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PURPOSE OF THE PROGRAM HANDBOOK

The Bossier Parish Community College (BPCC) Physical Therapist Assistant Program Student Clinical Handbook serves to inform students and clinical instructors about the curriculum, rules, regulations, expectations, and policies of the PTA Program at BPCC. This Handbook is not intended to replace the BPCC Catalog or the BPCC Student Handbook.

The student must abide by the policies established by the college, this program, rules and policies of each clinical affiliate and the standards established by the physical therapy profession.

PTA PROGRAM MISSION

The PTA Program is committed:

• to provide an accredited program of instruction in Northwest Louisiana and the surrounding area for students who desire to pursue education in physical therapy at the associate degree level.
• to serve the needs of the regional physical therapy community through graduating well-qualified physical therapist assistants to work under the direction of physical therapists in a variety of clinical environments.

PTA PROGRAM PHILOSOPHY

The PTA Program at BPCC:

• stresses clear delineation of PT/PTA roles and responsibilities.
• values variety in instructional delivery strategies to meet the needs of diverse learning styles.
• establishes a learning environment that utilizes state of the art equipment and technology to prepare graduates to perform to industry standards.
• facilitates the assimilation of knowledge and skills from across the curriculum through case-based laboratory practicals and assignments that foster critical thinking.
• supports student skill development through the provision of quality and variety in clinical education experiences and instruction.
• emphasizes student growth in the area of affective skills and professional behaviors.
• encourages lifelong learning and skill development.
• participates in service to the profession and consumers of physical therapy.
• is committed to excellence through ongoing assessment and revision of curriculum and instructional methods.
PROGRAM LEARNING OUTCOMES

Recipients of the associate of applied science in Physical Therapist Assistant will be able to demonstrate:

A. Adherence to the APTA core values and regulatory agency guidelines defining the PTA’s role as it relates to social, professional, ethical, legal and administrative responsibilities and conduct.
B. Verbal and non-verbal communication strategies that are sensitive to diversity during interactions with patients, caregivers, coworkers and other medical professionals, including the ability to develop rapport, collaborate, inform, inquire, redirect and teach.
C. Use of current and emerging technologies and equipment required in the assessment and intervention of patients.
D. Ability to gather data through research of medical publications and patient records, observation, and performance physical therapy interim assessments.
E. Timely reporting of relevant changes in patients’ status including preparation of accurate, logically sequenced documentation.
F. Implementation and safe progression of physical therapy interventions guided by patients’ status and consistent with the goals and plan of care developed by the physical therapist.
G. Use of critical thinking based on foundational physical therapy knowledge to solve problems and develop appropriate clinical judgments.
H. Lifelong learning through continuing education, service as a clinical educator of PTA students, and analysis of health care literature to achieve and maintain licensure and expand knowledge and skills in physical therapy practice.
FACULTY AND STAFF CONTACT INFORMATION
FACULTY / STAFF CONTACT INFORMATION

Program Mailing Address:
Bossier Parish Community College PTA Program
Division of Science, Nursing & Allied Health
6220 E. Texas St.
Bossier City, LA 71111

Program Web Address:
www.bpcc.edu/PTA

PTA Program Director:
Ms. Laura Bryant, MEd., PT
Division of Science, Nursing & Allied Health
Building B Room 203
Phone: (318) 678-6079
Fax: (318) 678-6199
Email: lbryant@bpcc.edu

PTA Program Academic Coordinator of Clinical Education (ACCE):
Ms. Kim Cox, MEd., PT
Division of Science, Nursing & Allied Health
Building B Room 203
Phone: (318) 678-6107
Fax: (318) 678-6199
Email: kcox@bpcc.edu

Dean:
Carolyn Burroughs, M.Ed.
Division of Science, Nursing and Allied Health - Building B Room 149
Phone: (318) 678-6082
Email: cburroughs@bpcc.edu

Program Coordinator:
Erin Liesveld
Division of Science, Nursing and Allied Health - Building B, Room 105
Phone: (318)-678-6052
Fax: (318) 678-6366
Email: eliesveld@bpcc.edu

Administrative Assistant:
Tonia Sharp
Division of Science, Nursing, and Allied Health - Building B, Room 148
Phone: 318-678-6110
Email: tsharp@bpcc.edu
ACCREDITATION INFORMATION
Bossier Parish Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degrees, diplomas and certificates. Contact the Commission on College at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bossier Parish Community College.

The PTA Program at Bossier Parish Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Information regarding CAPTE or the accreditation process can be obtained at www.apta.org.
COMMITTEE INFORMATION
ADVISORY COMMITTEE

The BPCC PTA Program has an active advisory committee with the charge of providing broad-based input to the program. The committee consists of faculty, administrators, professionals, community representatives, and student representatives. Meetings are held annually to allow for discussions and decisions relative to programmatic curriculum modifications/ revisions, student academic and clinical performance, graduate examination results, employer feedback on graduate entry-level performance, and hiring trends.

Decisions made by the advisory committee requiring administrative action are presented to the Vice Chancellor for Academic Affairs, the Curriculum Committee, the governing board or other board or committee as deemed appropriate. Minutes of these meetings are maintained in the Division Office and distributed to the advisory committee membership and BPCC administration.
CLINICAL PROGRAM ADMISSION REQUIREMENTS
ACADEMIC STANDARDS

Students accepted into BPCC Allied Health programs are expected to succeed both clinically and academically. In order to successfully complete the Program phase of the PTA curriculum, students must earn at least a "C" or better in each of their programmatic curriculum courses and maintain a per semester GPA of at least 2.50**. If a student demonstrates difficulty academically, the following actions may result: (**not applicable for 1st summer clinical program semester)

ADMISSIONS REQUIREMENTS

Upon selection to the Physical Therapist Assistant program, the student will be required to read and sign the following forms/releases (located in section titled “Student Resources”):

- Consent for Information Release in Preparation of Clinical Assignment Form
- Consent for Background check
- Drug/Alcohol Testing Consent form
- Memorandum of Understanding
- Student Information Release form
- Image Release form
- Acknowledgment of BPCC Clinical Handbook form
- BPCC’s Under No Obligation Form
- Computer Usage Policy
- Patient Confidentiality Agreement
- Student Acknowledgment of Student Work Policy
- Student Acknowledgment of Program Length
- Acknowledgement of Social Media Policy

Upon selection to the program, the student will be required to:

- Attend a mandatory program orientation meeting
- Comply with policies and standards set forth by the school, program, and professional or accrediting agency that oversees the clinical program

SKILLS PREREQUISITE FOR CLINICAL EXPERIENCES

The table below summarizes the skills practiced in the laboratory setting preceding each clinical experience. Clinical instructors should additionally reference (in the appendix) the Pre-Clinical Competency Checklist which identifies in more detail the extent to which individual assessment and intervention skills were covered in class/lab and which specific skills students are expected demonstrate competence and safety in the execution of prior to clinical placement.
<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th>Lab skills covered prior to clinical experience</th>
</tr>
</thead>
</table>
| PTAP 206 (Clinical Practice I) – fall rotation | PTAP 202 – **Clinical Kinesiology** – goniometry, MMT, exercises for strengthening  
PTAP 203 – **Orthopedic Conditions** – exercises for ROM (PROM, AAROM, AROM), exercises for stretching (“manual” & “self” stretching, static/LLLD/hold-relax types), selected special tests (vertebral artery, Homan’s, and muscle length assessments such as Ober’s/Thomas/SLR). Students additionally will have practiced through written case study assignments selection and implementation of interventions for patients with **orthopedic pathologies** based upon a PT evaluation and POC.  
PTAP 204 – **PT Procedures** – positioning/draping, vital sign assessment, gait training, transfers, girth/volume measurements, wound care, infection control principles. Students additionally will have practiced through written case study assignments selection and implementation of interventions for patients with **integumentary system pathologies** based upon a PT evaluation and POC.  
PTAP 205 – **Therapeutic Modalities** – heat (moist heat, paraffin, fluotherapy, diathermy) cold (ice massage, ice pack, cold compression), ultrasound, e-stim (VMS/NMES, Tens, IF, high-volt, Russian), traction, therapeutic massage, and intermittent compression. |
| PTAP 216 (Clinical Practice II) – spring rotation | PTAP 214 – **Therapeutic Exercise** – facilitation/inhibition techniques, PNF technique applications, NDT and functional training interventions in multiple postures and for each level of motor control, SCI functional training and mobility. Students additionally will have practiced through written case study assignments selection and implementation of interventions for patients with **general medical pathologies** based upon a PT evaluation and POC.  
PTAP 213 – **Neurologic Conditions** - Students will have practiced through written case study assignments selection and implementation of interventions for patients with **neurologic pathologies** based upon a PT evaluation and POC.  
PTAP 215 – **Special Areas of Practice** – residual limb wrapping, posture/gait assessment. Students additionally will have practiced through written case study assignments selection and implementation of interventions for **special patient populations (amputee, geriatric, pediatric)** based upon a PT evaluation and POC. |
| PTAP 226 (Clinical Practice III) – final summer rotations | See above. Student by this point has completed all class/lab curriculum. |

**LABORATORY SKILLS-TESTING POLICY**

The PTA Program is committed to ensuring that students progressing through the program and entering the clinical practice environment have been assessed in the laboratory setting as professional, competent, and safe in the execution of basic assessment and intervention skills.
commonly utilized by the entry-level PTA. As such, the policy related to grading/expectations for performance on such skills as posted on each PTAP course syllabus which includes a laboratory component reads:

“Lab competencies and skills tested on integrated lab practicals are scored differently than written exams. All mistakes result in point deductions for grading purposes. However, failure to demonstrate fundamental competence, safety or professionalism in the execution of the skill as evaluated by the course instructor(s) will result in a score of <75% indicating the student failed the skills test. The student will then be required to re-test on the skill preceding fall/spring clinical practice experiences with the specific scheduling and format for such being at the discretion of the primary course instructor. The student will be given up to two additional testing attempts on the skill to demonstrate competency. If unable to safely, competently and professionally execute the skill (score 75% or greater) on a subsequent attempt, the student will be given a failing grade for the course and will not continue in the clinical program.”

**RELEASE OF INFORMATION IN PREPARATION FOR CLINICAL ASSIGNMENT**

Students are required to sign a *Consent for Information Release in Preparation of Clinical Assignment* form. This will allow BPCC and its representatives to release information to clinical affiliate(s) for approval to schedule a student clinical experience and maintain a student’s clinical rotation. The information that will be released includes the following:

- Name
- Contact and identification information
- Background check results
- Drug/Alcohol Testing results
- Health information
- OSHA certification
- HIPAA certification
- BLS certification
- Health Insurance Information
- Academic and clinical performance and status
- Emergency contact information
- Vehicle registration information
- Any information required by a clinical site for student clinical placement

The ability to place a student in a clinical rotation is not possible without the sharing of this information; therefore, failure to authorize this release of information will result in the Office of Student Services to be notified with the recommendation for dismissal from the program. Clinical facilities will also be providing information to BPCC regarding all aspects of the student’s performance while in clinicals.
All confidential clinical student health and academic information will be maintained in a secure location (locking cabinet for hard-copy material and secured server for electronic information) and released in a manner consistent with HIPAA and FERPA guidelines.

