones & Bartlett Learning; 2012

Kisner C, Colby LA. Therapeutic Exercise: Foundations and Techniques. 5th ed. FA Davis; 2007
STUDENT EVALUATION

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to ensure the effectiveness and competency of all program graduates.

Disabilities and Physical Therapy Procedures I course standards are measured by use of written examinations, quizzes, assignments, skill checks, and laboratory practical examinations throughout the semester.

An overall course grade of “C” or better (at least 70%), as well as the following criteria, is required to complete this course satisfactorily and advance to the next course in the PTA program:

1. The total average cumulative score for quizzes and assignments must be 70% or higher

   AND

2. The average cumulative score for all written exams must be 70% or higher

   AND

3. Students must pass Each laboratory practical examination with a score of 70% or higher.

If a student disputes the correct answer of a test item, the question and answer must be submitted to the instructor in writing, with reference cited, within 3 days of the return of the exam.

Clinical skills are evaluated in the physical therapist assistant laboratory via peer and faculty check-offs prior to each practical exam. Students must have all required peer and faculty skill checks documented in order to take each practical exam. If a Practical Exam must be delayed due to unfinished skill checks, the student will receive a grade of zero for the missed exam, and be placed on academic probation for a failed exam. (Refer to “Remediation and Probation” section below)

Both theory and laboratory portions of the course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

GRADING:

Evaluation is both formative (on-going) and summative (at the end of the semester.) Physical therapy skills are evaluated according to identified clinical competencies. The final course grade is determined by an average of examinations, quizzes, assignments, practical examinations, a comprehensive final examination, and class participation, according to the following percentages:

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<tr>
<td></td>
<td>F = 59 or below</td>
</tr>
</tbody>
</table>

NOTE: Final course grade may be affected by violations of program or course policies as described in the Student Handbook, and in this syllabus.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
A grade of "C" or above is required in all physical therapist assistant courses. Students who do not maintain an average of 70% or above in any of the evaluation categories during the semester may be placed on academic probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

Successful completion of this course will require practice outside of scheduled lab sessions. Students are strongly encouraged to take advantage of open lab time throughout the semester. Additional open lab hours may be scheduled at the discretion of the instructor based on availability of resources; please contact instructor to request additional open labs.

REMEDATION AND PROBATION

Remediation is an opportunity to correct misunderstandings and/or lack of understanding a student has regarding topical learning objectives. Academic Probation is a condition which puts the student and instructor on notice that the student will need to make additional efforts to achieve success in the course. Probation will result in a written remediation plan.

Remediation after a Written Exam score of less than 70%
On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
- It will be at the instructor's discretion as to whether the meeting to review the exam will be on an individual basis or in a group.
- The date and time for this meeting will be at the instructor's discretion.
- The exam must be reviewed, and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.
- Satisfactory completion of the make-up written examination will result in the student being removed from academic probation.
- A change in the exam score as a result of a remediation exam will be allowed one time during the course and will result in a maximum 70% grade.
- If the remediation examination score is less than 70%, the higher grade of the two attempts will be recorded, and the student will remain on academic probation for the remainder of the course.

Remediation after a Practical Exam score of less than 70%
If a student is unable to demonstrate competence in a skill during a Practical Exam, the student will be placed on academic probation and will have one additional attempt to successfully demonstrate competent performance of the skill. If a student does not achieve the minimum passing grade (70%) on the initial exam, the student must demonstrate engagement in remedial activities and efforts which suggest that the outcome of the second trial will be different than the initial attempt. Remediation and learning activities will be mutually agreed upon by the student, instructor, and/or program director. Performance standards must be met prior to the next scheduled laboratory Practical Examination. Failure of the second (re-take) Practical Examination attempt will result in the student being unable to progress in the program. Successful remediation and re-examination attempts will result in a maximum grade of 70%. Students must pass all Practical Examinations to progress to the clinical experiences.

NOTE: Students who require special accommodations are responsible for contacting the Disability Resource Center and notifying the course instructor.
ATTENDANCE

Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course.

If a student is ill or must be absent for other legitimate reasons, the student must notify the instructor PRIOR to the start of the scheduled class. Failure to do so will result in an “unexcused absence” being recorded in the grade book.

Students who fail to notify the instructor PRIOR to a scheduled exam will receive a grade of zero for the missed exam, and be placed on academic probation for a failed exam. (Refer to “Remediation and Probation” section above) Students who miss a scheduled examination are responsible for contacting the instructor the day of the missed exam to schedule a makeup for the next day the student is on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

If a student will be late for class, the student should notify the instructor prior to the start of class. If a student is late to, or absent from class, it is the student’s responsibility to contact classmates and/or the instructor to acquire any missed information, including handouts and assignments.

Forms of appropriate notification include: e-mail or telephone call to the instructor.

Consequences of Absences and Tardiness

1. Absent students who do not notify the instructor prior to the start of a scheduled class will be considered unexcused for that absence.
2. Students who fail to notify the instructor prior to missing a scheduled exam will receive a grade of zero for the missed exam and will be placed on academic probation for a failed exam.
3. If a student is absent on the day of a quiz, or arrives after the quiz has been completed, a grade of zero will be recorded for that quiz. No makeup quizzes will be given.
4. Take home quizzes submitted after the due date and time will not be graded and will receive a score of zero.
5. Being late for (or leaving early from) class or lab three times will be counted as one unexcused absence.
6. The third and subsequent dates of excused absences will be considered unexcused absences.
7. The final course grade may be lowered by 1% for each unexcused absence.

STANDARDS OF CONDUCT

Students are expected to abide by all SCF Student Handbook guidelines. In addition, the Physical Therapist Assistant Student Handbook, and the Standards of Ethical Conduct for the Physical Therapist Assistant, will be used to provide guidance as needed.
**CLASSROOM ETIQUETTE**

Cell phones and other electronic devices should be set to silent mode during class and lab sessions. These devices may be set to vibrate if being used to monitor for emergency situations. Text messaging during class or lab is not appropriate.

Hats, sunglasses, clothing with imprinted images or slogans that may be considered offensive, or attire that reveals undergarments or cleavage is not acceptable classroom / lab attire. Free movement and exposure of selected regions of the body will be necessary for laboratory participation, in coordination with the topical content of each lab. Thus, appropriate lab attire will vary, and it is the responsibility of the student to meet the needs of the lab, and to arrive in lab prepared. Shoes may not be worn on treatment plinths. Secure footwear will be needed for labs (no sandals, flip flops, etc.) Please consult with the course instructor for more information, or regarding any concerns.

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**WITHDRAWAL POLICY**

In accordance with the State College of Florida, Manatee-Sarasota policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the State College of Florida, Manatee-Sarasota academic calendar. This semester the deadline date is TBD. The last day to drop with refund is TBD. *Students are strongly encouraged to talk with their instructor and/or the program director before taking any withdrawal action.* The student is fully responsible for completing the withdrawal procedure through the registrar’s office.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
PHT 2337C Disabilities and Physical Therapy Procedures II

Date: Spring  
Office Hours: (Available by appointment)
Instructor: TBD
Department phone: 941-752-5346

Schedule:  
Lec: TBD  
Lab Section 1: TBD  
Lab Section 2: TBD

COURSE DESCRIPTION  
5 credit hours  
(6 hours class/5 hours laboratory per week for 11 weeks)
This course focuses on cardiovascular and pulmonary disease, disabilities and surgical interventions, women’s health issues, and physical therapy for the oncology client. Principles of chest physical therapy and general conditioning are introduced. Laboratory activities include burn and wound care, the treatment and training of clients with amputations, and aquatic therapy.

Prerequisites:  Completion of PHT 1007C and PHT 1124C with a grade of “C” or better.
Co-requisites:  PHT 1800L and PHT 1211C

COURSE OBJECTIVES:
Upon successful completion of this course, the student will be able to:
1. Apply knowledge of women’s health issues to appropriate physical therapy data collection and intervention techniques.
2. Describe common problems and physical therapy interventions related to clients with cancer.
3. Utilize principles of cardiovascular and pulmonary physical therapy to correctly demonstrate, apply, and instruct in appropriate modalities and exercises.
4. Describe and demonstrate aseptic technique, and apply to wound care.
5. Apply principles of amputations and prosthetics to physical therapy data collection and interventions.
6. Demonstrate correct documentation, utilizing SOAP note procedure.
7. Act responsibly in accordance with legal and ethical guidelines and standards of practice for physical therapist assistants.
8. Demonstrate use of electronic resources for communication, research and presentation.

It is the student’s responsibility to notify the instructor of special needs.
STUDENT EVALUATION

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to insure the effectiveness and competency of program graduates. Individual course syllabi define evaluative components for each course. Objectives for this course are measured with written examinations, quizzes, assignments, and laboratory practical examinations throughout the semester. Clinical skills are evaluated in the on-campus learning laboratory via peer and faculty check-offs prior to each practical exam. Students must have all required peer and faculty evaluations documented in order to take each practical exam. A grade of “C” or better, as well as the following criteria, is required to complete the course satisfactorily and advance to the next course in the PTA program:

1. The total average cumulative score on all graded course criteria must be 70 % or higher
   
   AND

2. The average cumulative score on all written exams must be 70% or higher
   
   AND

3. Students must pass each laboratory practical examinations with a score of 70% or higher.
   
   AND

4. Students must first pass required “skill checks” before taking the required lab practical examination. Failure to pass a required “skill check” will prohibit the student from taking the required lab practical examination and the student will not be allowed to progress in the course/PTA program.

If a student disputes the correct answer of a test item, the question and answer must be submitted to the instructor in writing, with reference cited, within 2 days of the return of the exam.

Both theory and laboratory portions of the course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

REMEDIATION AFTER A FAILED WRITTEN EXAMINATION

Policy:

I. A student who earns a failing grade on a written examination, (score less than 70%) will be placed on academic probation effective on the date that the failed examination is returned

II. The student will be allowed to take one (1) make up the examination per failed exam

Procedure:

I. On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
   
   1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
   
   2. The instructor will set the date and time for this meeting.
   
   3. Written notice of academic probation will be:
      
      I. Given to the student
      II. Placed in the student file
      III. Reviewed by the Program Chair

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11-10/11, 9/12, 1/14
The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam. Satisfactory completion of the make-up written examination will result in the student being removed from academic probation.

A change in the exam score as a result of a “make-up” exam will only be allowed once during the course and will result in no greater than a 70% grade on the exam. Failure of a make-up written examination attempt will result in the grade achieved on the higher of the two attempts and the student will remain on academic probation for the remainder of the course.

*If a student disputes the correct answer of a test question, the question and answer must be submitted to the instructor in writing, with references cited, within 1 week of the return of the exam.

**REMEDIATION AFTER A FAILED PRACTICAL EXAMINATION**

**Policy:**
A student who earns a failing grade on a laboratory practical examination, (score less than 70%) will be placed on academic probation effective the date of the failed examination. Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical exam. Failure on any critical component of the practical exam will result in a failure of the entire practical examination. A student will be allowed to take one (1) make up practical examination per failed exam.

**Procedure:**

I. On the day of the failed exam the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
   1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
   2. The instructor will set the date and time for this meeting.
   3. Written notice of academic probation will be:
      I. Given to the student
      II. Placed in the student file
      III. Reviewed by the program director

II. The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.

III. Satisfactory completion of the make-up practical examination will result in the student being removed from academic probation.