FACILITIES CLINICAL REQUIREMENTS

Program students MUST provide the requested documentation* by the assigned deadline in order to be placed in a clinical site:

*Required documentation subject to change. Requirements are based on mandates from healthcare facilities.

Physical Therapist Assistant Program students are responsible for obtaining the following immunizations and laboratory work:

- Hepatitis B vaccination series
- Hepatitis B titer**
- Varicella titer**
- Rubella and Rubeola titer**
- Negative TB skin test or negative chest x-ray report (current for the year)
- 2 MMR (2 MMR if born after 1957, only 1 MMR if born before 1957)
- Tetanus (within 10 years)
- Influenza vaccine (flu shot) required at many facilities
  **A negative titer may require additional vaccinations and titers to be performed.

Physical Therapist Assistant Program students are also responsible for providing the following documentation:

- General physical examination (Health Status Statement Form) – program specific form to be completed to comply with requirement
- Health insurance verification** (must be maintained during enrollment in clinical program)
- HIPAA certification (current for the year)
- OSHA certification (current for the year)
- American Heart Association Healthcare Provider Basic Life Support certification (current while in the program)

Additional documentation or procedures may be required at any time. Changes to documentation requirements would be in response to mandates administered by accrediting agencies, clinical affiliates, or administration. Contact Erin Liesveld, Program Coordinator, (eliesveld@bpcc.edu) room B105, for further information.
BACKGROUND CHECKS

Background checks are a required prerequisite for BPCC’s clinical affiliates. Upon application to the clinical program, students are required to disclose information that may result in background check findings. Once selected/admitted into a clinical program requiring clinical placement, students shall consent to have a background check(s) performed and for the results to be shared with school administration, clinical faculty, and clinical affiliates. It is the student’s responsibility to fully disclose all incidents that result in an arrest, warrant, or violation of the law before, during, or after the background check. Any above referenced activities shall result in immediate disclosure of said information to current or potential clinical affiliates and an additional background check being performed with all results disclosed to the clinical sites. Omission of and/or failure to disclose information will be regarded as an intentional falsehood and shall be reported to the clinical sites.

Positive findings may interfere with the student’s standing in the clinical program or ability to place for clinic rotations/externships resulting potentially in a student being unable to complete the clinical program. Contact Erin Liesveld, Program Coordinator, (eliesveld@bpcc.edu) room B105, for further information.

DRUG/ALCOHOL TESTING

Drug/Alcohol Testing is another required prerequisite for BPCC’s clinical affiliates. Students consent to a drug/alcohol test and for the results to be shared with administration, clinical faculty, clinical affiliates, and all other agencies as directed by law and/or program accreditation. A drug/alcohol screen will be performed prior to placement into clinical rotation and may also be performed randomly, during incidences of suspicious behavior, or upon clinical affiliate request or requirement. Any and all findings will be released to the above named parties. If a Clinical Affiliate requires a separate or additional drug/alcohol testing the student may be responsible for these charges.

A positive drug/alcohol test will result in the student immediately being prohibited to continue in Physical Therapist Assistant clinicals with a recommendation for dismissal from the clinical program being sent to the Office of Student Services. Once the program coordinator has received the results of a positive drug/alcohol screen, a letter will be sent to the student reiterating the Drug/Alcohol Testing policy and recommending that the student contact the Admissions Department to withdraw from the program courses. Any and all findings will be released to the Program Director, Program Faculty, Administration, Clinical Affiliates and to any accrediting agency and/or regulatory agency as required by law.

The dismissal from the clinical program for a positive drug/alcohol test will remain on the student’s intra-campus record. This will prohibit the student from applying to any BPCC clinical program for the period of one full calendar year. After the period of one full calendar year, the
student may apply to any BPCC clinical program assuming completion of program prerequisites and meeting of program eligibility requirements. Contact Mrs. Liesveld, Program Coordinator, eliesveld@bpcc.edu, room B105, for further information.

ESSENTIAL REQUIREMENTS

Physical Therapist Assistant Program admissions are based on academic achievement and additional program specific non-academic criteria that can be referenced in the catalog. Essential Requirements have been established by each program identifying the occupational specific technical standards required of students in the program. Decisions to apply for admission to a clinical program should be made after considering the program Essential Requirements.

It is the responsibility of this program to be concerned with the rights of patients and clinical sites and to only place students in clinical education that are capable of providing safe, high quality laboratory assistance. The list of Essential Requirements for this program can be located in the section titled “Student Resources”. The Essential Requirements represent reasonable expectations for a student enrolled in a specific clinical program at BPCC.

It is the responsibility of the program applicants to carefully review the Essential Requirements and ask questions if not familiar with the standards and skills listed. Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with clinical training or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program. All applicants to the program must have the ability to meet the standards and skills listed in the Essential Requirements if accepted to the program in order to complete the educational requirements for the certificate or degree sought.

If a student cannot demonstrate the standards and skills contained within a program’s Essential Requirements without accommodation, it is the responsibility of the student to request an appropriate accommodation with the Disability Services Provider, (Disability Services, Building F, 318-678-6315) by the program’s application deadline. The College is committed to the principle of equal opportunity as defined in the catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not compromise patient safety, or impose an undue hardship such as those that cause a significant expense or are unduly disruptive to the educational process.

A copy of essential requirements specific to the clinical program are included below:

Mandatory Prerequisite Requirements

Current American Heart Association for Healthcare Providers Basic Life Support Certification (CPR card)
Satisfactory Physical Examination (on program specific form)
Current OSHA and HIPAA education verification
Completed Application Packet submitted by deadline
Health Insurance maintained throughout fieldwork assignments
GPA 2.5 or better
“C” or higher on prerequisite courses
Completion of a minimum of 20 observation hours in two different settings with two different licensed Physical Therapist providers
Interview with Program Admissions Committee during scheduled appointment
Criminal history or record search
Negative drug/alcohol screen (may also be performed randomly or ordered if student is under suspicion)

**Special Requirements and Considerations**

<table>
<thead>
<tr>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are selected by committee to enter clinicals</td>
</tr>
<tr>
<td>Students who are selected for the PTA program must be available for daytime, evening, and occasional weekend classes</td>
</tr>
<tr>
<td>Based on site availability, PTA students will be required to complete one or more clinical rotations (8 weeks in duration) at an out-of-town facility</td>
</tr>
<tr>
<td>Students selected for the PTA program will pay a clinical fee and drug screen fee, in addition to standard tuition and fees each clinical semester</td>
</tr>
</tbody>
</table>

**Immunizations**

<table>
<thead>
<tr>
<th>Immunizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B series and titer (Booster or additional series may be required if immunity not achieved)</td>
</tr>
<tr>
<td>Tetanus (within 10 years)</td>
</tr>
<tr>
<td>2 MMR (only 1, if born before 1957)</td>
</tr>
<tr>
<td>TB skin test or negative chest radiograph (current for the year)</td>
</tr>
<tr>
<td>Varicella Zoster titer (vaccine may be required if immunity not achieved)</td>
</tr>
<tr>
<td>Rubella and Rubella titer (vaccine may be required if immunity not achieved)</td>
</tr>
</tbody>
</table>

**Mobility/Motor Skills**

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNEEL OR STOOP FREELY</td>
</tr>
<tr>
<td>To floor to adjust patient position or assist with equipment; inspect feet, apply shoes or prosthetics</td>
</tr>
<tr>
<td>KNEEL, HALF-KNEEL, CRAWL</td>
</tr>
<tr>
<td>On an exercise table to assist with patient activities.</td>
</tr>
<tr>
<td>REACH ABOVE HEAD</td>
</tr>
<tr>
<td>In standing, to adjust and position equipment</td>
</tr>
<tr>
<td>LIFT; PULL; GUIDE; TRANSFER</td>
</tr>
<tr>
<td>A patient of up to 150 lbs</td>
</tr>
<tr>
<td>LIFT; PULL; GUIDE; TRANSFER</td>
</tr>
<tr>
<td>A patient of up to 250 lbs using a two-man technique</td>
</tr>
<tr>
<td>BEND, STAND, KNEEL, SIT, WALK OR CRAWL FOR 90 MINUTES WITHOUT REST</td>
</tr>
<tr>
<td>To administer emergency care (CPR); to perform lab activities and administer patient interventions</td>
</tr>
<tr>
<td>GUIDE; RESIST AND</td>
</tr>
<tr>
<td>Adult patients (or classmates) during Physical Therapist transfers, ambulation, interventions and exercises; using</td>
</tr>
<tr>
<td>ASSIST</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>PUSH/PULL</td>
</tr>
<tr>
<td>WALK</td>
</tr>
<tr>
<td>CLIMB</td>
</tr>
<tr>
<td>BILATERAL DEXTERITY</td>
</tr>
<tr>
<td>COORDINATION</td>
</tr>
<tr>
<td>SPEED AND AGILITY</td>
</tr>
<tr>
<td>ASSUME A WIDE BASE OF SUPPORT, BALANCE</td>
</tr>
<tr>
<td>PERFORM</td>
</tr>
<tr>
<td>WORK CAPACITY</td>
</tr>
</tbody>
</table>

**Sensory Abilities and Observational Skills**

<table>
<thead>
<tr>
<th>DEPTH PERCEPTION</th>
<th>For judging distance, surface changes, level changes while ambulating patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE (with or without corrective lenses)</td>
<td>Patient skin, discriminate color changes, facial expressions and non-verbal communications, normal and abnormal patterns of movement; the environment for up to 20 feet; to read and set parameters on Physical Therapist equipment, detect small calibrations on measuring instruments</td>
</tr>
<tr>
<td>FEEL</td>
<td>To discriminate small and large temperature differences; palpate pulses; assess body segment contour; to assess muscle tone; joint movement, discriminate sharp and dull, light touch and deep pressure sensation</td>
</tr>
<tr>
<td>HEAR</td>
<td>Soft voices, masked voices, patient call systems, alarms, timers, blood pressure sounds using a stethoscope; demonstrate active listening skills</td>
</tr>
<tr>
<td>SMELL</td>
<td>To detect odors related to patient assessment</td>
</tr>
<tr>
<td>POSITION, MOVEMENT AND BALANCE SENSATION</td>
<td>To feel where your individual body segments are located and to know when and how they are moving even when you cannot see them</td>
</tr>
</tbody>
</table>

**Communication Standards**

<table>
<thead>
<tr>
<th>SPEAK AND EXPRESS</th>
<th>Clearly and understandably in the English language; information to peers, faculty, patients, their families and other health care providers; to explain conditions and procedures and teach home programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ</td>
<td>Typed, handwritten, chart data and computer generated documents in the English language; at a level of competency that allows safe and timely execution of essential tasks or assignments.</td>
</tr>
<tr>
<td>UNDERSTAND; INTERPRET</td>
<td>Medical terminology and information given regarding status, progress and safety of a patient; to follow simple and complex instructions (oral or written) given by an OT regarding patient care; and respond to non-verbal communication/behaviors of self and others.</td>
</tr>
<tr>
<td>FOLLOW DIRECTIONS</td>
<td>Accurately and efficiently, seeking clarification where necessary</td>
</tr>
<tr>
<td>WRITE</td>
<td>To produce legible handwritten or computer word processed documents; use correct medical terminology, spelling, grammar and punctuation; organize and express thoughts in written form in the English language; to prepare accurate, thorough, legally defensible patient documentation</td>
</tr>
<tr>
<td>INTERPERSONAL SKILLS</td>
<td>To work collaboratively; interact professionally; to establish rapport with patients, colleagues and classmates; to resolve conflicts; with individuals from a variety of social, emotional, cultural and intellectual backgrounds; maintain confidentiality in all interactions</td>
</tr>
</tbody>
</table>

**Cognitive and Intellectual Standards**

| THINK CRITICALLY | To identify and solve problems; identify cause/effect relationships; to apply reading, lecture and laboratory information to case study preparation; to employ effective teaching, learning and test taking strategies |

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Rev 06/2018
### Physical Therapist Assistant Clinical Program Handbook 2018-2019

**Comprehend**
- Relevant information regarding patient diagnoses, Physical Therapist interventions, indications and contraindications, human pathology and impairments from textbooks, medical records and professional literature.

**Prioritize**
- Events to provide for patient safety; appropriate patient interventions; multiple tasks; integrate information and make decisions about sequence and progression.

**Calculate**
- To collect and/or interpret accurate patient data.

**Make Clinical Decisions**
- To respond quickly and appropriately to changes in patient status; to analyze written, observed or verbal data about patients and make decisions to terminate, modify, progress or cancel patient treatment; act safely and ethically in the Physical Therapist lab and clinic.

**Short-Term and Long-Term Memory**
- To accurately and quickly remember data from the chart and information relayed in verbal exchanges with the OT and other members of the health care team; to access learned knowledge to include but not limited to diagnoses, weight-bearing status, indications, contraindications for interventions, safety precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the Physical Therapist curriculum.

**Think Quickly and Clearly**
- To execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment.

### Behavioral/Professional Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>To adjust to a constantly changing and very demanding full-time schedule;</td>
</tr>
<tr>
<td>Compassion</td>
<td>To respect and show empathy for patients and their families; for people of all personality types, backgrounds, physical disfigurement, mental health or complex medical problems.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>To work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patients</td>
</tr>
<tr>
<td>Recognize Limitations</td>
<td>To request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively</td>
</tr>
<tr>
<td>Tolerance</td>
<td>For close physical contact with patients, peers and classmates during the provision of interventions and in lab; for close proximity and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence or other potential exposure to bodily fluids or pathogens during treatment.</td>
</tr>
<tr>
<td>Willingness</td>
<td>To wear scrub top/pants as the assigned uniform for fieldwork assignments; To wear required lab attire that will allow for visualization of body contours and exposure of all major joints and muscles; to participate in lab activities that require palpation, measurement, massage and other forms of therapeutic touching of joints, muscles and bony landmarks; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect Physical Therapist skills.</td>
</tr>
<tr>
<td>Positive Attitude</td>
<td>To demonstrate initiative, enthusiasm and appropriate peer and patient interactions.</td>
</tr>
<tr>
<td>Work Ethic</td>
<td>To attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to display industrious behavior; to submit to all classroom and clinical rules/policies; to demonstrate respect for other health care providers and the profession of Physical Therapist; to comply with all legal and ethical standards of practice.</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Coping skills for fast-paced clinical situations; to manage multiple academic deadlines; deal effectively with psychosocial issues of catastrophic illness, disability and death; respond appropriately in a stressful environment and during impending deadlines; manage personal matters outside of class/work day.</td>
</tr>
<tr>
<td>Planning Ahead</td>
<td>To arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical center.</td>
</tr>
<tr>
<td>Self Care</td>
<td>To maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.</td>
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</tbody>
</table>
PHYSICAL THERAPIST ASSISTANT
MASTER SYLLABI
Bossier Parish Community College

Master Syllabus

Course Prefix and Number: PTAP 200  
Credit Hours: 2

Course Title:  Functional Anatomy

Course Prerequisites:  Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks:  Muscolino;  Kinesiology, 1st edition.  

Course Description:
Study of human musculoskeletal anatomy with emphasis on major bones, bony landmarks, joint anatomy, and origin/insertion/action/innervation of selected muscles. Lab activities include palpation of selected bony and soft tissue landmarks and basic analyses of human movement.

Learning Outcomes:

At the end of this course the student will

A. communicate appropriately in the clinical environment, both verbally and in written form, using correct terminology related to human musculoskeletal anatomy and basic biomechanics;
B. demonstrate proficiency in the clinical skill of identifying selected bony landmarks, joints, muscles, nerves and ligaments by observation and/or palpation; and
C. appropriately apply foundational knowledge of regional musculoskeletal anatomy/physiology, basic neuromuscular anatomy, and human biomechanics to the analysis of patient positions/movements in the correct interpretation and execution of a PT plan of care.

To achieve the learning outcomes, the student will:

1. describe the anatomic position of the human body as a basis for reference of movement.(A,C)
2. utilize directional terminology to describe locations on and about the body.(A,C)
3. identify the cardinal planes of the human body.(A,C)
4. categorize joint movements based on knowledge of cardinal planes of the body.(A,C)
5. categorize bones based on type, shape and makeup.(C)
6. categorize joints based on structure and movement.(C)
7. define movement terminology and apply to analysis of human movement.(A,C)
8. identify and define the components of skeletal muscle.(C)
9. describe elements of a skeletal muscle contraction.(C)
10. compare and contrast isometric, concentric and eccentric muscle contractions.(C)
11. identify the position/movement of each joint for given static postures.(C)
12. describe the movements of each joint during given functional activities and exercises. (C)
13. identify spectrum of variation among classmates with regard to locations of landmarks, muscle mass, and gross posture/joint position in a respectful and professional manner. (B)
14. demonstrate on a laboratory competency entry level skill with basic musculoskeletal palpation. (B)
15. identify selected bony and soft tissue landmarks of the human body by visual recognition on model/diagram and palpation of classmates. (B)
16. discuss each joint of the human body in terms of joint type, motion available, major ligamentous support and basic biomechanics. (C)
17. list the origin, insertion, action and innervation (peripheral nerve) of each selected muscle. (C)
18. identify nerve root innervation of selected UE & LE muscles by myotome level. (C)
19. discuss the significance of each selected muscle as it relates to functional movement/exercises. (C)

**Course Requirements:** To earn a grade of “C” or higher the student must earn 75% of the total points for the course and meet all of the following course requirements.

- pass all lab competencies
- minimum 75% average on lab competencies

**Course Grading Scale:**

A- 94% or more of total possible points including the comprehensive final exam; and pass all lab competencies; and a minimum of 75% average on lab competencies

B- 87-93% of total possible points including the comprehensive final exam; and pass all lab competencies; and a minimum of 75% average on lab competencies

C- 75-86% of total possible points including the comprehensive final exam; and pass all lab competencies; and a minimum of 75% average on lab competencies

D- 69-74% of total possible points including the comprehensive final exam; and pass all lab competencies; and a minimum of 75% average on lab competencies

F- Less than 68% of total possible points including the comprehensive final exam; or failure to pass all lab competencies; or less than 75% average on lab competencies

**Course Fees:** This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Course Prefix and Number: PTAP 201  Number of Credits: 1

Course Title: Introduction to Physical Therapy

Course Prerequisites: Completion of the PTA qualification courses and selection into the Physical Therapist Assistant Program.

Textbooks: Documentation Basics: A Guide for the Physical Therapist Assistant  
Erickson & McKnight, Slack Incorporated. 3rd Edition  
Louisiana Board of Physical Therapy Practice Act

Course Description:
Introduction to the physical therapy profession for the PTA student. Topics include history and trends, licensure, standards of practice, orientation to professional organizations, professional literature review, and development of documentation skills.

Learning Outcomes:

At the end of this course, the student will:

A. demonstrate written communication competency by preparing thorough, accurate, logical, concise, timely, and legible documentation;
B. remain current in a dynamic clinical environment aware that historical and current events and trends impact and often precipitate changes in the delivery of care;
C. demonstrate self-directed research necessary to prepare and present professional inservices in the workplace;
D. deliver physical therapy services legally and ethically in accordance with the guidelines found in the Louisiana State Practice Act with regard to all patient care settings; and
E. remain current regarding the functions of regulatory agencies and professional organizations of physical therapy and how these impact clinical practice standards and licensure of the PTA.
F. demonstrate competency with the use of computer technology

To achieve the learning outcomes, the student will:

1. tour the library and TRC to locate physical therapy holdings and identify online search engines and databases available.(B,C, F)
2. receive instruction and assistance in the computer lab to become familiar with the use of Microsoft Word and PowerPoint software.(C, F)
3. perform a literature review using online databases on a selected topic, prepare a bibliography using Microsoft Word and begin development of a multimedia
presentation in Microsoft PowerPoint that will be developed into a professional in-service during a subsequent course.(C, F)
4. identify important historical events that occurred with the evolution of physical therapy as a profession through exploration of APTA and LPTA websites.(B, F)
5. recognize recent and current education and practice trends in the profession of physical therapy.(B,C,D,E)
6. recognize present standards of practice, code of ethics, and guide for professional conduct.(B,D,E)
7. differentiate between acceptable and unacceptable standards of practice for the PTA.(D,E)
8. distinguish between roles and responsibilities of the PT and PTA.(D,E)
9. effectively problem-solve given workplace role/responsibility/ethical dilemmas.(D,E)
10. recognize and discuss the agency responsible for regulating physical therapy practice and licensure requirements in the State of Louisiana through exploration of the LSBPT website.(D,E, F)
11. read, discuss and know the Practice Act, Rules and Regulations provided by the Louisiana Physical Therapy Board. (D,E)
12. review appropriate medical terminology and abbreviations common to physical therapy note writing.(A)
13. demonstrate effective note writing skills and awareness of documentation standards through the completion of multiple documentation assignments to be uploaded for peer-review and instructor assessment (A,D,E, F)
14. understand the role of the American Physical Therapy Association, and the benefits of membership.(E, F)
15. Establish and use secure online access to academic and professional sites (Lola, Canvas, APTA, LPTA) (E, F)

Course Requirements: To earn a grade of “C” or higher the student must earn 75% of the total points for the course and meet all of the following course requirements.

- completion of discussion board questions
- The student must score a minimum of 75% on the computer literacy rubric derived from multiple assignments.
- The student must score a minimum of 75% on the average of all graded written documentation exercises.
- satisfactory PowerPoint and bibliography assignment
- Completion of Louisiana State Practice Act Rules and Regulations assignment

Course Grading Scale:

A- 94% or more of total possible points including the comprehensive final exam; and Completion of Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.
B- 87-93% of total possible points including the comprehensive final exam; and Completion of Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.