Evaluation is both formative (on-going) and summative (at the end of the semester). Physical therapy skills are evaluated according to identified clinical competencies. The course grade is determined by an average of examinations, quizzes, assignments, laboratory practical examinations, and the comprehensive final exam, according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exams</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Lab Practicals</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

- A=90-100
- B=80-89
- C=70-79
- D=60-69
- F=59 or below

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14.
A grade of "C" or above is required in all physical therapist assistant courses. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

**BOTH THEORY AND LABORATORY PORTIONS OF THE COURSE MUST BE COMPLETED SATISFACTORILY TO PROGRESS IN THE PTA PROGRAM.**

**ATTENDANCE**

Students are expected to attend all scheduled classes, labs, and clinical experiences. If a student is ill or must be absent for other legitimate reasons, the student must notify the instructor within 1 hour prior to the start of the scheduled class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by sending an email message, to the department secretary, or call/text the instructor via cell phone. Failure to do so will result in an UNEXCUSED ABSENCE.

Students who miss a scheduled examination are required to contact the instructor the day of the missed exam to schedule a makeup the next day the student is on campus. All makeup exams must be taken within seven (7) calendar days. The makeup examination may be a different version of the exam. Failure to adhere to this policy will result in a grade of "0" for the exam.

If students are unable to attend class on the day of a scheduled exam, prior notification is required. (See above instructions for contacting instructors.) Students will have seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent.

Students who fail to notify the instructor prior to the scheduled exam will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam. (See “Remediation after a failed exam”.)

If students are unable to attend class on the day of a scheduled quiz, they will receive a grade of zero for that quiz. **No make up quizzes will be given.** If a student knows in advance that they will be unable to attend class on the day of a scheduled quiz and notifies the instructor, the student will be allowed to take the quiz on a day approved by the instructor. Upon passing the quiz the student will receive a maximum grade of 70%.

If students are absent on a day that an assignment is due, including take home quizzes, presentations, or any other assignment, and it is not submitted on the day it's due, the student will receive a zero. All of the above applies to an excused and unexcused absence.

**Unexcused Absences**

Students who fail to notify the instructor within 1 hour prior to the start of a scheduled class will be considered unexcused.

2. The final grade may be lowered by .25 for each unexcused absence.

**WITHDRAWAL POLICY**

In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the State College of Florida academic calendar. This semester this date is TBD. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructor first before taking any withdrawal action.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
PLAGIARISM
Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

STANDARDS OF CONDUCT
Students are expected to abide by all State College of Florida Student Handbook guidelines.

TEXTBOOKS FOR THIS COURSE INCLUDE:

**Cameron, Michelle H: Physical Agents in Rehabilitation: From Research to Practice, 3rd ed. Elsevier 2008**

**Chabner D: Medical Terminology, Short Course, 5th ed. Elsevier, 2009.**


**indicates books used in previous courses**
Women’s Health Issues: principles and application

1. Identify women’s health issues that benefit from physical therapy intervention.
2. Identify the major stages and characteristics of pregnancy.
3. Describe normal physiologic changes of pregnancy.
4. Identify common postural adjustments to pregnancy.
5. Given clinical situations, demonstrate postural assessment during pregnancy.
7. Demonstrate assessment and correct exercise for diastasis recti.
8. Describe the evaluation procedure for diastasis recti, and corrective exercise for the condition.
10. Describe the structure, function, and significance of the pelvic floor.
11. Relate pelvic floor anatomy and physiology to urinary incontinence, including incidence, types and rehabilitation strategies.
12. Demonstrate correct technique, and instruction in exercises for pelvic floor dysfunction.
13. Describe rehabilitation techniques for the pelvic floor.
14. Summarize the goals and guidelines of an obstetric exercise program for an uncomplicated pregnancy.
15. Demonstrate correct technique for prenatal and post-partum exercises.
16. Identify absolute and possible contraindications to exercise in pregnancy.
17. Given case studies, demonstrate instruction of prenatal and postpartum exercises.
18. Define cesarean childbirth and high-risk pregnancy.
19. Describe modifications or additions to exercise programs for the cesarean or high-risk client.
20. Discuss diagnostic procedures, incidence, types of surgical interventions, and categories of breast cancer.
21. Discuss post-surgical and functional problems and interventions for patients after a mastectomy. Include precautions and contraindications.
22. Demonstrate correct technique for, and instruction in post-mastectomy exercises and interventions.
23. Identify principles of intermittent venous compression, and clients appropriate for use. List indications, contraindications, and precautions.
24. Demonstrate correct use of intermittent venous compression pump.
25. Discuss the physiological differences in females vs. males, and normal changes which occur across the lifespan.
26. Discuss osteoporosis, including physiology, incidence, risk factors, and rehabilitation strategies.
27. Describe Fibromyalgia Syndrome, including theories, symptoms, diagnosis and rehabilitation strategies.
28. Define Amenorrhea and the significance to female athletes and eating disorders.

Oncology: principles and application

29. Identify problems related to clients with cancer, which may warrant physical therapy intervention.
32. Demonstrate instruction in palliative measures for clients with cancer, given case studies.
33. Describe the effects of chemotherapy and radiation treatment, and expected clinical presentation of clients undergoing these treatments.
Cardiopulmonary: principles and application

34. Recognize and implement interventions that will reduce the risk for cardiovascular/pulmonary disorders through lifestyle modifications.
35. Define Chest Physical Therapy. Identify goals of physical therapy intervention.
36. Describe the procedures and sequence for instructing patients in specific breathing exercises.
37. Demonstrate correct technique, and instruction in breathing exercises, given case studies.
38. Describe the purpose and techniques of chest mobilization exercises.
39. Demonstrate correct techniques, and instruction in chest mobilization.
40. Describe the normal cough mechanism. Summarize the factors that impair the cough mechanism.
41. Demonstrate proper instruction in effective coughing.
42. Summarize the goals, indications, and principles of postural drainage.
43. Describe the procedure, positions, and techniques of postural drainage. Identify precautions and contraindications.
44. Differentiate between restrictive and obstructive lung disease. Identify common causes and disorders.
45. Given patient situations, demonstrate treatment techniques for patients with restrictive and obstructive lung diseases.
46. Identify clinical problems, and treatment goals for patients with restrictive and obstructive lung diseases. Include precautions and contraindications.
47. Demonstrate proper procedure, positioning and techniques of postural drainage.
48. Discuss basic pharmacology related to pulmonary dysfunction.
49. Define Cardiac Anatomy and Rehabilitation. Discuss appropriate application, indications, and contraindications.
50. Discuss sequence of exercises, precautions, and patient monitoring during cardiac rehab.
51. Demonstrate correct technique, and instruction in exercises applicable to a cardiac rehab program.
   a. Describe a basic Electrocardiographic (ECG) analysis.
   b. Discuss a sub-maximum graded exercise test.
   c. Demonstrate correct technique for determining body composition through skin fold anthropometric measurements
   d. Discuss normal and abnormal response to exercise as it relates to cardiac diseases
52. Discuss basic pharmacology related to cardiovascular dysfunction.

Skin and Wound Care: principles and application

53. Differentiate between first, second, and third degree burns, and implications of therapeutic intervention.
54. Using prior knowledge, recall the inflammatory and infectious processes.
55. Demonstrate burn, wound and skin care, utilizing aseptic technique.
56. Identify the stages of wound healing.
57. Differentiate between the following types of wounds:
   a. Pressure Ulcers (identify stages of development)
   b. Wounds caused by Vascular Insufficiency
   c. Foot Wounds caused by Pressure and Insensitivity
   d. Chronic Wounds
58. Discuss basic pharmacology related to burns/wounds.
59. Identify factors complicating wound repair.
60. Identify therapeutic measures related to wound/burn care.
   a. Define pressure garments, when to use, how to fit, and don/doff the garments.
b. Describe techniques for wound debridement.
c. Discuss hydrotherapy additives for wound care.

61. Demonstrate proper measurement and fit of pressure garments.
62. Demonstrate proper technique for wound debridement, given patient situations.
63. Discuss principles of wound dressings. Differentiate between types of dressings, and when applicable.
64. Demonstrate correct application of external wound bandages and dressings.
65. Identify subjective and objective data when assessing and documenting wound care.
66. Given case studies, demonstrate documentation for wound care.
67. Discuss use of modalities in tissue healing/wound repair.
68. Given case studies, demonstrate treatment of wounds with use of modalities.
69. Describe how to properly dispose of biohazardous materials, according to OSHA guidelines.
70. Demonstrate proper disposal techniques of biohazardous materials.

Amputations and Prosthetics: principles and application

71. Identify etiology of limb amputation; including peripheral vascular disease and diabetes.
72. Describe common complications of limb amputation.
73. Identify principles of residual limb care and mobility training.
74. Describe common rehabilitation techniques for patients with amputations.
75. Demonstrate mobility skills and gait training for clients with amputations.
76. Demonstrate exercise programs appropriate for clients with various types of amputations.
77. Demonstrate instruction in mobility skills, gait training techniques, and rehabilitation programs for clients with amputations, given case studies.
78. Define prosthetics. List common types of prostheses.
79. Given clinical samples, identify common types of prostheses.

General

80. Read professional journal articles and compose written abstracts, using correct format, spelling and grammar.
81. Demonstrate written and oral communication and presentation skills for assignments.
82. Utilize instructional technology and on-line resources for assignments.
83. Participate in evaluative activities including instructor-student feedback, peer review, and self-assessment.
84. Document patient care activities in a problem oriented SOAP format.

Aquatic

85. Utilizing prior knowledge describe several basic principles of physics that must be considered when water is used as a medium for exercise.
86. Describe the principles, properties, and components of an aquatic exercise session
87. Describe the benefits of aquatic exercise session and exercising in warm water.
88. Demonstrate correct technique and instruction in an aquatic exercise session.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.
**PHT 2321C Disabilities and Physical Therapy Procedures III**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Instructor:</td>
<td>TBD</td>
</tr>
<tr>
<td>Course Schedule:</td>
<td>TBD</td>
</tr>
<tr>
<td>Department Phone</td>
<td>941-752-5346</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**  
5 credit hours  
Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 2337, and PHT 1800L with a grade of “C” or better. (6 hours lecture class/8 hours laboratory per week for 10 weeks)

In this course students study pediatric and adult neurological development, disease, disabilities, and interventions. Application of rehabilitation techniques and assessment related to neurologic conditions is the emphasis of this course.

**COURSE OBJECTIVES**

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

1. Identify the normal motor, cognitive, and sensory developmental sequence.
2. Compare and contrast the normal and abnormal development sequences.
3. Identify common adult and pediatric dysfunctions and diseases.
4. Apply knowledge of normal and abnormal development, and common pediatric clinical conditions to appropriate data collection and intervention techniques.
5. Apply knowledge of neuroanatomy, neurophysiology, and common adult neurological clinical conditions to appropriate data collection and intervention techniques.
6. Demonstrate correct documentation technique, utilizing the SOAP note procedure.
7. Act responsibly in accordance with legal and ethical guidelines and standards of practice for physical therapist assistants.
8. Demonstrate use of electronic resources for communication, research and presentation

**REQUIRED TEXTBOOKS**

- Course Packet available in Bookstore

**Note:** Students requiring special accommodations are responsible for contacting the Disability resource Center and notifying the course instructor.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
STUDENT EVALUATION

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to insure the effectiveness and competency of program graduates. Individual course syllabi define evaluative components for each course. Objectives for this course are measured with written examinations, quizzes, assignments, and laboratory practical examinations throughout the semester. Clinical skills are evaluated in the on-campus learning laboratory via peer and faculty check-offs prior to each practical exam. Students must have all required peer and faculty evaluations documented in order to take each practical exam. A grade of “C” or better, as well as the following criteria, is required to complete the course satisfactorily and advance to the next course in the PTA program:

1. The total average cumulative score on all graded course criteria must be 70% or higher

   AND

2. The average cumulative score on all written exams must be 70% or higher

   AND

3. Students must pass each laboratory practical examinations with a score of 70% or higher.

   AND

4. Students must first pass required “skill checks” before taking the required lab practical examination. Failure to pass a required “skill check” will prohibit the student from taking the required lab practical examination and the student will not be allowed to progress in the course/PTA program.