C- 75-86% of total possible points including the comprehensive final exam; and Completion of Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.

D- 69-74% of total possible points including the comprehensive final exam; and Completion of Louisiana State Practice Act Rules and Regulations assignment and satisfactory completion of PowerPoint and bibliography assignment and discussion board questions.

F- less than 68% of total possible points including the comprehensive final exam; or failure to complete the Louisiana State Practice Act Rules and Regulations assignment or failure to complete PowerPoint and bibliography assignment or discussion board questions.
Course Prefix and Number: PTAP 202  
Credit Hours: 4

Course Title: Clinical Kinesiology

Textbooks: Muscolino; Kinesiology  
Reese & Bandy; Joint Range of Motion and Muscle Length Testing  
Reese; Muscle and Sensory Testing

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Application of physics principles, musculoskeletal anatomy, and muscle physiology to the biomechanics of human motion (on a regional basis). Laboratory component includes instruction in joint ROM measurement (goniometry), and muscle strength assessment (manual muscle testing) and selected PT interventions (exercise).

Learning Outcomes:

At the end of this course the student will:

A. communicate effectively (verbally/nonverbally/written) with both patients and clinicians using appropriate terminology related to musculoskeletal/neuromuscular anatomy and biomechanics;
B. perform interim clinical assessments and simple analyses of postures and movements including the use of physics and mathematics principles based on foundational knowledge of musculoskeletal anatomy/physiology, kinematics and kinetics;
C. reliably and accurately measure and document joint ROM and muscle strength for selected regions, recognizing abnormal findings and describing common causes and consequences of such abnormalities;
D. appropriately select, implement, modify, progress and document common conditioning, strengthening, ROM, posture and balance/coordination activities/exercises based upon a PT evaluation and plan of care.
E. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

To achieve the learning outcomes the student will:

1. describe and differentiate between kinematics and kinetics. (A,B)
2. categorize given joints based on design, function, and/or components. (A,B)
3. define and differentiate terms: intratester/intertester reliability; closed/open kinetic chain; arthrokinematic/osteokinematic. (A,C)
4. identify arthrokinematics that occur during given joint movements with understanding of convex/concave rule. (A,B,C,D)
5. discuss effects of gravity, friction, resistances and muscle force on given lever movements. (A,B,C)
6. differentiate between 1st, 2nd, and 3rd class lever systems and give examples. (A,B)
7. describe mechanical advantage and torque and give examples of how to affect patient function by altering the MA of the muscle or the resistance. (A,B,C,D)
8. describe and identify the contractile and non-contractile components of muscle. (A,B)
9. discuss the categories of muscle fibers and their primary function. (A,B)
10. recognize the general effects of disease, injury, and immobilization on joint and muscle structures. (A,B,C,D)
11. define and differentiate terms and give examples of: active/passive insufficiency; isokinetic/isoinertial; tonic/phasic muscle fibers. (A,B,C,D)
12. compare the primary categories of muscles contractions to include isometric, concentric, and eccentric and apply these concepts to analysis of human movements/exercises. (A,B,D)
13. discuss the purpose of goniometry and the 0-180 system of recording measurements. (C)
14. differentiate between active, active assisted and passive ROM. (C,D)
15. list and define normal and abnormal joint end-feels. (C)
16. identify the normal ROM, capsular pattern, and end-feel for each joint/movement. (C)
17. describe manual muscle testing and identify the criteria for grades 0-5. (C)
18. demonstrate on a laboratory competency entry level skill with measurement of muscle strength using manual muscle testing. (C)
19. demonstrate on a laboratory competency entry level skill with implementing selected exercises for ROM, strength, balance/coordination, and posture on a regional basis based on components of a PT evaluation and/or POC. (D)
20. demonstrate on a laboratory competency entry level skill with measurement of ROM for given joints. (C)
21. accurately identify, label and palpate selected bony and soft-tissue landmarks of the vertebral column. (B,C,D)
22. discuss unique anatomical and mechanical features of given regions of the spine. (B)
23. identify ligamentous structures that support the vertebral column and describe their individual functions. (B,D)
24. describe and demonstrate appropriate body mechanics for selected ADL’s in terms of protecting the spine. (B,D)
25. accurately name scoliosis curves based on region and location of convexity. (A,D)
26. discuss principle joints of the vertebral column and their structure and movement. (A,B)
27. discuss the structure, function, response to loading and effects of aging on the intervertebral disc. (B,D)
28. identify nerve roots that supply upper and lower extremity muscles including recall of myotome levels. (A,B,C,D)
29. identify muscles of the vertebral column and trunk and name origin, insertion, action and innervation of selected muscles. (A,B,C)
30. describe normal postural alignment in sitting and standing and discuss consequences of abnormal habitual postures. (B)
31. describe the role of the diaphragm and accessory muscles in normal and common faulty breathing patterns. (B)
32. discuss the lumbosacral angle and closed chain pelvic motions as they relate to associated trunk and hip motions. (B)
33. accurately identify and palpate selected bony and soft-tissue landmarks of the UE; (B,C)
34. discuss the effect of active and passive insufficiency of the 2-joint UE muscles on measurements of ROM, strength and exercise prescription; (B,C,D)
35. describe scapulohumeral rhythm and discuss implications of faulty rhythms on observed shoulder joint motions, ROM measurements and exercise. (B,C,D)
36. discuss the normal structure and biomechanics of the principle joints of the UE. (B,C)
37. identify selected muscles of the UE and name origin, insertion, action and innervation of each; (B,C,D)
38. describe normal and common abnormal postures of the shoulder or scapulae. (B)
39. discuss the normal structure and biomechanics of the principle joints of the LE. (B,C)
40. identify selected muscles of the LE and name origin, insertion, action and innervation of each; (B,C,D)
41. discuss the effects of active and passive insufficiency of selected 2-joint LE muscles on strength testing, ROM assessment and exercise prescription. (C,D)
42. recognize and discuss common deviations from normal structure, function, posture and gait at selected LE joints. (B,D)
43. participate in one or more approved community service or professional development activity during this semester (E)

Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- pass all lab competencies.
- minimum 75% average on laboratory practical tests
- minimum 75% average on integrated lab practicals
- score a minimum of 75% on the math computation station in Kinesiology lab related to classes of levers and mechanical advantage.
- co-curricular community service or professional development (required for grade of A only)

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum
75% average on integrated lab practicals and participation in at least one approved community service or professional development activity.

B- 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals

C- 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals

D- 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum 75% average on integrated lab practicals

F- less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or failure to pass all lab competencies; or less than 75% average on integrated lab practicals

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Bossier Parish Community College
Master Syllabus

Course Prefix and Number: PTAP 203  Credit Hours: 3

Course Title: Orthopedic Conditions

Textbook: Kisner & Colby; Therapeutic Exercise, Foundations and Techniques

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Pathophysiology, etiology, clinical signs and symptoms, medical management and physical therapy management of selected orthopedic and soft-tissue related injuries or pathologies commonly treated in physical therapy. Laboratory activities using integrated patient case studies.

Learning Outcomes:
At the end of this course the student will:

A. recognize abnormal musculoskeletal function and signs of pathophysiology by comparing/contrasting them to normal physiology and function;
B. communicate effectively in the clinical environment using terminology appropriate in and common to the treatment of orthopedically involved patient;
C. read and accurately interpret PT examination findings related to selected orthopedic special tests, modifying intervention selections appropriately based upon such;
D. demonstrate entry-level clinical skill with performance of those selected musculoskeletal, cardiovascular and neuromuscular interim assessments, special tests and interventions commonly utilized by the licensed PTA in orthopedic patient care settings;
E. appropriately select, justify, sequence, and document interim assessments, interventions and progressions based upon accurate interpretation of physical therapy evaluations and plans of care of orthopedic patients.
F. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

To achieve the learning outcomes, the student will:

1. describe the inflammatory response to injury. (A)
2. list and define the five cardinal signs of inflammation. (A)
3. describe management of inflammation using the PRICE method. (B,E)
4. list the effects of immobilization on selected musculoskeletal structures. (A,B)
5. compare and contrast the stages of tissue healing. (A,B)
6. using the collagen stress-strain curve as a reference, describe the elastic and plastic phases of collagen deformation as it applies to stretching exercises. (A,B)

7. identify generally recommended treatment/intervention approaches in terms of therapeutic exercise and modalities to facilitate ligamentous healing, muscle/tendon healing, cartilage healing, or bone healing. (A,B,E)

8. describe the typical mechanisms of injury for selected musculoskeletal tissues. (A,B)

9. describe the function and composition of bone. (A,B)

10. describe osteoporosis in terms of pathophysiology, incidence and implications for PT intervention. (B,E)

11. classify fractures based upon site/extent of injury, direction of abnormality, relationship and complications. (A,B)

12. compare and contrast isometric, concentric and eccentric muscle contractions. (A,B,E)

13. describe the parameters for exercise dosage and the factors influencing. (B,E)

14. define delayed onset muscle soreness and describe the pathophysiology of the condition. (A,B,E)

15. define and identify the rationale for the appropriate use of open chain vs. closed chain activities. (C,E)

16. define end-feel and categorize given joint end-feels as normal or abnormal. (A)

17. describe common causes for abnormal end-feels. (A,C)

18. compare and contrast passive, active, and active-assistive range of motion. (D,E)

19. identify indications and contraindications for passive and active range of motion. (D)

20. demonstrate on a laboratory competency entry level skill with performing PROM and manual stretching (static, hold-relax and LLLD) of selected joints/muscles. (D)

21. define, compare and contrast static stretching, ballistic stretching, low load – long duration stretching, dynamic stretching and hold-relax (PNF) stretching. (D,E)

22. recognize the indications, goals, precautions, and contraindications to stretching. (D,E)

23. define and discuss the differences between aerobic and anaerobic activity. (A,D,E)

24. discuss the effect of endurance training on selected systems of the body. (A,E)

25. calculate maximum heart rate and target heart rate. (D,E)

26. discuss the common protocols the PT may use in prescribing aerobic conditioning programs. (E)

27. define the 4 components of Health-related Fitness and discuss how they are measured. (C,D)

28. accurately measure gross grip strength using a dynamometer. (D)

29. perform measurements of HR and BP on a resting and an exercising individual. (D)

30. discuss ACSM guidelines for fitness for the healthy adult in terms of modality, frequency, intensity and duration. (D,E)

31. identify the normal responses that occur during exercise in the cardiovascular and pulmonary systems. (A,E)

32. identify selected abnormal responses to exercise and appropriate actions to take when identifying these responses. (A,C,E)

33. define and differentiate the terms coordination, proprioception, kinesthesia and balance. (A,B,E)

34. discuss in general terms a progression of activities to address balance and coordination goals. (E)
35. describe the rationale for utilizing isometric, concentric or eccentric muscle contractions as components of therapeutic exercise interventions. (E)
36. identify indications and precautions of strength training programs for the elderly. (D,E)
37. describe general goals and indications for resistance exercise. (D,E)
38. discuss fundamental principles of peripheral joint mobilization. (A,D,E)
39. apply the convex-concave rule to identify normal arthrokinematics that should occur during selected joint movements. (A,D,E)
40. define and differentiate grades of joint mobilization. (D)
41. define capsular pattern and recall such for selected peripheral joints. (A,C,E)
42. recognize indications and contraindications for peripheral joint mobilization. (D,E)
43. with supervision, practice the assessment of normal joint mobility and application of selected peripheral joint mobilizations on classmates using safe technique. (D)
44. demonstrate on laboratory competencies and integrated lab practicals, based upon a hypothetical PT evaluation (case study) and plan of care, competence in (E)
   • describing accurately the rationale for the PT’s plan of care in achieving short term/long term goals.
   • identifying any interventions within the plan of care that are inappropriate for a PTA and describing an appropriate response to such.
   • selecting and prioritizing interventions (therapeutic exercise, manual therapy, functional training, etc) and interim assessments appropriate for today’s session.
   • addressing needs related to patient education and discharge planning including home program, equipment needs, and safety issues
   • properly sequencing interventions and assessments for a single session and giving correct rationale for the sequencing.
   • identifying any precautions or contraindications to components of the POC
   • accurately describing the appropriate actions to take when identifying changes in patient status.
   • properly documenting a hypothetical session in SOAP note format.
   • describing an appropriate adjustment to or progression of interventions over the course of an episode of care working within the PT’s plan of care giving correct rationale for the progression.
45. recall the basic anatomy and biomechanics of normal movement of the cervical, thoracic and lumbar spine. (A,B)
46. discuss ergonomics of common work and ADL postures and movements as they relate to prevention of injury to and protecting of the spine. (A,D)
47. identify the common mechanisms of injury for, typical clinical presentation of, common rehabilitative and medical management of, and precautions for selected orthopedic conditions affecting the trunk/neck/spine. (A,E)
48. discuss common methods of medical management, rehabilitation, and precautions for selected orthopedic conditions of the trunk/neck/spine. (C,E)
49. identify characteristics of common postural deviations in each region of the spine. (A)
50. describe for given orthopedic conditions, the effect of selected positions of the cervical and lumbar regions on the integrity of the intervertebral foramen, the derangement of the intervertebral disc, and the potential for referred symptoms. (A,C)
51. discuss common techniques and interventions used for treating postural impairments in the cervical, thoracic, and lumbar regions. (C,E)
52. based upon a physical therapy evaluation and plan of care, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, functional training, postural correction and/or balance/stabilization to manage selected orthopedic conditions (including post surgical procedures) of the spine/trunk/neck. (E)
53. accurately describe general mechanics of, criteria for +, implications for treatment of and common causes for + results of selected special tests for the neck/trunk/spine. (C,D)
54. demonstrate competency with the performance of the vertebral artery test and leg length measurements. (D)
55. demonstrate competency with performance of selected dermatome, myotome and reflex integrity assessment techniques. (D)
56. recall the basic anatomy and biomechanics of normal motion of the joints of the UE. (A)
57. identify the common mechanisms of injury for, typical clinical presentation of, common rehabilitative and medical management of, and precautions for selected orthopedic conditions affecting the UE. (C, E)
58. recall arthrokinematics of major UE joints and implications for the use of mobilization techniques. (A,E)
59. recall the normal ratios of glenohumeral to scapulothoracic movement during arm elevation and discuss the typical affect on those ratios of selected pathologies/postures involving the shoulder. (A,C)
60. based upon a physical therapy evaluation and plan of care, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, functional training, postural correction and/or coordination to manage selected orthopedic conditions (including post surgical procedures) in the UE. (D, E)
61. accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of selected special tests for the UE. (C)
62. recall the basic anatomy and biomechanics of normal motion of the joints of the LE. (A)
63. identify the common mechanisms of injury for, typical clinical presentation of, common rehabilitative and medical management of, and precautions for selected orthopedic conditions affecting the LE. (C, E)
64. recall normal arthrokinematics for the major LE joints and implications for the use of mobilization techniques. (A,D)
65. based upon a physical therapy evaluation and plan of care, select and implement appropriate therapeutic exercises for ROM, flexibility, strengthening, functional training, postural correction and/or balance/stabilization to manage selected orthopedic conditions (including post surgical procedures) in the LE. (E)
66. accurately describes general mechanics of, criteria for +, implications for treatment of and common causes for + results of selected special tests for the LE. (C)
67. demonstrate competency in the performance of Ober’s test, leg length measurements, Thomas test, Ely’s test, and hamstring length tests. (D)
68. demonstrate competency in the performance the Homan test. (D)
69. participate in one or more approved community service or professional development activity during this semester. (F)

**Course Requirements:** To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- pass all lab competencies.
- minimum 75% average on laboratory practical tests
- minimum 75% average on integrated lab practicals
- minimum 75% average on case studies and pre-lecture assignments
- co-curricular community service or professional development (required for grade of A only)

**Course Grading Scale:**

A- 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum of 75% average on integrated lab practicals and participation in at least one approved community service or professional development activity.

B- 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum of 75% average on integrated lab practicals

C- 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum of 75% average on integrated lab practicals

D- 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and minimum of 75% average on integrated lab practicals

F- less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or failure to pass all lab competencies; or less than 75% average on integrated lab practicals

**Course Fees:** This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Course Prefix and Number: PTAP 204  Credit Hours: 3

Course Title: Physical Therapy Procedures

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.


Course Description:
Lecture and laboratory activities to facilitate student skill development and competency with the application of physical therapy procedures related to patient care. Patient case studies are used to promote student-centered problem solving.

Learning Outcomes:
At the end of this course, the student will

A. demonstrate proficiency with maintaining good body mechanics while providing physical assistance and patient/equipment handling to work safely in an acute-care physical therapy environment;
B. adjust, demonstrate and justify the use of selected assistive devices, positioning aids, wheelchairs and wound care products;
C. demonstrate independent research of wound care literature and practice safe infection control, integumentary assessment and wound management in the laboratory.
D. Think critically about data gathered from the medical record, PT evaluation/plan of care, patient diagnoses, and recognition of red flags to perform interim assessments and make appropriate clinical decisions guided by the patient’s response in order to modify, proceed, progress, or discontinue treatment.
E. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation
F. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

To achieve these learning outcomes, the student will:

1. Demonstrate understanding of patient positioning including risk factors,
precautions and indications, proper draping, skin inspection, pressure relief, contracture prevention, reduction of shear forces and demonstrate positioning on a classmate for a variety of scenarios. (A,B)  
2. prepare for, list principles of and demonstrate application of AROM and PROM using diagonal patterns. (A,E)  
3. accurately assess height, weight and vital signs and recognize normal and abnormal values and responses to treatment. (C,D)  
4. identify some common emergency situations that may occur with patients in a therapy environment and determine appropriate actions to take. (D,E)  
5. demonstrate aseptic technique with regard to hand washing, sterile products, wound care, dressing removal and application, waste disposal, standard precautions and OSHA regulations. (B,C)  
6. demonstrate, instruct and document a variety of transfer techniques appropriate to the patient's functional level using good body mechanics. (A,B)  
7. properly adjust assistive devices, demonstrate gait patterns, instruct/guard patients during gait at the appropriate functional level and document accordingly. (A,B)  
8. properly adjust, name and manage wheelchair parts and provide instructions to patients at the appropriate functional level regarding care and parts management. (A,B,E)  
9. recognize and navigate architectural boundaries as they apply to the use of wheelchairs, assistive devices and the requirements of the ADA. (A,B)  
10. explain the purpose of special equipment/monitors and lines and summarize priorities, precautions, and isolation techniques associated with care of acutely or critically ill patients in special care environments. (A,B,C,D,E)  
11. prepare a wound care portfolio that consists of instructor provided lecture material and independently researched materials to include: categories of wound etiologies, recognizing viable vs. non-viable tissue; assessment techniques, summary of products, sample products, cleansing methods, precautions, patient instructions and interventions. (B,C,D,E)  
12. practice selected wound care cleansing and assessment skills in the laboratory (B,C)  
13. examine and apply a variety of wound care products. (B,C)  
14. translate medical and physical therapy terminology into understandable language suitable for giving patient instructions. (E)  
15. practice giving verbal instructions for patients, family members and other health care providers in appropriate activities to aid in patient care during lab/classroom activities. (E)  
16. participate in one or more approved community service or professional development activity during this semester (F)  

Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.  
- pass all lab competency tests  
- minimum 75% average on lab competency tests  
- minimum 75% average on integrated lab practicals
• minimum of 75% on wound care portfolio
• co-curricular community service or professional development (required for grade of A only)

Course Grading Scale:

E- 90% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment and participation in at least one approved community service or professional development activity

F- 80% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment

G- 70% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment

H- 60% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests; and minimum of 75% score on the wound care portfolio assignment

F- less than 60% of total possible points including the comprehensive final exam; or failing grade on at least one lab competency; less than 75% average on laboratory practical tests; or less than 75% score on wound care portfolio assignment

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Course Prefix and Number: PTAP 205                  Credit Hours: 3

Course Title: Therapeutic Modalities

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbook: Michlovitz, S.L. and T Nolan; Modalities for Therapeutic Intervention. Fifth Edition. F.A. Davis

Course Description:
Lecture and laboratory activities on the principles of physics applied in physical therapy. Discussion includes indications, contraindications, clinical decision making and application of physical agents for the physical therapist assistant student.