If a student disputes the correct answer of a test item, the question and answer must be submitted to the instructor in writing, with reference cited, within 2 days of the return of the exam.

Both theory and laboratory portions of the course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

REMEDICATION AFTER A FAILED WRITTEN EXAMINATION

Policy:

I. A student who earns a failing grade on a written examination, (score less than 70%) will be placed on academic probation effective on the date that the failed examination is returned

   II. The student will be allowed to take one (1) make up the examination per failed exam

Procedure:

   II. On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.

       1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
2. The instructor will set the date and time for this meeting.
3. Written notice of academic probation will be:
   IV. Given to the student
   V. Placed in the student file
   VI. Reviewed by the Program Chair

The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam. Satisfactory completion of the make-up written examination will result in the student being removed from academic probation.

A change in the exam score as a result of a “make-up” exam will only be allowed once during the course and will result in no greater than a 70% grade on the exam.

Failure of a make-up written examination attempt will result in the grade achieved on the higher of the two attempts and the student will remain on academic probation for the remainder of the course.

*If a student disputes the correct answer of a test question, the question and answer must be submitted to the instructor in writing, with references cited, within 1 week of the return of the exam.

**REMEDIATION AFTER A FAILED PRACTICAL EXAMINATION**

**Policy:**
A student who earns a failing grade on a laboratory practical examination, (score less than 70%) will be placed on academic probation effective the date of the failed examination. Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical exam. Failure on any critical component of the practical exam will result in a failure of the entire practical examination. A student will be allowed to take one (1) make-up practical examination per failed exam.

**Procedure:**
I. On the day of the failed exam the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
   1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
   2. The instructor will set the date and time for this meeting.
   3. Written notice of academic probation will be:
      IV. Given to the student
      V. Placed in the student file
      VI. Reviewed by the program director
II. The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.
III. Satisfactory completion of the make-up practical examination will result in the student being removed from academic probation.
ATTENDANCE

Classroom Attendance Guidelines:

Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course. The following policies do not reflect a question of the legitimacy of the student’s absence or tardiness, but rather the necessity of having sufficient time to meet course objectives.

Three episodes of tardiness or leaving early will be considered one UNEXCUSED ABSENCE.

If a student is ill or must be absent for other legitimate reasons (excused absence), the student must notify the instructor no later than 1 hour prior to the start of the scheduled class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by sending a message (text, e-mail, phone) to the instructor. (See course syllabus for instructor preference.) Failure to do so will result in an UNEXCUSED ABSENCE. The third and subsequent dates of excused absences will be considered UNEXCUSED ABSENCES.

If students are unable to attend class on the day of a scheduled exam, prior notification is required. (See above instructions for contacting instructors.) Students must take the exam the next day the student will be on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

Students who fail to notify the instructor prior to the scheduled exam will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam. (See “Remediation after a failed exam”.)

If students are unable to attend class on the day of a quiz, they will receive a grade of zero for that quiz. No makeup quizzes will be given. “Take Home Quizzes” submitted after the due date and time will not be graded and will receive a score of zero (0). (Please retain a copy of submitted Angel Assignments in the event of transmittal errors.)

Unexcused Absences:

The final grade will be lowered 1.0% for each “UNEXCUSED ABSENCE”.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
**GRADING**

Evaluation is both formative (on-going) and summative (at the end of the semester). Physical therapy skills are evaluated according to identified clinical competencies. The course grade is determined by an average of lab assignments, class presentation, laboratory practical examinations, and the written midterm and final exams, according to the following percentages:

<table>
<thead>
<tr>
<th>Evaluative Criteria:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Written Exam</td>
<td>A=90-100</td>
</tr>
<tr>
<td>Final Written Exam</td>
<td>B=80-89</td>
</tr>
<tr>
<td>Quizzes/Assignments</td>
<td>C=70-79</td>
</tr>
<tr>
<td>Lab Practical Exam I</td>
<td>D=60-69</td>
</tr>
<tr>
<td>Lab Practical Exam II</td>
<td>F=59 or below</td>
</tr>
<tr>
<td>Class Presentation</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
</tr>
</tbody>
</table>

A grade of "C" or above is required in all physical therapist assistant courses. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies related to probation are described in the Physical Therapist Assistant Student Handbook.

*BOTH LECTURE AND LABORATORY PORTIONS OF THE COURSE MUST BE COMPLETED SATISFACTORILY (C OR BETTER) TO PROGRESS IN THE PTA PROGRAM.*

**WITHDRAWAL POLICY**

In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the State College of Florida academic calendar. For PHT 2321 this date is **TBD**. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructor first before taking any withdrawal action.

**PLAGIARISM**

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

**STANDARDS OF CONDUCT**

Students are expected to abide by all *SCF Student Handbook* guidelines as well as policies and procedures as written in the SCF Health Professions Handbook/PTA Student Handbook.
COURSE CONTENT OBJECTIVES

Upon completion of each unit of study, the student will be able to execute the following objective:

**Foundations for Neurological Function**

1. Identify the major components of the nervous system.
2. Discuss the role of the CNS in processing sensory information.
3. Describe how information is transmitted from a cell body to the end organ.
4. List the lobes of the brain and describe their unique functions.
5. Describe the clinical manifestations of brain malfunction specific to each lobe.
6. Describe what is meant by hierarchical function with respect to the brain processing information.
7. Define what is meant by hemispheric specialization with respect to the cerebrum, and list behaviors attributed to each.
8. Understand the primary functions of the following structures within the nervous system: afferent neurons, interneurons, efferent neurons, neuroglia, thalamus, hypothalamus, basal ganglia, cerebellum brain stem, spinal cord, conus medullaris, cauda equine, anterior horn cells, muscle spindles, Golgi tendon organs.
9. Differentiate between cranial nerves and spinal nerves.
10. Describe the role of the autonomic nervous system, differentiating between the parasympathetic and sympathetic nervous systems.
11. Describe the vascular supply to the brain and the inherent protective mechanism provided by the Circle of Willis.
12. Briefly describe how the nervous system reacts to injury and discuss the concept of neuroplasticity.

**Normal Growth & Motor Development**

13. Discuss the significance of normal movement relative to the rehabilitation process for persons with neurological dysfunctions.
15. Describe the following primitive reflexes: suck-swallow, rooting, flexor withdrawal, crossed extension, Moro, plantar grasp, positive support, ATNR, palmar grasp, and STNR.
16. Explain why developmental reflex integration is significant to motor development.
17. Describe the sequence of postural reactions development and the significance of those reactions to motor development.
18. Describe the basic principles of normal motor development (stability, mobility, controlled mobility, and skill) as defined by the “hierarchic model” of motor control.
19. Discuss the components underlying the “systems” model of motor control.
21. Describe the three phases of motor learning and relate examples from one’s own learning experiences and subsequent motor performance.
22. Discuss the concept of habituation as it relates to motor learning.
23. Discuss the directional concepts of development such as cephalic to caudal, proximal to distal, mass to specific, and gross to fine.
24. Describe in chronological order the gross-motor milestones normally achieved during the first 12 months of life.
25. Give examples of fine-motor milestones normally achieved during the first 12 months of life.

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26. Give examples of fundamental movement patterns that develop throughout childhood and discuss the importance of these motor skill acquisitions to normal motor development.


Principles of Neurological Assessment and Intervention:

28. Describe the role of the physical therapist assistant in the treatment of persons with neurological dysfunction.

29. Describe the major components in the assessment process for the neurological patient, including the assessment techniques used for data collection.

30. Describe common cognitive, communicative, tonal, motor, sensory, perceptual, coordination and balance deficits associated with neurological disorders, defining such terms as aphasia, Wernicke's aphasia, Broca’s aphasia, global aphasia, dysarthria, hypertonia, dystonia, spasticity, clonus, decerebrate posturing, decorticate posturing, lead-pipe rigidity, cogwheel rigidity, flaccidity, abnormal synergies, apraxia, hyperesthesia, paraesthesia, two-point discrimination, and agnosia.

31. Discuss the parameters of gait assessment and training for the neurological patient.

32. Discuss general treatment implications given a neurological patient’s functional deficits.

33. Discuss physical therapy’s role in the functional assessment process, including the significance of a quantitative functional independence measure.

34. Describe possible emotional and behavioral issues that may present as barriers to patient care.

35. Discuss the underlying principles behind proprioceptive neuromuscular facilitation (PNF) and neurodevelopmental treatment (NDT) as intervention strategies.

36. Demonstrate the application of PNF diagonal patterns, along with various facilitation techniques that can be used in conjunction with diagonal patterns.

37. Demonstrate how data collection is documented for cognitive, motor, sensory, and coordination assessments; including the use of the Ashworth Scale to document tone.

38. Discuss how movement and function are documented in the physical therapy record.

39. Describe Nagi’s Disablement Model and define the terms used in the model.

Neuromuscular Re-education

40. Discuss the components of motor control (perception, cognition, attention, arousal, sensation, flexibility, strength, and muscle tone) required in successful motor performance.

41. Discuss factors affecting motor learning and strategies to improve motor learning.

42. Apply developmental principles to motor learning.

43. Identify and demonstrate strategies to improve arousal and attention of the neurologically impaired patient and define indications, contraindications and precautions for their use.

44. Identify and demonstrate strategies to improve joint, trunk and extremity stability and mobility for patients with tonal changes and define indications, contraindications and precautions for their use.

45. Demonstrate techniques used to facilitate muscle contractions/increase tone and define indications, contraindications and precautions for their use.

46. Demonstrate techniques used to increase flexibility and/or inhibit or decrease tone and define indications, contraindications and precautions for their use.

47. Demonstrate use of the Swiss ball, rocker board, BAPS Board, air splints and positioning wedges/devices to increase or decrease abnormal tone.

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48. Discuss use of modalities (cold, heat, vibration) to improve motor function and define indications, contraindications and precautions for their use.
49. Identify indications/contraindications/precautions for and demonstrate the following neuromuscular facilitation techniques: quick stretch, prolonged stretch, resistance, joint approximation, joint traction, inhibitory pressure, vibration, hold-relax, contract-relax, slow reversal, rhythmic stabilization, rhythmic initiation, reinforcement, and placing and holding; exteroceptive stimulation techniques – light touch, maintained touch, slow stroking, manual contacts, prolonged icing, and neutral warmth; and vestibular stimulation techniques – slow maintained vestibular stimulation, fast vestibular stimulation, and inverted positioning.
50. Given a patient problem, implement a treatment intervention utilizing NDT and/or neuromuscular facilitation techniques.

Pediatric CNS Disorders
55. Discuss Myelomeningocele etiology, diagnosis, neurological defects/function, musculoskeletal impairments (limb deformities, scoliosis), hydrocephalus (Arnold Chiari Malformation), central nervous system deterioration, sensory impairment, bowel and bladder function and latex allergy.
56. Understand the general incidence, etiology, clinical manifestation and appropriate physical therapy interventions for Down syndrome, Duchenne Muscular Dystrophy, and Spinal Muscular Atrophy.
57. Define Cerebral Palsy (CP) and discuss possible causes for its occurrence.
58. Describe the following types of CP: spastic/hypertonic, hypotonic, athetoid, and mixed.
59. Discuss a neurologic pediatric physical therapy assessment as it relates to muscle tone and understand the importance of functional training through the child’s life span.
60. Discuss the use of play assessments and give an example.
61. Discuss the types of assessments often used in pediatric assessment and requirements for documentation.
62. Relate the disablement model to pediatric physical therapy.
63. Briefly discuss common surgical procedures and pre/post-surgical considerations for pts. with CP.

Strategies and Interventions for Pediatric Rehab
64. Discuss the basic principles associated with normal development in addition to the general principles of working with the impaired child.
65. Understand the importance of using positioning and handling techniques when treating children with neurological dysfunction.
66. List handling tips and techniques that can be used with children with neurological dysfunction to affect their reflexes, tone, and function.
67. Describe basic intervention and assessment techniques for each of the following problems: developmental delay, increased/decreased muscle tone, mixed tone, ataxia, athetosis, ROM/contractures, decreased strength, balance deficits, poor reflex integration, decreased protective responses, and decreased gross motor skills.
68. Discuss the clinical manifestations and intervention options for common orthopedic problems in the spine, hip, knee, and foot which may be congenital or acquired secondary to neurological deficits.
69. Discuss considerations with respect to adaptive seating and positioning, how to position the patient with abnormal tone, and adaptive equipment as it relates to classroom integration.

70. Discuss the importance of play and functional activities in application of physical therapy interventions with the pediatric patient.

**Adult Central Nervous System Disorders: CVA**

71. Discuss the pathology, symptomatology, and etiology of stroke. Define terms such as CVA, TIA, cerebral infarct, thrombus, embolus, hemorrhage, intracerebral hemorrhage, subarachnoid hemorrhage, aneurysm, berry aneurysm, and arteriovenous malformation.

72. Discuss the pathophysiological events following the interruption of cerebral blood flow that may lead to permanent changes in the function of the brain or even death.

73. Identify the risk factors for a CVA, including TIA implications for risk factors.

74. Identify the factors affecting the severity of involvement following a CVA.

75. Define what is meant by Contralateral hemiplegia as it relates to the site of the lesion.

76. Describe the following clinical manifestations/impairments seen with damage to the motor cortex: hemiplegia, hemiparesis, flaccidity, spasticity, abnormal synergy, and deficits in coordination and motor programming.

77. Identify the muscle groups where spasticity is usually the strongest, describe how spasticity is assessed, and relate potential problems associated with hypertonicity.

78. Define and give examples of associated reactions that may present in a recovering hemiplegic patient.

79. Discuss the stages of recovery in hemiplegia as it relates to muscle tone, abnormal synergies, and the emergence of normal motor control.

80. Identify the components of flexor and extensor synergy patterns in the upper and lower extremities.

81. Give examples of sensory impairments seen with damage to the sensory cortex.

82. Describe homonymous hemianopsia, including the impact this impairment has relative to function.

83. Describe the following clinical manifestations/impairments in: fluent (receptive) aphasia, non-fluent (expressive) aphasia, dysarthria, dysphonia, dysphagia, ataxia, apraxia, agnosia, unilateral neglect, mid-line orientation deficit, nystagmus, diplopia, emotional lability, confabulation, and perseveration.

84. Discuss secondary problems associated with hemiplegia, including shoulder pain and subluxation, reflex sympathetic dystrophy, deep vein thrombosis, depression, and loss of function.

85. Identify common signs/symptoms associated with DVTs.

86. Identify the clinical manifestations of the associated syndromes resulting from occlusion of respective cerebral arteries and prevalence of occurrence for each.

87. Describe clinical manifestations of: Thalamic Pain Syndrome and Pusher Syndrome.

88. Compare and contrast the clinical profiles for left hemiplegia and right hemiplegia.

89. Discuss the primary goals of physical therapy intervention following a CVA.

**Treatment Strategies and Interventions for CVA**

90. Demonstrate appropriate bedside positioning techniques and interventions that minimize the development of abnormal tone and patient neglect.

91. Demonstrate facilitory techniques for early functional mobility tasks.
92. Discuss the significance of scapular mobilization and demonstrate techniques for such during positioning and/or therapeutic exercise.
93. Relate how and why air splints are utilized.
94. Utilize appropriate verbal and tactile assistance, and PNF/NDT techniques when teaching bed mobility and transfers.
95. List positioning and movement precautions associated with a flaccid upper extremity.
96. Describe how a shoulder subluxation is assessed and the precautions associated with such.
97. Given a treatment goal, demonstrate therapeutic interventions, including facilitatory and inhibitory techniques, which can be performed in sitting and standing.
98. Demonstrate exercises and/or activities that address mid-line orientation in sitting and standing.
99. Recognize common gait deviations and demonstrate: progression from pre-gait to gait activities, appropriate guarding, blocking, facilitatory and inhibitory techniques for individual patient needs.
100. Discuss advantages, disadvantages, and precautions associated with using AFOs.
101. Select, demonstrate, and provide rationale for intervention strategies using the Swiss ball and/or rocker boards as well as higher level functional activities targeted at improving motor control.
102. Utilize developmental positions (prone on elbows, quadruped, tall kneeling, and half-kneeling) for treatment interventions.
103. Define modified plantigrade position and describe its therapeutic benefits; demonstrate therapeutic techniques that can be used in modified plantigrade position.
104. Given a CVA patient scenario, demonstrate appropriate facilitation or inhibition techniques and treatment strategies, including the sequencing of therapeutic exercise activities.

**Brain Injury**
106. Define TBI and discuss the incidence/occurrence, patient population, and the determinants for severity of traumatic brain injury.
107. Discuss the general classifications of head injury, and differentiate between open vs. closed injury, localized vs. diffuse, and low-velocity vs. high-velocity injuries.
108. Define coup and contrecoup injuries.
109. Define the following terms: concussion, contusion, hematoma, epidural hematoma, and subdural hematoma.
110. List possible secondary injuries associated with brain injury and discuss their clinical implications.
111. List the signs and symptoms associated with increased intracranial pressure (ICP).
112. Describe the purpose of the Glasgow Coma Scale, discuss its components, and give a general explanation on how it is used.
113. Discuss the factors that influence outcome following a brain injury.
114. Describe common clinical manifestations associated with brain injury, including cognitive, communicative, behavioral, and sensorimotor deficits.
115. Define consciousness, coma, vegetative state, persistent vegetative state, and post-traumatic amnesia.

116. Discuss in general the challenges with working with the brain-injured individual as they relate to problems addressed by physical therapy.

117. Define the eight stages of the Ranchos Los Amigos levels of cognitive functioning/recovery.

118. Discuss how the different levels of cognitive functioning provide a general framework for patient management in physical therapy.

119. Identify the brain injury team members and describe the integrated team approach.

120. Discuss the role of the family, quality of life issues, and follow-up care for individuals with brain injury.

**Treatment Strategies and Interventions for Brain Injury Rehab**

121. Describe the acute medical management of brain-injured individuals to include treatment goals common to the acute care setting.

122. Describe how to communicate with the patient in a coma when physical therapy intervention is in process.

123. Discuss how physical therapy intervention can be structured to overcome cognitive barriers that are present during the different phases of recovery.

124. Give specific examples of strategies to address attention deficits, agitation, and irritability.

125. Give examples of how functional positions and developmental postures meet the same goal as static stretching.

126. Given a patient scenario, demonstrate appropriate facilitation techniques and treatment interventions, including the sequencing of therapeutic exercise activities appropriate for the brain-injured patient at various stages of recovery.

**Spinal Cord Injury**

127. Identify the major etiologic factors and clinical syndromes associated with spinal cord injury.

128. Describe the ASIA impairment classification system in terms of defining the level of injury and the designation of impairment.

129. Recognize the orthotic devices that are commonly used to stabilize spinal injuries.

130. Discuss the clinical manifestations of spinal cord injury, including primary deficits and secondary complications, which may be present following injury.

131. Define related terminology including quadriplegia, tetraplegia, and paraplegia, complete vs. incomplete injury, zone of partial preservation, autonomic dysreflexia, orthostatic hypotension, neurogenic bladder, heterotopic ossification, spinal shock, and hyperreflexia.

132. Identify and discuss the functional outcomes of patients with different levels of injury, including ADLs and locomotion, and the obstacles limiting independence.

133. Identify the clinical signs and symptoms of autonomic dysreflexia, and the appropriate management by physical therapy personnel if these symptoms appear while in therapy.

134. Discuss preventative intervention relative to the physical therapy management of orthostatic hypotension.
135. Discuss wheelchair management of the SCI patient in terms of the goals of seating and mobility, and general considerations with respect to types of chairs, adaptations, modifications, and cushions.

136. Discuss the advantages of weight bearing on the LEs, the needs and goals of different methods of locomotion, and assessment of the SCI patient to determine if the patient will be functionally ambulatory.

137. Use appropriate terminology when describing lower extremity orthotics used by SCI patients during ambulation. Discuss the involvement of the multidisciplinary rehab team in addressing the comprehensive needs of the spinal cord patient.

**Treatment Strategies and Interventions for SCI Rehab**
138. Describe acute care PT interventions and goals for SCI persons.
139. Discuss the significance of range of motion for the SCI patient, including the functional significance of selective ranges at various joints.
140. Identify indications and precautions for using a tilt table for SCI patients.
141. Identify the key muscles to be strengthened for patients with tetraplegia and paraplegia.
142. Implement a mat program designed for mobility and strengthening for a patient with tetraplegia, including such activities as rolling prone activities, scapular strengthening, and transitioning from supine to long sitting.
143. Discuss transfer options for SCI patients relative to level of injury.
144. Instruct a C7 tetraplegia patient how to perform self-range of motion to his/her lower extremities.
145. Implement a mat program designed for mobility and strengthening for a patient with paraplegia, including such activities as sitting swing through, hip sway, forward reaching, and if appropriate, quadruped and tall-kneeling activities.
146. Perform and instruct in transfers for the SCI patient, noting appropriate precautions specific to various transfer techniques.
147. Instruct a SCI patient in pressure relief techniques and ambulation utilizing KAFOs.
148. Given a patient scenario, identify and demonstrate appropriate treatment strategies and patient/caregiver education for the SCI patient, including appropriate exercises, instruction in transfers, ADLs, wheelchair management, and/or ambulation.

**Adult Progressive CNS Disorders**
149. Describe and differentiate different types of adult progressive CNS disorders, including, multiple sclerosis, post-polio syndrome, Parkinson’s disease, amyotrophic lateral sclerosis, dementia, and Alzheimer’s disease.
150. Discuss the underlying pathology and common presentation of impairments and functional limitations for adults with progressive CNS disorders.
151. Discuss factors that may affect the intervention of an individual with and adult progressive CNS disorder.
152. Identify and provide a rationale for rehabilitation interventions for adults with progressive CNS disorders.
Balance & Postural Control

153. Identify the relationship between balance disorders and fall risk.
154. Define terminology used in physical therapy management of balance disorders.
155. Specify the central and peripheral components of postural control mechanisms.
156. Compare and contrast the roles of the visual, vestibular, and somatosensory systems in postural control.
157. Identify and differentiate between pathologies that can result in impaired balance.
158. Relate common age-related changes in postural control mechanisms to fall risk in the elderly.
159. Identify and describe typical examination findings used in the management of patients with balance disorders or who are at increased risk for falls.
PHT 2930: Trends in Physical Therapy

Date: Spring  
Instructor: TBD  
Department Phone: 941.752.5346  
Schedule: TBD  
Office Hours: by appointment

COURSE DESCRIPTION

3 credit hours

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 1800L, PHT 2337C, PHT 2321C, PHT 2810L with a grade of “C” or better.
Corequisite: Concurrent enrollment in PHT 2820L.

This course includes a discussion of job search and time management skills, legal and ethical issues, licensing and continuing education requirements and concepts of professionalism. Current issues and trends in the health care delivery system, such as managed care and health insurance, are explored. A collaborative community service project will be included in this course.

COURSE OBJECTIVES

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

1. Demonstrate knowledge of legal and ethical guidelines and standards of practice for physical therapist assistants, and discuss legal and ethical issues related to the practice of physical therapy.
2. Discuss current issues and trends related to health care delivery, including legislative and regulatory issues, and clinical practice trends.
3. Discuss the importance of continuing competence, and career development and planning.
4. Identify steps in the initial licensing process, and requirements for maintaining licensure.
5. Demonstrate competence in the employment search process.
6. Work collaboratively to create a product/program that serves the needs of a defined community.
EVALUATION
Trends in Physical Therapy objectives are measured on oral and written projects and assignments throughout the semester. Students must have a minimum average of 70% at the end of the semester to graduate.