Learning Outcomes:

At the end of this course, the student will:

A. competently and safely apply physical therapy modalities in a clinical setting to promote therapeutic outcomes;
B. utilize knowledge of applied physics and math strategies to implement modalities for a variety of pathophysiological conditions and goals of treatment based on a physical therapy plan of care;
C. organize and demonstrate the skills of preparing and positioning the patient, managing equipment and setting up the physical environment for a variety of modality applications;
D. monitor the patient’s condition and response to the intervention and justify modifications in modality or parameters as needed in response to interim assessments;
E. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation;
F. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

To achieve the learning outcomes, the student will:
1. perform laboratory activities including but not limited to superficial and deep thermal agents, cryotherapy, hydrotherapy, massage, ultrasound, traction, compression, anodyne, electrotherapeutic agents and biofeedback. (A, C)

2. provide explanations of physical agents that are age and understanding appropriate to patients regarding the modality’s use, expected sensations and possible results of treatment as well as instructions for home use where indicated within the plan of care. (B, C, E)

3. list indications and contraindications for use of each modality. (B)

4. discuss the principles of mechanical forces, light, sound, heat and electricity and how these can achieve specific physiological changes within biological tissues. (B, D)

5. differentiate between transmission of painful and non-painful sensory stimuli, types of pain and illustrate a basic understanding of how modalities and other factors can modify perception of pain. (A, B)

6. question patients and listen attentively to responses that might indicate precautions or contraindications to the use of this modality or changes in the patient’s condition since the last treatment. (A, B, E)

7. make appropriate judgments to report to the PT when contraindications exist or are suspected, or there is new information regarding the patient’s condition. (A, B, D, E)

8. check and prepare equipment to ensure proper operation and intensity prior to patient use. (A, C)

9. position patient with regard to modesty, comfort and accessibility of the area to be treated. (C, E)

10. perform assessments as indicated before and after applying the intervention (sensation, pain, skin integrity, BP, girth, volumetric displacement, weight.) (A, C, D, E)

11. adjust positioning of patient and/or equipment during treatment as needed to ensure proper intensity and therapeutic effect. (A, B, D, E)

12. monitor patient response at appropriate intervals during application of all interventions. (A, D, E)

13. demonstrate understanding of the plan of care through discussions with the therapist about appropriate frequency, duration and intensity of modalities for a variety of patient conditions AND regularly report adjustments to these interventions made within the plan of care as the patient progresses with therapy. (B, D, E)

14. master safe use of each modality as demonstrated in lab on classmates and during competency checks and integrated laboratory practicals. (A-D)

15. informally evaluate and critique the performance of classmates when experiencing each modality serving as model patients. (C, D)

16. familiarize self with different types of equipment in the clinical settings and prepare for use before delivery of treatment to patients. (C)

17. write daily SOAP notes with emphasis on organization of information into the correct category, accurate documentation of pain, appropriate interim assessments, patient positioning, modality parameters, and patient response to intervention. (E)

18. participate in one or more approved community service or professional development activity during this semester (F)
Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- pass all lab competencies
- minimum 75% or higher on Ultrasound and Electrical Stimulation Math skills rubrics
- minimum 75% or higher on all written documentation exercises
- minimum 75% average on laboratory competency tests
- minimum 75% average on integrated lab practicals
- co-curricular community service or professional development (required for grade of A only)

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests and participation in at least one approved community service or professional development activity

B- 80% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies and minimum of 75% average on all laboratory practical tests.

C- 70% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies; and minimum of 75% average on all laboratory practical tests.

D- 60% or more of total possible points including the comprehensive final exam; passing grade on all lab competencies and minimum of 75% average on all laboratory practical tests.

F- Less than 60% of total possible points including the comprehensive final exam; or failure to demonstrate competency on any lab skill; or less than 75% average on laboratory practical tests.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
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Course Prefix and Number: PTAP 206  
Credit Hours: 3

Course Title: Clinical Practice I

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. Prior to beginning clinical practice I, students must have additionally demonstrated competence and safety on all lab competencies in PTAP 202, PTAP 203, PTAP 204 and PTAP 205.

Textbooks: Texas Consortium of PTA Educators; PTA MACS, current edition.

Course Description:  
Introduction to and review of the PTA MACS. Students will be assigned to a clinical affiliation site during the semester for 150 clinical practice hours under the direct supervision of a clinical instructor.

Learning Outcomes:

At the end of this course the student will

A. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the assigned clinical environment;
B. perform those patient data collection and intervention psychomotor skills common to the clinical environment assigned at a level of mastery consistent with a first clinical rotation; and
C. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for employee behavior in a clinical setting.

To achieve the learning outcomes, the student will:

1. exhibit consistently a commitment to learning throughout the clinical experience (PTA MACS skill 1) through: (A)
   • demonstrating a willingness to evaluate own performance.
   • identifying problems and information/learning needs.
   • identifying and locating appropriate resources.
   • incorporating new knowledge into clinical performance.
2. utilize appropriate and effective interpersonal skills consistently during the clinical experience (PTA MACS skill 2) by: (A)
   • maintaining a professional demeanor in all interactions.
• demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
• responding appropriately to unexpected situations.
• interacting confidently with all persons.
• demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student PTA.

3. effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience (PTA MACS skill 3) by: (A)
   • initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
   • using English language effectively (grammar, spelling, expression, organization and sequencing).
   • writing legibly.
   • using effective non-verbal communication.
   • adjusting verbal and non-verbal communication to each person and situation.
   • listening actively (including restating, reflecting, and clarifying messages).
   • following all documentation policies and procedures of the facility.

4. appropriately receive and utilize constructive feedback during the clinical experience (PTA MACS skill 5) by: (A)
   • actively seeking feedback.
   • demonstrating positive attitude toward feedback.
   • assessing own performance accurately.
   • incorporating intrinsic and extrinsic feedback into future experiences.
   • providing appropriate feedback to others, including modifying of feedback according to recipient’s need.

5. behave at all times during the clinical experience professionally (PTA MACS skill 7) including: (A,C)
   • introducing self as student.
   • abiding by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct.
   • confirming informed consent from patient.
   • projecting professional image.
   • exercising discretion, including maintenance of confidentiality.
   • managing personal affairs in a manner that does not interfere with professional responsibilities.
   • respecting authority and complying with decisions of those in authority.
   • participating in profession-related organizations/activities.

6. consistently accept responsibility during the clinical experience (PTA MACS skill 8) by: (A)
   • arriving prior to the start of all scheduled activities.
   • accepting responsibility for own actions and outcomes.
   • completing projects, duties and assignments without prompting.
   • recognizing need and offering assistance to others.
   • recognizing own limitations and asking for assistance.
7. demonstrate ability to manage stress consistently during the clinical experience (PTA MACS skill 10) by (A)
   • recognizing stress in self and others.
   • identifying probable source of stress in self and others.
   • seeking assistance for self or others when appropriate.
   • establishing effective stress management and coping mechanisms.
   • prioritizing multiple commitments in personal and professional life.

8. practice at all times during the clinical experience safely (PTA MACS skill 11) by: (A,B,C)
   • recognizing and remedying safety concerns during patient care.
   • asking for assistance when unable to manage patient safely.
   • using appropriate body mechanics and guarding techniques.
   • demonstrating standard precautions.
   • demonstrating safe handling of patient and equipment.
   • familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).

9. implements a PT plan of care (PTA MACS skill 15.1) by: (A, B)
   • verbalizing accurate understanding of the POC written for the individual patient
   • implementing delegated interventions identified in the POC
   • monitoring patient status and progress toward STGs and LTGs and outcomes and reporting to the supervising PT or CI
   • selecting and providing safe interventions competently based on the POC established by the PT to minimize risk to the patient, self, and others.

10. during the clinical experience achieve entry-level competency on at least 10 skills and gain documented experience with at least 20 skills from the following PTA MACS areas : (A,B)
    • professional behaviors. (MACS skills 1-12)
    • data collection. (MACS skills 13-14)
    • Interventions (MACS skills 15-21)

11. recall selected Program and Clinical Facility policies (scoring 100% on the policy exam) related to (C):
    • attendance.
    • appearance/dress.
    • professional behavior.
    • patient confidentiality.
    • drug use.

**Course Requirements:** To earn a grade of “pass” for the course the student must meet all of the following course requirements.

- demonstrate entry-level competency in the completion of identified critical skills
- demonstrate entry-level competency with the completion of at least 10 skills total
- demonstrate entry-level competency in the completion of identified critical skills
- demonstrate entry-level competency with the completion of at least 10 skills total
- score 100% on Program policy exam
• complete a self-assessment of affective skills and meet with ACCE to discuss goals related to professional behaviors.
• completion of 150 clinical practical hours
• complete a self-assessment of affective skills and meet with ACCE to discuss goals related to professional behaviors.
• completion of 150 clinical practical hours

**Course Grading:**

Pass: score 100% on Program policy exam; and completion of a self-assessment of affective skills and meeting with ACCE to discuss goals related to professional behaviors; entry level competency in the completion of identified critical skills; and entry-level competency with the completion of at least 10 skills total; and completion of 150 clinical practice hours.

Fail: failure to score 100% on Program policy exam; or failure to complete self-assessment of affective skills/meet with ACCE to discuss goals related to professional behaviors; or failure to achieve entry level competency in the completion of identified critical skills; or failure to achieve entry level competency with the completion of at least 10 skills total; or failure to complete 150 clinical practice hours

**Course Fees:** This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
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Course Prefix and Number: PTAP 212  Credit Hours: 2

Course Title: Clinical Neuroanatomy

Textbooks: Kapit; Anatomy Coloring Book.

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Correlates the structure and function of the CNS, ANS and PNS with the functional aspects of human motion and normal posture. Introductions to neurological pathways and their influences on sensation, reflexes, muscle tone, coordination and balance.

Learning Outcomes:
At the end of this course the student will:

D. communicate appropriately in the clinical environment, both verbally and in written form, using correct terminology related to neuroanatomy, neurophysiology and neurologic pathologies;
E. demonstrate clinical proficiency in the performance of selected physical therapy assessment and intervention skills commonly utilized in the treatment of the neurologically involved patient; and
F. appropriately apply foundational knowledge of neuroanatomy/physiology, and neurologic pathologies during interim analyses of patient positions/movements and the correct interpretation and execution of a PT plan of care.

To achieve the learning outcomes, the student will:

1. define common descriptive terms associated with the nervous system. (A)
2. discuss the fundamental organizational units of the central and peripheral nervous systems. (A)
3. label various anatomical structures associated with a neuron and the neuromusculoskeletal junction. (A,C)
4. differentiate the functional and anatomical structure of axons and dendrites. (A, C)
5. differentiate the primary roles of the supporting cells of the nervous system. (A,C)
6. identify and locate supporting membranes of the nervous system. (A,C)
7. discuss the primary subdivisions of the cerebral cortex. (A,C)
8. recognize fundamental histological features of the cerebral cortex. (A)
9. discuss the normal sequence of cortical processing. (A,B,C)
10. differentiate the roles of neuronal fibers which form cortical connection. (A,C)
11. label the principal functional areas of the cerebral cortex. (A,B)
12. differentiate the primary functions of selected Broadman’s Areas of the lateral and medial cortical surfaces. (A,C)
13. identify the functional loss associated with lesions at various areas of the cerebral cortex. (A,B,C)
14. discuss the basic organization structure of the forebrain (A)
15. label the anatomical structures which make up the diencephalon. (A)
16. recognize clinical implications and common causes of CSF flow blockage. (A,B,C)
17. discuss the role of the blood-brain barrier. (A)
18. label the primary arterial vasculature of the CNS. (A,C)
19. differentiate the clinical significance of occlusion or hemorrhage at primary arteries of the CNS. (B,C)
20. recognize the primary function of the anatomical components of the brainstem. (A,C)
21. label basic anatomical structures of the brainstem. (A,C)
22. identify the role of each cranial nerve and the effects of pathology on these nerves. (A,B,C)
23. identify the principal brainstem centers which influence spinal motor activity. (A,C)
24. recognize the effects of brainstem impairment on posturing. (A,B,C)
25. differentiate the signs and symptoms of brainstem lesions and syndromes. (B,C)
26. recognize how pathology at selected areas of the spinal cord affect function. (B,C)
27. label gross anatomical structures of the spine and spinal cord. (A)
28. discuss primary anatomical regional differences of the spinal cord. (A)
29. discuss in general terms the complex system of neuronal control over motor activity. (A,B)
30. generally locate spinal cord lower motor neurons based on their influence on extremity movement (B,C)
31. correlate selected nerve roots with their respective dermatomes, myotomes and myotatic reflexes. (B,C)
32. recognize fundamental anatomical differences between the autonomic sympathetic and parasympathetic nervous systems. (A)
33. discuss principal features of the autonomic nervous system. (A)
34. differentiate the influence of the sympathetic and parasympathetic nervous systems on selected organs. (A,C)
35. identify and locate common body areas of referred visceral pain. (B,C)
36. identify the roles of the primary ascending and descending pathways. (A,C)
37. recognize common somatosensory senses. (B,C)
38. differentiate the primary categories and functions of somatosensory receptors. (A,B)
39. compare the anatomical structure and function of somatosensory nerve fibers. (B,C)
40. discuss the fundamental role that the major categories of pathways play in motor control. (A,C)
41. recognize the functional impact which occurs with pathology or injury of selected ascending or descending pathways. (B,C)
42. compare classical clinical signs and symptoms of upper and lower motor neuron injuries. (B,C)
43. recognize the key functional centers of the limbic system. (A,C)
44. discuss the fundamental functional roles of the limbic system. (C)
45. describe the Papez Circuit (A,C)
46. identify common clinical disease processes seen with pathology of the limbic system. (C)
47. compare clinical signs and symptoms of selected disorders of the limbic system. (B,C)
48. label the primary structures associated with the ventricular system. (B,C)
49. recognize the role of the choroid plexus with CSF production. (C)
50. describe the physiological mechanism which results in the development of hydrocephalus. (C)
51. identify common signs and symptoms associated with hydrocephalus. (C)
52. recognize the principal functions of the hypothalamus. (A)
53. discuss common signs and symptoms associated with pathology of the hypothalamus. (A,C)

Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- minimum 75% average on integrated laboratory practical examination
- minimum 75% on all coloring book assignments
- co-curricular community service or professional development (required for grade of A only)

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests and participation in at least one approved community service or professional development activity.

A- 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

B- 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

C- 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests

D- less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests
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Course Prefix and Number: PTAP 213                      Number of Credits: 3

Course Title: Neurological Conditions

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

O’Sullivan; S.B. and Schmitz, T.J.; Improving Functional Outcomes in Physical Rehabilitation, 2nd Edition

Course Description:
Exploration of the impact of selected neurological conditions on normal life span motor development and motor control with emphasis on pathophysiology and physical therapy management of these conditions.

Learning Outcomes:

At the end of this course, the student will

A. recognize abnormal neurological function and motor development in patients by comparing/contrasting them to normal function and development;
B. communicate an understanding of typical sites of damage or dysfunction within the nervous system, pathophysiology, clinical signs and symptoms, and physical impairments for selected neurological conditions and how these factors impact the common PT goals and expected functional outcomes for the neurological patient;
C. demonstrate selected therapy assessment and intervention skills in the laboratory as they apply to neurological impairments;
D. appropriately select, justify, sequence, and show progression of interventions for neurological patients in a variety of clinical settings through selected readings and accurate interpretation a PT plan of care;
E. read and understand health care literature through self-directed research activities to prepare and present professional in-services in the workplace;
F. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation;
G. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.
To achieve the learning outcomes, the student will:

1. discuss normal growth and movement from birth through maturation and aging. (A)
2. recognize primitive reflexes, postural reactions and know the significance these play in the development of voluntary skills and motor milestones. (A)
3. recognize the typical signs and symptoms and terminology associated with a variety of neurological conditions. (A,B)
4. discuss the etiology and pathophysiology responsible for many common neurological conditions. (A,B)
5. recognize the name and purpose of some diagnostic tests or procedures and assessment instruments used to evaluate neurological disorders. (A,B)
6. identify common motor control, tone, sensory, reflex, autonomic and cognitive deficits present with neurological impairment. (A,B,E)
7. understand and be able to recognize the clinical significance of the evaluative findings, problem list, short and long term goals and the plan of care written by the PT for neurologically involved patients. (B,D)
8. practice a variety of treatment interventions and assessment techniques for motor control, balance, coordination, postural awareness and functional activities that can be used within a PT’s POC. (C)
9. discuss the typical physical therapy management of individual neurological diseases or conditions including contraindications and precautions. (B,C,D,E)
10. analyze case studies consisting of a physical therapy evaluation and plan of care; sequence appropriate progression of interventions to meet the therapeutic goals and discuss the elements of discharge planning, ADL/home modification and home exercise program. (D)
11. educate patients and family members on how they can be involved in the management of selected disease processes through regular participation in an appropriate physical therapy program. (D,F)
12. participate in the filming and editing of at least one video patient treatment with emphasis on appropriate patient and family interaction.
13. research, read and demonstrate understanding of current professional literature related to an assigned neurological condition. (B,E)
14. develop and provide a professional in-service presentation to classmates on an assigned neurological condition. (B,D,E,F)
15. write daily SOAP notes with emphasis on assessments and interventions appropriate for neurologically impaired patients. (E)
16. participate in one or more approved community service or professional development activity during this semester (G)

Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- satisfactory completion of developmental lab assignments
• minimum 75% average on integrated lab practicals
• minimum 75% average on three written case studies with SOAP notes
• minimum 75% in-service presentation on neurological condition
• co-curricular community service or professional development (required for grade of A only)

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service and participation in at least one approved community service or professional development activity.

B- 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

C- 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

D- 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and minimum of 75% average on three written case studies; satisfactory completion of developmental lab assignments; and satisfactory presentation on a neurological condition in-service.

F- less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or less than 75% average on three written case studies; or failure to satisfactorily complete the developmental lab assignments or the neurological conditions in-service.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
**Course Prefix and Number:** PTAP 214  
**Credit Hours:** 3

**Course Title:** Therapeutic Exercise

**Course Prerequisites:** Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

**Textbooks:** Kisner; C. and Colby, L.A.; *Therapeutic Exercise: Foundations and Techniques, 5th edition*  
O’Sullivan; S.B. and Schmitz, T.J.; *Physical Rehabilitation: 6th edition*  
O’Sullivan; S.B. and Schmitz, T.J.; *Improving Functional Outcomes in Physical Rehabilitation, 2nd Edition*

**Course Description:** Principles and techniques of therapeutic exercise in the management of patients with selected neurological, cardiovascular, metabolic and chronic disease problems. Emphasis on the application of selected exercise interventions and patient/family education to improve functional outcomes.

**Learning Outcomes:**

At the end of this course, the student will:

A. select, apply and modify intervention strategies, treatment environments, and feedback based upon motor control and motor learning theories;
B. utilize the stimulus and response pathways of the proprioceptive and sensory systems to influence the motor systems of the neurologically impaired patient;
C. assess patient response to interventions to determine if an activity is too easy or too difficult and progress motor activities based upon level of difficulty;
D. demonstrate competent hands-on application of a variety of therapeutic exercise intervention techniques;
E. think critically and creatively to design and discuss treatment options for selected problems or goals within a plan of care;
F. read and understand health care literature through self-directed research activities;
G. communicate with patients using lay terminology and non-verbal strategies and with therapists and other clinicians using medical terminology and good written documentation;
H. Apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development
opportunities.

To achieve the learning outcomes, the students will:
1. compare and contrast different theories of motor control with regard to therapeutic model, strengths and limitations. (A)
2. define and utilize appropriate neurological, developmental, motor control and motor learning terminology in order to compare and contrast the presentation of neurological deficits commonly treated in a variety of physical therapy environments. (A,B,F,G)
3. identify from a given patient problem the stage of motor control where the interventions should begin. (A,C,E)
4. discriminate where a patient is in the stages of motor learning and provide the necessary modifications to feedback and other factors to promote the best learning outcome at that stage. (A,C)
5. give examples of different intervention strategies typically used in rehabilitation and point out how these relate to different theories of motor control, or motor learning. (A,B,C,D)
6. illustrate and describe the stimulus and response of the muscle spindle, GTO and joint receptors (B,C)
7. explain how the proprioceptive, vestibular and exteroceptive pathways impact tone, reflexes, inhibition and facilitation of muscles. (B,C)
8. demonstrate understanding and safe execution of hands on PNF and fundamental NDT skills to improve tone, postural awareness, range of motion and isolated functional movement. (A,B,C,D,E,G)
9. practice safe implementation of developmental activities, functional training, perambulation and gait activities within the plan of care established by a PT to improve the functional outcomes of the neurologically impaired patient. (A,B,C,D,E,G)
10. demonstrate the progression of interventions from simple to more complex by changing one or more modifiable factors. (C,D,E)
11. utilize the BPCC library, the internet and other resources and independent readings to research and summarize clinical signs/symptoms, pathophysiology and common physical therapy interventions for cardiovascular, pulmonary, metabolic, physiologic, and chronic medical illnesses. (E,F,G)
12. discuss and demonstrate the application, limitations and benefits of exercise programs and typical physical therapy interventions to improve conditioning of patients with cardiovascular, pulmonary, metabolic, physiologic and chronic medical illnesses. (E,F,G)
13. compile and/or present appropriate assessments, intervention choices, progression of activities, necessary family and patient education and home exercise program for a patient within a plan of care established by the physical therapist. (A,C,E,F,G)
14. discuss with the PT the appropriate considerations to prepare for a patient’s discharge. (E,G)
15. participate in the group presentation of researched ADA topics (F, G)
16. participate in one or more approved community service or professional development activity during this semester (H)

**Course Requirements:** To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- pass all lab competencies
- minimum average score of 75% on laboratory competency tests
- minimum 75% average on integrated lab practicals
- co-curricular community service or professional development (required for grade of A only)

**Course Grading Scale:**

- **A-** 90% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher and participation in at least one approved community service or professional development activity.

- **B-** 80% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

- **C-** 70% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

- **D-** 60% or more of total possible points including the comprehensive final exam; and minimum of 75% average on laboratory practical tests; and pass all lab competencies; and complete all homework assignments with an average of 75% or higher

- **F-** less than 60% of total possible points including the comprehensive final exam; or less than 75% average on laboratory practical tests; or failing grade on any lab competency; or failure to complete homework assignments or less than a 75% average on homework assignments

**Course Fees:** This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Bossier Parish Community College  
Master Syllabus

Course Prefix and Number: PTAP 215
Course Title: Special Areas of Practice

Credit Hours: 2

Textbooks: No required text

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Exploration of special practice areas in physical therapy through guest lectures, field trips and small group research/presentations. Course may include but is not limited to such topics as pediatrics, amputees, geriatrics, burn care, functional assessment, cultural competency, posture/gait assessment, Medicare/Medicaid considerations, and selected orthotic/prosthetic devices.