Grades are determined by an average of written and oral presentations, a collaborative community service project (CCSP), and written assignments:

<table>
<thead>
<tr>
<th>Collaborative Community Service Project (CCSP)</th>
<th>30% (Group Grade)</th>
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<tbody>
<tr>
<td>Developing Therapies – Report and Class Presentation</td>
<td>20%</td>
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<tr>
<td>Assignments &amp; Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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A grade of “C” or better is required in all physical therapist assistant courses. Students who do not maintain an average of 70% or above during the semester may be placed on probation. Policies regarding probation are described in the Physical Therapist Assistant Student Handbook.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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</table>

**ALL PORTIONS OF THE COURSE MUST BE COMPLETED SATISFACTORILY TO PROGRESS IN / GRADUATE FROM THE PTA PROGRAM.**

ATTENDANCE

You are expected to attend all scheduled classes and group meetings. **If you are ill or must be absent for other legitimate reasons, you must notify the instructor prior to the start of the scheduled class.** Failure to do so will result in an “unexcused absence” recorded in grade book. If you know you will be late for class, notify the instructor prior to the start of class. The withdrawal deadline with refund is TBD; withdrawal without grade penalty deadline is TBD.

**Consequences of Absences and Tardiness**

1. Absent students who do not notify instructor prior to start of a scheduled class will be considered “unexcused.”
2. Assignments due on dates the student is absent must be submitted by e-mail, fax, or postal service (postmarked on due date).
3. Being tardy to class three times will be counted as one unexcused absence.
4. The final cumulative grade may be lowered by 1% for each unexcused absence.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
COURSE CONTENT OBJECTIVES

1. Discuss medical and legal ethics related to the physical therapy profession.

2. Discuss the PTA licensing procedure and continuing education requirements.

3. Discuss the importance of maintaining professional competence through continuing education.

4. Describe the technique for critical review of continuing education courses, and determination of application to practice.

5. Apply critical review of the literature to current issues/trends in the physical therapy profession and Evidence Based Practice.

6. Describe basic concepts related to the health care system including:
   a. quality of care
   b. issues and problems
   c. quality assurance
   d. utilization review

7. Discuss current issues and problems affecting the delivery of health care.

8. Develop a professional resumé, and a plan for a job search.

9. Demonstrate the correct completion of a job application.

10. Utilizing role-playing, demonstrate competence in job interview techniques.

11. Discuss the impact of the legal system and issues on the delivery of health care.

12. Discuss the impact of managed care, HMO, capitated rates, Medicare/Medicaid, Permanent Disability Determination and Worker’s Compensation on health care delivery.

13. Discuss the impact of Prospective Payment System (PPS) and the Balanced Budget Act (BBA) on the health care delivery system.

14. Discuss and demonstrate the utilization of FIMS for assessing self-care, mobility, locomotion etc.

15. Discuss the utilization of case managers and DME in health care delivery

16. Discuss issues within the profession related to supervision and delegation.

17. Discuss the issue of domestic violence in relation to physical therapy intervention.

18. Identify factors that impact the occurrence of medical errors within the work environment, ways to recognize errors and problem situations within the work environment.

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19. Discuss the responsibility for reporting medical errors and the controversies surrounding this issue, the safety needs of special populations and the need for public education and empowerment.

20. Plan, implement, and present in written and oral format, a collaborative community service project related to the field of physical therapy.

21. Discuss the importance of clinical education in preparing the PTA for practice.

22. List the requirements necessary to become a clinical education instructor.

23. Participate in Program Evaluation.

24. Present, in written and oral format, research related to complementary therapies and their impact on the delivery of health care.

25. Provided with the opportunity to take a simulated licensing examination on 2 occasions and discuss areas of weakness.

26. Discuss the Health Insurance Portability and Accountability Act (HIPAA) and its role in various physical therapy settings.

**LEARNING RESOURCES FOR THIS COURSE INCLUDE:**
Textbooks used in program
Internet resources
APTA/FPTA resources

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Section 4: Health Professions
Division/PTA Student Handbook
WELCOME LETTER

Dear Student Physical Therapist Assistant:

I would like to welcome you to the Physical Therapist Assistant Program at State College of Florida, Manatee-Sarasota. You are about to embark on a journey filled with challenges and new experiences. Your decision to become a physical therapist assistant will require total commitment on your part for the next two years. Although there is a lot of hard work ahead of you, I hope you will find it enjoyable and rewarding.

The faculty are dedicated to providing a complete and comprehensive learning experience. We will continually evaluate and modify your course of study and learning experiences in an effort to help you achieve the competencies required of a PTA. It is your responsibility to meet the objectives required to complete the program and become eligible to take the examination for licensure.

The PTA Program at SCF, is accredited by The Commission on Accreditation in Physical Therapy Education, (CAPTE). During your matriculation in the program we will be asking for your participation in the ongoing process of accreditation and program development.

The PTA Student Handbook has been designed as a reference for you regarding program policies and procedures. Please review this handbook. Any additional questions or concerns should be directed to the program director. All students are subject to regulations outlined in the SCF college catalog, the SCF Student Handbook and this handbook.

I wish you success during your course of study, and offer my sincere commitment to assist you in attaining your goals.

Sincerely,

Matthew Connell, MPT
Program Director
Physical Therapist Assistant Program
State College of Florida, Manatee-Sarasota

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Physical Therapist Assistant Program Administration,
Faculty and Staff Listing

State College of Florida President: Dr. Carol Probstfeld

Vice President of Academic Affairs: Gary Russell

Dean of Nursing and Health Professions: Dr. Beverly Hindelang

PTA Program Director/ACCE: Matthew Connell,
MPT connelm@scf.edu

PTA Program Core Faculty: Del Carr, PT
carrd@SCF.edu

PTA Program Adjunct Faculty: Dr. Maureen Thronby, PhD, PT
Ryan Deckinga, PTA

OTA/PTA Department Secretary: April Sheely
sheelyA@scf.edu

Department Contact Information: Phone: 941-752-5346
Web: www.scf.edu/pta

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
ACCREDITATION STATUS

State College of Florida, Manatee-Sarasota is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of State College of Florida, Manatee-Sarasota.

The Physical Therapist Assistant Program at The State College of Florida, Manatee-Sarasota is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org  website: www.capteonline.org

For further information, contact:

The American Physical Therapy Association
1111 N. Fairfax St.
Alexandria, VA 22314-1488
1-800-999-2782  www.apta.org

The Florida Department of Health Board of Physical Therapy Practice
4042 Bald Cypress Way Bin #C05
Tallahassee, FL 32399-3255
1-850-245-4373  http://floridasphysicaltherapy.gov/

Federation of State Boards of Physical Therapy
509 Wythe St.
Alexandria, VA 22314
1-800-200-3031  www.fsbpt.org

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
PTA Program Mission

The SCF Physical Therapist Assistant program, guided by measurable standards of excellence, seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that results in competent practitioners with the knowledge, skills and attitudes expected of an entry level physical therapist assistant.

PTA Program Philosophy

The philosophy of the Physical Therapist Assistant Program reflects the mission of State College of Florida, Manatee-Sarasota. The PTA program provides a learning environment that facilitates the achievement of educational, professional and personal goals of students as they are prepared for the job market. The program is designed to incorporate concepts of prevention, diagnosis and treatment of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills required to promote the enhancement of the physical health and functional abilities of individuals across the lifespan.

The physical therapist assistant works under the direction of a licensed physical therapist, to assist clients to develop or restore functions of the musculoskeletal and neuromuscular systems. The goals of physical therapy are directed toward enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction in daily living. The assistant participates in assessment by observational, verbal or manual determinations of function, relative to physical therapy. The PTA is concerned with factors of prevention, treatment, and rehabilitation of musculoskeletal and neuromuscular dysfunctions, including client and family education.

The PTA provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by disability, injury, disease or dysfunction. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the physical therapist assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking to make decisions, and to act responsibly according to the professional standards of practice. Learners in the Physical Therapist Assistant Program are self-motivated adults, diverse in cultural, religious, and educational backgrounds and experiences. To best meet the learners’ needs, the teaching-learning process should be flexible, individualized, and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application.

Education for the physical therapist assistant is lifelong and dynamic, and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The role of the faculty is to facilitate learning through a multitude of opportunities and experiences. The role of the student is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice. Evaluation of student learning is formative and summative.

The practice of the graduate reflects critical thinking, clinical accountability, and a commitment to caring. This practice can take place in various health care settings where policies and procedures exist and resources are available. As a member of the discipline, the PTA practices within an ethical and legal framework and is accountable for making professional decisions within their scope of practice. As a professional, the graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
The Physical Therapist Assistant program at the State College of Florida is a limited enrolment program that accepts 24 students into the program annually. Applications are accepted January – March 1st of the year in which a student would start the program.

*Data below represent the most current data as of 4/1/2014

- Average annual program applications received: (2012-2014) 139
- Average annual program graduation rate: (2012 – 2014) 80%
- Exam pass rate, as reported by FSBPT: (2009- 2011)* 98.25%
- Graduate Employment Rate: (2011 -2013)** 100%

*Exam Pass rate data represents most recent data published by FSBPT at www.fsbpt.org
**Graduate Employment Rate is calculated based on those graduates, who have passed the licensure exam and are employed as physical therapist assistance within 6 months of passing the licensure exam.

PHYSICAL THERAPIST ASSISTANT CAREER OUTLOOK

Employment opportunities that are forwarded to the school are maintained on file in the PTA building and are uploaded to the PTA alumni web page which is located at: http://www.scf.edu/Academics/PhysicalTherapistAssistant/Alumni.asp

For additional information regarding career opportunities and PTA career outlook please refer to the US bureau of labor statistics. http://www.bls.gov/ooh/Healthcare/Physical-therapist-assistants-and-aides.htm

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11.10/11, 9/12, 1/14
Estimated Cost of Physical Therapy Program 2013-2014

### Estimated Cost of Required General Education Courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr. Hours</th>
<th>Term</th>
<th>Lab Fees</th>
<th>In-state Tuition</th>
<th>Out-of-State Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2085</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
<td>NA</td>
<td>$45.00</td>
<td>$409.92</td>
<td>$1,546.08</td>
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<tr>
<td>BSC 2086</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>NA</td>
<td>$50.00</td>
<td>$409.92</td>
<td>$1,546.08</td>
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<tr>
<td>MAT</td>
<td>Area II, A.S. mathematics</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td></td>
<td>$1,159.56</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td></td>
<td>$1,159.56</td>
</tr>
<tr>
<td>DEP 2004</td>
<td>Human Development: Life Span</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td></td>
<td>$1,159.56</td>
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<tr>
<td>ENC 1101</td>
<td>Written Communication I</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td></td>
<td>$1,159.56</td>
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<tr>
<td>ENC 1102</td>
<td>Written Communications II or</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td></td>
<td>$1,159.56</td>
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<tr>
<td>SPC 1608</td>
<td>Fundamentals of Speech</td>
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<td>$1,159.56</td>
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<tr>
<td>Humanities</td>
<td>From Area IV, A.A.S., ED. Req.</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td></td>
<td>$1,159.56</td>
</tr>
</tbody>
</table>

Total General Education Credits/Costs: 26 Cr. Hrs $2664.48 $2664.48 $10,049.52

### Estimated Cost of PTA Program:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Gen Ed.</th>
<th>Fall I</th>
<th>Spring I</th>
<th>Fall II</th>
<th>Spring II</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Cr. Hrs</td>
<td>26</td>
<td>11</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>74</td>
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<tr>
<td>App. Fee</td>
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<td>$ 20.00</td>
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<td>Tuition*</td>
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<td>$1,537.20</td>
<td>$1,127.28</td>
<td>$1,127.28</td>
<td>$7,583.52</td>
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<tr>
<td>CPR</td>
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<td></td>
<td></td>
<td>$ 55.00</td>
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<tr>
<td>Physical Exam &amp; Titer/Immunizations</td>
<td>$ 450.00</td>
<td>$ 50.00</td>
<td></td>
<td>$ 500.00</td>
<td></td>
<td></td>
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<tr>
<td>Books &amp; Supplies</td>
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<td>$ 175.00</td>
<td>$ 140.00</td>
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<td>$ 845.00</td>
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<tr>
<td>Lab Fees</td>
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<td>$ 36.00</td>
<td>$ 30.00</td>
<td>$ 15.50</td>
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<td>$ 226.50</td>
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<tr>
<td>Access Fee</td>
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<td>$ 40.00</td>
<td>$ 40.00</td>
<td>$ 40.00</td>
<td>$ 40.00</td>
<td>$ 200.00</td>
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<td>Uniform</td>
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<td>$ 46.00</td>
<td></td>
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<tr>
<td>APTA Dues</td>
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<td></td>
<td>$ 90.00</td>
<td></td>
<td></td>
<td>$ 180.00</td>
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<tr>
<td>Graduation Fee</td>
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<td></td>
<td></td>
<td>$ 20.00</td>
<td>$ 20.00</td>
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<tr>
<td>Licensure Fees</td>
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<td></td>
<td></td>
<td>$ 750.00</td>
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<td>$ 750.00</td>
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<tr>
<td>Total by Term</td>
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<td>$1,782.20</td>
<td>$1,462.78</td>
<td>$1,987.28</td>
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<tr>
<td>Total Cost for Program*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10,426.02</td>
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</tbody>
</table>

* Tuition for the program is computed on in-state tuition of $102.48 per credit hour for Florida residents. Non Florida residents' tuition rate is $386.52 per credit hour.

All costs are estimates and subject to change without notice and when conditions dictate. Current tuition fees are posted at: www.scf.edu/Tuition

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
State College of Florida, Manatee-Sarasota Physical Therapist Assistant Program Outcomes

Upon successful completion of the physical therapist assistant program, the graduate will be able to:

5. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
   5.1. Assist the physical therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
   5.2. Collaborate with the client, significant others, therapist, and other members of the health team to develop and individualized plan of care.
   5.3. Implement the plan of care correctly and safely, by engaging clients in prevention, treatment intervention, rehabilitation, and client and family education related to disability or dysfunction.
   5.4. Identify individual client needs and use available resources to assist in meeting those needs.
   5.5. Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.

6. Use the processes of communication, organization, and collaboration to assist in managing physical therapy services.
   6.1. Establish positive professional relationships in the health care setting.
   6.2. Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
   6.3. Communicate orally and document in writing, client responses to treatment interventions.
   6.4. Demonstrate effective management skills in planning and implementing physical therapy programs.

7. Incorporate values and attitudes congruent with the profession's standards and ethics.
   7.1. Maintain confidentiality of client information.
   7.2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
   7.3. Follow the Guide to Physical Therapist Practice.
   7.4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.

8. Use resources for continued personal and professional growth.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
## State College of Florida Physical Therapist Assistant Program Curriculum Effective January-2009

### HOURS /WEEK

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2085C</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Written Communications I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics+</td>
<td>Choose from any Area II, AS</td>
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<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

*These courses **MUST** be completed **PRIOR** to entry into the Physical Therapist Assistant Program.

+Effective Fall 2013, no new students are being accepted into an A.A.S. degree program. Students currently enrolled will have two years (Summer 2015) to complete the A.A.S. specific requirements of the Program. The only difference of the A.A.S from the A.S. curriculum for this particular program is that of on mat course MAT1033.

* These courses must be completed at the time of application.

**********************************************************************************************

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2086C</td>
<td>Anatomy and Physiology II</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PHT 1007C</td>
<td>Introduction to Physical Therapy</td>
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<td>6</td>
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<tr>
<td>PHT 1124C</td>
<td>Applied Anatomy and Kinesiology</td>
<td>4</td>
<td>6</td>
<td>6</td>
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</table>

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#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 1211C</td>
<td>Disabilities and PT Procedures I</td>
<td>6</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>PHT 2337C</td>
<td>Disabilities and PT Procedures II</td>
<td>6</td>
<td>5</td>
<td>5</td>
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<tr>
<td>PHT 1800L</td>
<td>Clinical Experience I</td>
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<td>40</td>
<td>4</td>
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#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1102 or SPC 1600</td>
<td>Written Communication II or Fundamentals of Speech Comm.</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DEP 2004</td>
<td>Human Development: Life Span</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PHT 2321C</td>
<td>Disabilities and PT Procedures III</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHT 2810L</td>
<td>Clinical Experience II</td>
<td>0</td>
<td>40</td>
<td>6</td>
</tr>
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#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Choose from Area IV, A.S.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Requirements</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>PHT 2820L</td>
<td>Clinical Experience III</td>
<td>0</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>PHT 2931</td>
<td>Trends in Physical Therapy</td>
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<td>3</td>
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</table>

Total Credits 74

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 108 9/12, 1/14
Performance Standards

For Admission, Progression and Graduation in the Physical Therapist Assistant Program at State College of Florida, Manatee-Sarasota

Successful participation and completion of the Physical Therapist Assistant Program requires that a candidate be able to meet the demands of the program. Physical Therapist Assistant students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the physical therapist assistant’s professional career. Those abilities that the physical therapist assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BEHAVIOR</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| Critical Thinking | Demonstrates critical thinking ability sufficient for clinical judgment and problem solving. | - Applies critical thinking processes to work in the classroom, laboratory and the clinic.  
- Exercises sound judgment in class, laboratory and in clinic.  
- Follows safety procedures established for each class, laboratory and clinic.  
- Demonstrates ability to self-evaluate.  
- Demonstrates ability to identify problems and offer possible solutions. |
| Interpersonal     | Demonstrates the ability to relate to other people beyond giving and receiving instructions. Cooperates with others. | - Demonstrates interest in classmates, faculty, and patients/clients.  
- Demonstrates the ability to get along with and cooperate with others.  
- Demonstrates ability to relate to other people beyond giving and receiving instructions.  
- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.  
- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds. |
| Communication (Includes: speech, language, nonverbal, reading, writing and computer literacy.) | Demonstrates the ability to communicate clearly with patients/clients, physicians, other health professionals, family members, significant others, care givers, community or professional groups and colleagues. | - Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms.  
- Responds to patient calling or any other warning call and machine alarm.  
- Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.  
- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention. |
| Motor Skills | Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients. | - Moves around in classroom, laboratory, patient/client’s room, therapy/treatment area.  
- Walks to and from departments to patient/client’s rooms.  
- Provides for patient/client safety and well being in all therapeutic or transporting activities.  
- Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.  
- Performs CPR. |
| Hearing | Demonstrates functional use of hearing to monitor and assess health needs. | - Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations.  
- Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian.  
- Responds to monitor alarms or cry for help. |
| Visual | Demonstrates visual acuity and perception sufficient for observation and assessment. | - Demonstrates ability to observe lectures, and laboratory demonstrations.  
- Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.  
- Receives information from treatment environment. |
| Demonstrates tactile | - Senses changes in an individual’s muscle tone, muscle strength, skin |
| Tactile Abilities | Maintain general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical setting. | Maintain hygiene.  
- Demonstrates safety habits and work area neatness.  
- Maintains a healthy lifestyle.  

| Intellectual Abilities | Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship. | Demonstrates ability to comprehend and follow verbal and written instructions.  
- Demonstrates ability to perform simple and repetitive tasks.  
- Can learn to reconcile conflicting information  
- Written communication: Demonstrates ability to use proper punctuation, grammar, and spelling; work is neat and legible.  

| Commitment to Learning | Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc. | Completes readings, assignments, and other activities outside of class hours.  
- Demonstrates initiative, motivation and enthusiasm.  
- Demonstrates ability to complete all work without evidence of cheating or plagiarism.  
- Attends all class/laboratory/clinicals as assigned.  
- Is consistently punctual to all class, laboratory, and clinical assignments.  

| Affective Learning Skills (behavioral & social attitudes) | Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical setting. | Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints.  
- Demonstrates willingness to accept challenges.  
- Open to feedback.  
- Listens actively.  
- Follows guidelines and rules for the program and college.  

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
setting. Acknowledges and respects individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients/clients.

If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

**Academic Advisement**

Upon acceptance into the PTA program, students will be assigned a program faculty member as a faculty advisor. Students will meet once each semester with a faculty advisor to review progress in the program. During clinical experiences, ACCE or clinical faculty mid-term visits may be utilized as a faculty advisor meeting. Students may also request additional meeting with advisors or program faculty as needed. Faculty office hours are listed on course syllabi, and available from the department secretary. Appointments should be made through the department secretary. Meetings will be held in private locations and can be behind closed doors if required. Information shared between the faculty advisor and student will remain confidential.

If a problem should arise during a clinical experience, students should follow the proper lines of communication. The Academic Coordinator of Clinical Education (ACCE) is available at all times during clinical affiliations by office phone, cell phone, e-mail or text messaging.

**Academic Dishonesty**

The College and the PTA Program do not condone plagiarism and define academic cheating or plagiarism as follows: the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension or any lesser penalty may be imposed for plagiarism.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
PTA Program Evaluation

Throughout the course of the program, students participate in evaluation of the PTA courses and instructors.

Prior to graduation, students will be asked to sign a consent form, which will enable the program to contact future employers to complete a program evaluation surveys. Employer surveys will be sent out 6 months post-graduation.

Upon graduation, students will participate in exit questionnaires for program evaluation. Follow-up surveys will be sent to graduates at six months and one year post-graduation. Results of these surveys will assist in program evaluation, to review, revise, and enhance the program curriculum.

Student Evaluation

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to insure the effectiveness and competency of program graduates. Individual course syllabi define evaluative components for each course. A grade of “C” or better, as well as the following criteria, is required to complete a course satisfactorily and advance to the next course in the PTA program:

1. The total average cumulative score on all quizzes and assignments must be 70% or higher AND
2. The average cumulative score on all written exams must be 70% or higher AND
3. Students must pass EACH laboratory practical examination with a score of 70% or higher

If a student fails to achieve any of the above stated criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

If a student disputes the correct answer of a test question, the question and answer must be submitted to the instructor in writing, with references cited, within 24 hours of the return of the exam.

Communication regarding academic and clinical performance is extremely important to your growth as a student PTA. Faculty strive to maintain consistent communication with students regarding their academic performance. This is done on an individual basis either in person or in writing. Instructors provide continuous information to students regarding their overall course performance throughout the semester via the online learning management system. Students will receive written updates of their assignments, exams, lab course work scores and overall averages throughout the semester.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
Laboratory Performance Standards and Evaluation

An important purpose of the laboratory portion of the PTA program is to evaluate student competence in various psychomotor skills. Individual evaluations for selected competencies are scheduled at various times during the semester. Laboratory practical examinations are delineated in the course syllabi. Critical skills must be performed satisfactorily in laboratory practical examinations by all students, while other skills are evaluated by peers and/or instructors during laboratory sessions.

Clinical skills are evaluated in the physical therapist assistant laboratory via peer and faculty skill check-offs prior to each practical exam. Students must have all required peer and faculty skill checks documented in order to take each practical exam. If a Practical Exam must be delayed due to unfinished skill checks, the student will receive a grade of zero for the missed exam, and be placed on academic probation for a failed exam. (Refer to “Student Evaluation” section above.)

Both theory and laboratory portions of a course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical examination.

Students are required to successfully demonstrate performance of skills to ensure patient safety and correct delivery of interventions. Time for these evaluations is included in scheduled laboratory time. Students are expected to utilize Open Lab hours for practice.

If a student is unable to demonstrate competence in a skill, the student will have one additional attempt to successfully demonstrate the skill. If a student does not achieve the minimum passing grade (70%) on the first attempt, the student will be put on academic probation. The student must demonstrate remedial activities and efforts which suggest that the outcome of the second trial will be different than the initial attempt. Remediation learning activities will be mutually agreed upon by the student, instructor, and/or program director. Performance standards must be met prior to the next scheduled laboratory practical examination. Failure of a second practical examination attempt will result in the student being unable to progress in the program. Successful remediation attempts will result in the student receiving the higher of the following: their original grade or 70%. Students must pass all laboratory practical examinations to progress to clinical experiences. A student cannot participate in clinical experiences until the evaluation has been completed.
Clinical Performance Evaluation

Clinical Experiences are scheduled in the second, third, and fourth semesters of the PTA program curriculum. The evaluation tool to be used by the student, clinical instructor, clinical faculty and ACCE is provided prior to the clinical experience. Students are responsible for taking the evaluation to each clinical experience.

Clinical grades and assignments are based on practical, behavioral, objective, and competency-based examinations. Formal midterm and final evaluations are completed by the clinical instructor and the student. Student clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical performance evaluation. Midterm and final evaluations are discussed with the student by the clinical instructor and clinical faculty/ACCE during on-site clinical visits. Criteria for passing each clinical experience are discussed during clinical orientation. Final clinical grades are ultimately determined by the Program Director/ACCE. Grades will be determined by an average of the following:

1. Graded student assignments
2. Grades earned on the Clinical Performance Instrument (CPI) completed by the Clinical Instructor (CI)
3. Input from the Clinical Instructors (CI)

A minimum overall score of 70% is required to pass each clinical education experience. Students who fail to meet this requirement will not be allowed to progress through the PTA program.

If a student does not satisfactorily meet the course objectives, he or she will be unable to progress in the curriculum. Students may reapply to the program one (1) time. Refer to the READMISSION POLICY.

Grading Scale:  

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;59</td>
<td>F</td>
</tr>
</tbody>
</table>

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
Remediation after a Failed Written Exam

A student who earns a failing grade on a written examination, (score less than 70%), will be placed on academic probation effective the date of the failed examination. The student will be allowed to take one (1) make up the examination per failed exam.

- On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
  1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
  2. The instructor will set the date and time for this meeting.
  3. Written notice of academic probation will be:
     i. Given to the student
     ii. Placed in the student file
     iii. Reviewed by the program director

- The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam
- Satisfactory completion of the make-up written examination will result in the student being removed from academic probation
- A change in the exam score as a result of a “make-up” exam will only be allowed once during the course and will result in no greater than a 70% grade on the exam.
- Failure of a make-up written examination attempt will result in the grade achieved on the higher of the two attempts and the student will remain on academic probation for the remainder of the course.

Remediation after a Failed Practical Exam

A student who earns a failing grade on a laboratory practical examination, (score less than 70%) will be placed on academic probation effective the date of the failed examination. Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical exam. Failure on any critical component of the practical exam will result in a failure of the entire practical examination. A student will be allowed to take one (1) make up practical examination per failed exam.

I. On the day of the failed exam the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
  4. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
  5. The instructor will set the date and time for this meeting.
  6. Written notice of academic probation will be:
     VII. Given to the student
     VIII. Placed in the student file
     IX. Reviewed by the program director

II. The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.

III. Satisfactory completion of the make-up practical examination will result in the student being removed from academic probation

IV. A change in the practical exam score as a result of a “make-up” practical exam will result in greater than a 70% grade on the exam.
V. Failure of a make-up practical examination attempt will result in the grade achieved on the higher of the two attempts and the student will not be allowed to progress through the program. Students may apply for readmission to the program one (1) time.

Laboratory and Practical Examination Assignments

A maximum of 12 students can register for each laboratory section for each lab course. Practical examinations will be scheduled within the regular lab section times. Students will be randomly assigned to practical examination times. Changes in assigned lab practical times must have prior approval of the instructor.

If practical testing requires greater than one day, students will be unable to study in the OTA/PTA building once practical examinations have begun. Students will be allowed in the building only for scheduled classes, faculty appointments, and practical testing. Students should arrive 15 minutes prior to the scheduled practical exam time, and must exit the building immediately following their exam. No books, backpacks, notes or cell phones may be brought into the pre-test or testing areas during practical examinations. Students are requested to adhere to the Honor Code and avoid discussion of practical cases and testing until all testing has been completed. To insure fairness to all students, practical cases will be changed and re-numbered for each testing session. Practical evaluations and grades will be distributed upon completion of all testing. Remediation assignments will be made at that time.

Clinical Assignments

Students are assigned to clinical facilities based on available agencies and student learning needs. Students will be randomly assigned to three clinical sites during the program. Every attempt will be made to provide students with a variety of experiences and will allow for at minimum at least one (1) in-patient and one (1) out-patient setting. Students are discouraged from affiliating with sites of previous or current employment, shadowing, interning or other professional relationships. Most clinical education sites are within the service area of the college (Manatee /Sarasota counties) and are within driving distance from SCF. Students are responsible for their own transportation.

The clinical experience courses are full-time clinical blocks. Students will adhere to clinical education site hours of operation. Some clinical facilities may have flexible hours; however, students are responsible for completing a full-time (32-40 hours) clinical week. Any clinical absence must be made up prior to the start of the next semester. Makeup days must be preapproved by the ACCE. A grade of incomplete will be submitted until all coursework and clinical hours are remediated.
Fingerprinting Information

Students may need to be fingerprinted to meet requirements of some clinical educational facilities. Students will be responsible for the cost of fingerprinting.

Basic Life Support (CPR)

Students enrolled in health professions programs are required to be certified by the American Heart Association in Basic Life Support for the Health Care Provider including AED. Certification must be valid while enrolled in the program and through graduation. This requirement can be completed through courses offered through SCF. This course must be completed prior to start of fall semester PTA course work.

Confidentiality and Student Records

Once accepted to the program, student records will be maintained including but not limited to; general student information, signed consent forms, documentation of competencies, documentation of student meetings, etc. Files are maintained with the highest level of student confidentiality in mind. All program filing cabinets containing student information are located in rooms that are not readily accessible to students. Rooms are locked when the building is closed or when there are no faculty/staff in the office area. Student medical records are maintained electronically through a third party vendor. This allows students unlimited access to personal medical records and houses this information on external protected servers. In the event that a hard copy is presented to the department, they are stored in the student's file as noted above. Students have access to their program file by asking the department secretary or program director.

Instructional Facilities

The OTA/PTA Building, located on the northeast corner of the SCF Bradenton Campus, is Building #28. The building contains the OTA classroom/laboratory, (#28-121) the PTA classroom/laboratory (#28-120), and the OTA/PTA faculty offices. The telephone number is 941-752-5346. Building hours are 8:00 AM to 4:00 PM Monday through Friday. Additional dedicated classroom space is available in the Nursing Education building, #29 room 136. Student lockers are provided in the public restrooms of the #28 building. Students are responsible for providing locks AND must request a locker from the program secretary. The college and program are not responsible for items left in lockers. All locks must be removed at the end of each semester.
Clinical Simulation Area

The clinical simulation area of the classroom/laboratory provides a clinic-like setting to practice PTA skills. Supplies and equipment necessary for the performance of a variety of PTA skills are available in this area. Laboratory time is required as part of many of the PTA courses and will be scheduled in the same manner as the classroom hours. Students also are encouraged to use the laboratory for individual practice during Open Lab hours. Open lab hours will be posted for each semester. A PTA or OTA faculty member must be present in building 28 or 29 during Open Lab hours. Students must sign in and out of Open Lab. Only skills learned in the PTA program may be practiced. Students may only practice with/on each other, PTA/OTA faculty or OTA students.

During the laboratory sessions of the physical therapist assistant program, students will participate in various physical therapy techniques as both the person receiving the technique, and performing the technique. Each type of participation provides a valuable learning experience.

Students will participate in these experiences unless there is a medical reason that precludes participation. It is the student’s responsibility to inform the instructors of any physical condition which might affect participation.

On rare occasions, while learning a physical therapy technique, the recipient of the technique may experience pain or discomfort. If this happens, the student must inform the lab instructor.

Physical contact during activities such as manual muscle testing, range of motion, and other therapeutic techniques should be expected during laboratory sessions. If physical contact poses a problem, please discuss this with the course instructor, advisor, or program director.

A laboratory experiences informed consent form will be issued for student signature during orientation.

Use of Photography/Video/Voice

As a student in the PTA program, there may be occasions where audiovisual images of students participating in the activities of the program may be taken. These images may be used as part of various college and program related publications, presentations, etc. These images may also be used for instructional purposes.
Rules of the Classroom/Laboratory

1. Use of lab during Open Lab hours requires the presence of an OTA/PTA faculty member in building 28 or 29.

2. Equipment and supplies are to be used for lab sessions, practical examinations, and student practice sessions only. Under no circumstances will equipment be used for treatment of other individuals. PTA students may practice on each other, OTA students, or PTA/OTA faculty.

3. Equipment and supplies will be used only according to course sequence. Students may not use equipment and supplies for which they have not yet been trained in the PTA program.

4. Students are responsible for the tidiness of the equipment and lab. If a student notices a shortage of supplies or faulty equipment, an instructor should be promptly notified. The students will check linen supplies in and out and clean all treatment areas following labs.

5. Students will wear appropriate lab clothing: shorts for males; shorts and bathing suit tops or halter tops for women. One-piece bathing suits are not acceptable. No shoes may be worn on treatment mats or tables. Students will wear clinical uniforms for laboratory practical examinations. Students must be ready to begin lab at scheduled times, dressed in appropriate lab attire. Failure to be appropriately dressed for lab may result in the student’s inability to participate in that lab session.

6. Students should protect the privacy of each other by using appropriate draping, or closing the curtains if the potential for personal exposure exists.

7. Students utilizing open lab must sign in/out at the department secretary’s desk.

Bulletin Boards

Student communication boards are located in the classroom/laboratory areas for communication between faculty and students. Students are responsible for reading notices, etc. posted on bulletin boards. Students will request permission from the program director prior to posting notices. A student communication box is located on the department secretary’s desk. Please check this box regularly for messages.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
ATTENDANCE POLICIES:

Classroom Attendance Guidelines:
Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course. The following policies do not reflect a question of the legitimacy of the student's absence or tardiness, but rather the necessity of having sufficient time to meet course objectives.

Three episodes of tardiness or leaving early will be considered as an **UNEXCUSED ABSENCE**.

**Excused Absences:**
Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate. If a student is ill or must be absent for other legitimate reasons (excused absence), the student must notify the instructor no later than 1 hour prior to the start of the scheduled class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by method noted by course instructor. (See course syllabus for instructor preference.) Failure to do so will result in an **UNEXCUSED ABSENCE.** The third and subsequent dates of excused absences will be considered **UNEXCUSED ABSENCES.**

If students are unable to attend class on the day of a scheduled exam, prior notification is required. (See above instructions for contacting instructors.) Students must take the exam the next day the student will be on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

Students who fail to notify the instructor prior to the scheduled exam will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam. (See “Remediation of failed written examination”.)

**Unexcused Absences:**
The final grade will be lowered 1.0% for each “**UNEXCUSED ABSENCE**”. 

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
Emergency or serious situations will be recognized as excused absences; however, these absences must be made up. Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate.

Students are expected to be prompt. This is an important practice and quality to develop to become a professional. Students not present at the assigned area on time are considered absent, unexcused.

Habitual tardiness, absenteeism and unpreparedness will result in a reduction of the final course grade, and possible administrative withdrawal from the course.

The student must call to notify the clinical instructor if for any reason he or she cannot report for clinical or cannot report on time. The student must also notify the ACCE of this information. (See course syllabus for instructor preference)

All absences must be reported personally by the student to the CI and to the ACCE prior to the normal starting time. Absence of > 2 hours will require 1 entire day of remediation.

All remediation or makeup days must be PREAPPROVED by the ACCE /Program Director. Failure to make up required days will result in a grade of “I” (Incomplete) or a failing grade in the clinical course. When graded “I,” the grade must be changed to a passing grade PRIOR to continuation in the program. Failure to complete the clinical experience within the preapproved remediation time period or earning a failing grade will result in student withdrawal from the program.

Limitations of Absences: (*Missed days must be made up.)

a. Clinical Experience I: No > than 2 total days absent for ANY reason.*
b. Clinical Experience II: No > than 3 total days absent for ANY reason.*
c. Clinical Experience III: No > than 3 total days absent for ANY reason.*
d. Total of all Clinical Experiences: No > than 6 total days absent for any reason.*

A student who is dismissed from the program because of absences who believes they have extraordinary circumstances and who wishes to request reconsideration under this policy has the right to appeal, in writing, through the course instructor. The final decision will be made by a PTA faculty committee who will meet within five (5) business days and review the situation on an individual basis. The decision will be based on the probability of the student successfully completing the clinical objectives for the course.

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
READMISSION POLICY

Students may be readmitted to the PTA program ONLY one (1) time. A student must apply for readmission to the PTA program within two (2) years of withdrawal to be considered for advanced placement beyond the first semester of the program. PTA courses taken two (2) or more years prior to readmission will have to be repeated. In cases of significant curriculum revision, courses taken less than two (2) years prior to readmission may have to be repeated.

Applicants for readmission will be accepted on a space available basis only, and is not guaranteed. Students must meet admission criteria in place at the time of application. Students must complete an application for re-admission along with the following:

- *Submit a formal paper (not a letter), typed, single-spaced of no less than one page nor more than three pages to include the following information:*
  1. Reason for Withdrawal from the PTA Program
  2. All courses you have successfully completed since withdrawing from the PTA Program that demonstrate an ability to attain a “C” or better in a college course
  3. A plan that identifies the factors that prevented successful completion of the curriculum year and details point-by-point what will be done to prevent these factors from re-occurring if granted readmission to the PTA Program

Applicants for readmission will be notified of an available space at the end of the semester prior to the anticipated date of re-entry with the exception of students re-applying for entry into the first semester of the program. Students applying for re-entry into the first semester of the PTA program will be notified as follows:

1. Students applying for re-entry with advanced placement in the first semester of the PTA program will be notified of an available space following the drop/add period of the first semester. Students who are re-admitted may be re-tested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills

2. Students applying for re-entry following withdrawal from the PTA program greater than two (2) or more years, or in the case of significant curriculum revision, will be applying for readmission without advanced placement in the first semester and will be notified of an available space no later than the drop/add period of the first semester.

Students who are re-admitted may be re-tested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills. Readmitted students will be held to the policies and procedures of the college catalog and student handbook in place for the semester in which they are returning. All re-admitted students must also fulfill the following requirements:

**Health Certification:**

1. Must be completely redone if the student is out of the PTA program two or more long semesters (Fall and Spring)

2. Must provide evidence of a current tuberculin skin test (within one year), or chest film (within past five years). An annual tuberculin skin test will be required for the duration of the program.

**CPR Certification:**

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
1. Proof of certification in Basic Life Support for the Health Care provider offered through the American Heart Association.

2. If the current certification expires prior to the anticipated graduation date, the student will be required to complete another CPR course while in the program.

3. Failure to maintain a current CPR certification will result in immediate withdrawal from all clinical courses.

**Background Check:**

1. Must be redone if the student has been out of the program for two or more long semesters (Fall and Spring).

**FINANCIAL REMUNERATION**

Under no circumstances will students be paid for their services while enrolled in clinical experience courses. If a student chooses to work outside of their clinical hours, work and clinical hours must be kept clearly separate.

Students are discouraged from attempting to complete the program and working full-time. Doing so may jeopardize the student’s successful completion of the PTA program. Information on financial aid resources is available through the SCF Financial Aid Office.

**PROFESSIONAL ORGANIZATION**

Students are encouraged to become members of the physical therapy professional organizations. The American Physical Therapy Association (APTA) and the Florida Physical Therapy Association (FPTA) have affiliate memberships for students at a reduced cost. These organizations offer current journals, information on continuing education courses, employment opportunities, professional networking opportunities, and many other benefits. Information is available at: [www.apta.org](http://www.apta.org) and [www.fpta.org](http://www.fpta.org)

**DISTANCE LEARNING**

During the program student may be requested to complete selected course assignments via distance learning. Student privacy and identity verification is maintained by conducting all non face to face assignments via the online learning management system which requires students to log on utilizing an individual password. Specific instructions related to individual assignments will be provided in course syllabi.
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
Physical Therapist Assistant Program

Student Self-Assessment: Students will use this form to self-assess their generic abilities throughout the program. This form will be reviewed during scheduled student advising meetings. (See also previous section of “performance standards.”)

Student: ________________________________     Completion Date:_____________
Semester: ______________________
Evaluator: ________________________________

PERFORMANCE STANDARDS RATING SCALE

<table>
<thead>
<tr>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S+</td>
<td>Student exceeds satisfactory performance</td>
</tr>
<tr>
<td>S</td>
<td>Student performs at a satisfactory level</td>
</tr>
<tr>
<td>NE</td>
<td>Student needs experience</td>
</tr>
<tr>
<td>NI</td>
<td>Student needs improvement</td>
</tr>
<tr>
<td>N/O</td>
<td>Student has not had opportunity to work on this Performance Standard</td>
</tr>
</tbody>
</table>

Place the score opposite the performance standard using the Rating Scale

<table>
<thead>
<tr>
<th>Standard of Performance</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Applies critical thinking processes to work in the classroom, laboratory and the clinic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Exercises sound judgment in class, laboratory and in clinic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Follows safety procedures established for each class, laboratory and clinic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrates ability to self-evaluate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrates ability to identify problems and offer possible solutions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrates interest in classmates, faculty, patients/clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrates the ability to get along with and cooperate with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrates ability to relate to other people beyond giving and receiving instructions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 1/14
- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.

- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences and cultural backgrounds.

<table>
<thead>
<tr>
<th>Standard of Performance</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reports clearly and legibly through progress notes in patient/client charts, communicates with physicians and insurance providers including billing and order/referral forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Responds to patient calling or any other warning call and machine alarm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Moves around in classroom, laboratory, patient/client’s room, therapy/treatment area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Walks to and from departments to patient/client’s rooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provides for patient/client safety and well being in all therapeutic or transporting activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Performs CPR.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11/10/11, 9/12, 1/14
### Hearing

- Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations.
- Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian.
- Responds to monitor alarms or cry for help.

<table>
<thead>
<tr>
<th>Standard of Performance</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates ability to observe lectures, and laboratory demonstrations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Receives information from treatment environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tactile</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Senses changes in an individual’s muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature to gather accurate objective evaluative information in a timely manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintains hygiene.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates safety habits and work area neatness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintains a health lifestyle.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intellectual Abilities**

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
- Demonstrates ability to comprehend and follow verbal and written instructions.

- Demonstrates ability to perform simple and repetitive tasks.

- Can learn to reconcile conflicting information.

- Written communication:
  - Demonstrates ability to use proper punctuation, grammar, spelling.
  - Work is neat and legible.

Commitment to Learning

- Completes readings, assignments, and other activities outside of class hours.

- Demonstrates initiative, motivation and enthusiasm.

- Demonstrates ability to complete all work without evidence of cheating or plagiarism.

- Attends all classes/labs/clinicals as assigned.

- Is consistently punctual to all class, lab, and clinical assignments.

Affective Learning Skills

- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occurs within set time constraints.

- Demonstrates willingness to accept challenges.

- Open to feedback.

- Listens actively.

- Follows guidelines and rules for the program and college.
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
PHYSICAL THERAPIST ASSISTANT PROGRAM
RELEASE OF INFORMATION FORM

In accordance with the Citizen’s Right to Privacy Act, it is now necessary to have a signed consent to release any information in the form of a recommendation. This applies to both practicing therapists who are changing jobs and to students who are seeking jobs or pursuing advanced degrees after completing the PTA program.

I, ________________________________, give my consent for the

Print Name

State College of Florida Physical Therapist Assistant Program, Bradenton, Florida, to release, either in writing or verbally, any information regarding my performance as a therapist or student. I understand that no information may be released without my signed consent.

This consent is valid from the date below, until withdrawal of consent is received in writing from the person whose signature is indicated.

______________________________

Signature

______________________________

Date

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11, 10/11, 9/12, 1/14
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT AGREEMENT AND RELEASE:
TERMS AND CONDITIONS FOR PARTICIPATION IN COLLEGE-
SPONSORED ACTIVITIES AND TRIPS

Student’s Name: ____________________________
Academic Years: 2013 - 2015
Activity/Trip: All Trips

Students accepted to participate in an SCF-sponsored activity or trip must be mature persons who want to participate because of a genuine interest in the educational experiences offered. Each participant has personal responsibility for the success of the trip, and each must exercise good judgment, respect the rights and feelings of others, and subscribe to the rules and regulations of State College of Florida, Manatee-Sarasota. This agreement is designed to protect all participants: students, faculty advisors and chaperons, and agencies and individuals cooperating with the activity or trip. All students must sign this form to indicate they have read this entire agreement and will abide by it.

In consideration of my voluntary participation, I agree as follows:

I agree to release State College of Florida, Manatee-Sarasota, its agents, employees, representatives, faculty advisors, and chaperons from any and all liability, loss, costs, claims, damages and expenses, including attorneys fees, arising or claimed to have arisen out of personal injury to me, or property damage or loss sustained by me, as a result of my voluntary participation, including travel to and from the activity site, even if such injury or damage is caused by the rendering of emergency medical procedures or treatment, if any.

In the event of illness or injury, I authorize the faculty advisor or chaperon to activate the emergency medical system and I assume the cost of such treatment.

I understand that State College of Florida, Manatee-Sarasota may not have insurance coverage specifically applicable to the activity or trip or for any resulting injury or damages to person or property. I represent that, in the event of accident or injury, I acknowledge that payment for emergency or medical treatment is my responsibility.

I understand that State College of Florida, Manatee-Sarasota has reserved the right to advise my parent(s) or guardians(s) of any situation in which I am involved, if the college deems such situation worthy of parental involvement.

I understand that all participants are subject to State College of Florida, Manatee-Sarasota rules, regulations, and policies and I agree to strictly adhere to such rules, regulations, and policies. I further understand that the faculty advisor or chaperon may send me home at his or her sole discretion if my continued presence poses a danger to me, to other persons, or to property or is an ongoing threat of disruption to the trip or program, or if I engage in activities or conduct in violation of State College of Florida, Manatee-Sarasota rules, regulations or policies. If I am sent home from the activity or trip, I will be responsible for the cost of being sent home and will not be entitled to reimbursement for the cost of participating in the trip.

I have read and understand this document and agree that it will legally bind me.

Student Signature: ____________________________ Date: ______________

Revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14
This student handbook has been developed so students are fully aware of specific policies and procedures of the Health Professions Programs.

Policies may be subject to change during the student’s course of study, if so determined by the faculty. If changes are made, students will be notified in writing.

Students are reminded that they also must be familiar with and adhere to the policies and procedures of the College, as stated in the College Catalog and the SCF student Handbook.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.