Learning Outcomes:
At the end of this course the student will:

A. communicate effectively with patients/families and other clinicians, both verbally and in written form, using the terminology appropriate to selected specialized areas of physical therapy practice;
B. appropriately interpret and safely carry out a physical therapy plan of care for patients in selected specialized areas of physical therapy practice;
C. accurately utilize standardized instruments to document patient functional status;
D. independently research and orally present information needed to appropriately adjust, monitor and train patients in the use of selected orthotic and prosthetic devices;
E. practice in the clinical environment with appropriate sensitivity, communication and behavior related to the individual and cultural differences among patients, families and other clinicians/health care providers; and
F. perform and document an interim assessment of patient posture and gait, recognizing abnormalities and describing common causes and consequences of such.
G. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

To achieve the learning outcomes, the student will

1. define the term posture. (F)
2. discuss the basic principles of a postural assessment. (F)
3. describe normal alignment for each joints/region in selected postures of the body. (F)
4. specifically identify components of normal postural alignment from frontal and sagittal views at given regions of the body. (F)
5. discuss common abnormal alignments from the frontal and sagittal views, identifying muscles in a shortened and lengthened position. (F)
6. define the term joint moment and identify moments occurring with normal postural alignment and common abnormal alignments. (F)
7. perform observational assessments of posture on multiple individuals from frontal and sagittal views, accurately identifying and documenting deviations from normal. (F)
8. demonstrate appropriate exercises to address goals related to common postural abnormalities (to include postural awareness during ADLs) based on PT evaluation and POC. (F)
9. discuss the importance of and rationale for analysis of a patient’s gait. (F)
10. define selected terms related to the description of gait. (F)
11. list the components of the stance and swing phases of gait using traditional and Rancho Los Amigos terminology. (F)
12. identify the normal joint positions and muscle activity required at each phase of gait. (F)
13. recognize the effects of age, disease, injury and malalignment on gait. (F)
14. perform observational gait assessment, identifying normal and common faulty gait patterns through video and observation of classmates. (F)
15. appropriately document description of gait including parameters for quantity and quality in SOAP note format. (F)
16. identify major etiological factors leading to amputation surgery. (A,B)
17. describe the major concepts involved in lower extremity amputation surgery. (B)
18. describe the major considerations in prosthetic prescription. (B,D)
19. identify what components may be a part of an initial PT evaluation for an individual with a lower extremity amputation. (A,B)
20. correctly describe the appropriate positioning and schedule of positioning for a person status post transtibial or transfemoral amputation. (B)
21. describe and demonstrate proper residual limb wrapping for the transtibial and transfemoral amputee. (B)
22. compare and contrast various methods of residual limb edema management. (B)
23. based upon a PT’s initial evaluation and plan of care, appropriately select, implement and progress interventions and interim assessments for the transtibial and transfemoral amputee patient in various stages of rehabilitation. (B)
24. discuss the psychological impact of lower extremity amputation. (A,B)
25. identify the factors influencing PT goals and outcomes for the lower extremity amputee. (A,B)
26. recall components of normal gait and describe common gait deviations of the transfemoral and transtibial amputee prosthetic wearer and identify conditions of prosthetic fit/design and/or of the amputee commonly associated with each gait deviation. (A,B,D,F)
27. identify normal and abnormal integumentary changes in the residual limb with LE prosthetic training based upon the pressure tolerant areas for weight bearing and pressure sensitive areas for avoidance of weight bearing forces (A,B,D)
28. describe the process used by the prosthetist in evaluating/prescribing/fabricating/ and modifying the above or below knee prosthesis. (D)
29. compare and contrast various types of suspension mechanisms for the above and below knee prostheses. (D)
30. compare and contrast various types of foot and knee components used in lower extremity prostheses. (D)
31. compare in structure and functional use myoelectric vs. cable-driven upper extremity prosthetics. (D)
32. recognize the role of the PTA in providing physical therapy interventions and patient education to the patient in various stages of LE prosthetic preparation/use. (D)
33. research selected prosthetic & orthotic devices (UE prostheses, AFO, knee orthoses, TLSO, cervical spine orthoses, wrist/hand splints and orthoses, HKAFO/RGO, Dynasplint – type orthoses) for in-class presentation. Present and recall for each device: (D)
   • description of the device and it’s primary purposes.
   • common diagnoses the device may be prescribed for.
   • variety available and where they can be obtained.
   • exercises (or other PT interventions) which are commonly i to prepare patient for the device, to be used in conjunction with wearing the device or to be used when device is no longer necessary.
   • proper alignment/fit and donning/doffing of the device including demonstration.
   • traditional rehab progression with the device.
   • relevant pressure area considerations with the device and other safety precautions with device.
   • instructions which should be given to the patient/family on care of and use of the device.
   • insurance considerations and reimbursement issues for the selected device.
19. classify severity of burns based on % body region affected and skin thickness involved. (A,B)
20. discuss medical management of burns including surgical and non-surgical interventions. (A,B)
21. discuss physical therapy management of burns including wound care, positioning, exercise, and patient/caregiver instruction. (A,B)
22. recall normal motor development in terms of primitive reflex appearance/integration, function/appearance in given postures and gross/fine motor milestone achievement. (A,B)
23. describe common physical therapy patient problems encountered at various stages of motor development. (A,B)
24. discuss interventions for addressing selected pediatric physical therapy problems. (A,B)
25. describe and implement developmental activities appropriate for pediatric physical therapy patients based upon a PT evaluation and plan of care. (A,B)
26. identify common age-specific considerations/precautions when treating a pediatric patient. (A,B)
27. recognize the role of the PTA in pediatric physical therapy practice. (A,B)
28. discuss common orthopedic disorders seen in pediatric physical therapy practice. (A,B)
29. recognize the etiology of selected pediatric orthopedic disorders. (A,B)
30. discuss common genetic disorders seen in pediatric physical therapy practice. (A,B)
31. recognize the etiology of selected pediatric genetic disorders. (A,B)
32. discuss common chromosomal disorders seen in pediatric physical therapy practice. (A,B)
33. recognize the etiology of selected pediatric chromosomal disorders. (A,B)
34. discuss common environmentally related disorders seen in pediatric physical therapy practice. (A,B)
35. recognize the etiology of selected pediatric environmentally related disorders. (A,B)
36. discuss common treatment goals in pediatric physical therapy practice and describe interventions and patient/family education appropriate for meeting those goals based upon a PT’s initial evaluation and plan of care. (A,B)
37. describe, and use effectively, age-appropriate communication strategies when working with pediatric patients and their family members. (C)
38. define ageism and identify common misconceptions regarding aging and individuals over 65. (A,B,E)
39. describe strategies for providing support to caregivers of geriatric patients. (B)
40. define the criteria for “elder abuse”, describe characteristics of those most likely to be abused and to abuse, identify signs of abuse; describe the roles/responsibilities of the PTA related to this subject, and discuss appropriate strategies for reporting suspected incidents. (B,E)
41. describe normal physiological changes to selected systems with aging. (A,B)
42. identify changes commonly perceived to be normal with aging that are actually pathological in nature. (A,B)
43. discuss exercise considerations in working with geriatric patients/clients. (B)
44. describe communication strategies to use with geriatric patients with hearing impairment, visual impairment and/or dementia. (B)
45. describe the mini mental examination and discuss its use in the diagnosis of dementia. (A,B)
46. differentiate between dementia and related conditions based upon pathophysiology and patient presentation. (A, B)
47. identify key issues to consider when providing patient education in geriatric physical therapy practice. (A,B)
48. discuss normal and abnormal psychological responses to aging. (A,B)
49. referencing the disablement model and ICF models, correctly list and/or hypothesize patient pathologies/health conditions, impairments in body structure/function; functional limitations/activity limitations and disabilities/participation limitations. (C)
50. discuss the importance of standardized tools for documentation of patient function in terms of reimbursement. (C)
51. compare and contrast selected functional assessment instruments in terms of tool administration, nature of data collected, and psychometric properties. (C)
52. accurately use the FIM and other selected instruments in assessing function based upon a written description of the performance and/or a video clip of the performance. (C)
53. define “culture” and accurately identify the ways in which culture may impact healthcare delivery (E)
54. recognize the potential socioeconomic, epidemiological, and treatment efficacy impact of cultural differences on patient care as they apply to selected cultural groups and case study analyses. (E)
55. participate in one or more approved community service or professional development activity during this semester (G)

**Course Requirements:** To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- satisfactory PowerPoint in-service presentation on orthotic or prosthetic device
- completion of cultural competence assignment
- minimum 75% on posture analysis project
- minimum 75% average on integrated lab practicals
- co-curricular community service or professional development (required for grade of A only)

**Course Grading Scale:**

**B-** 90% or more of total possible points including the comprehensive final exam; minimum 75% on posture analysis project; and satisfactory research and presentation of an orthotic or prosthetic device in-service; and completion of cultural competence assignment; and minimum 75% average on integrated lab practicals; and participation in at least one approved community service or professional development activity.

**C-** 80% or more of total possible points including the comprehensive final exam; minimum 75% on posture analysis project; and satisfactory research and presentation of an orthotic or prosthetic device in-service; and completion of cultural competence assignment; and minimum 75% average on integrated lab practicals

**D-** 70% or more of total possible points including the comprehensive final exam; minimum 75% on posture analysis project; and satisfactory research and presentation of an orthotic or prosthetic device in-service; and completion of cultural competence assignment; and minimum 75% average on integrated lab practicals

**E-** 60% or more of total possible points including the comprehensive final exam; minimum 75% on posture analysis project; and satisfactory research and presentation of an orthotic or prosthetic device in-service; and completion of cultural competence assignment; and minimum 75% average on integrated lab practicals
F- less than 60% of total possible points including the comprehensive final exam; or failure to satisfactorily complete the posture analysis project; or failure to satisfactorily complete or present the orthotic or prosthetic device in-service; or failure to complete cultural competence assignment; or less than 75% average on integrated lab practicals

**Course Fees**: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Course Prefix and Number: PTAP 216  Credit Hours: 4

Course Title: Clinical Practice II

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. Prior to beginning clinical practice II, students must have additionally demonstrated competence and safety on all lab competencies in PTAP 202, PTAP 203, PTAP 204, PTAP 205, PTAP 214, and PTAP 217.

Textbook: Texas Consortium of PTA Educators; PTA MACS; current edition

Course Description:
Students will be assigned to a clinical affiliation site for 200 clinical practice hours under the direct supervision of a clinical instructor.

Learning Outcomes:

At the end of this course the student will

D. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the assigned clinical environment;
E. perform those patient data collection and intervention psychomotor skills common to the clinical environment assigned at a level of mastery consistent with a second (spring/intermediate) rotation; and
F. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for student/employee behavior in a clinical setting.

To achieve the learning outcomes, the student will:

1. exhibit consistently a commitment to learning throughout the clinical experience through: (A)
   • demonstrating a willingness to evaluate own performance.
   • identifying problems and information/learning needs.
   • identifying and locating appropriate resources.
   • incorporating new knowledge into clinical performance.

2. utilize appropriate and effective interpersonal skills (consistently during the clinical experience by: (A)
   • maintaining a professional demeanor in all interactions.
   • demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
   • responding appropriately to unexpected situations.
• interacting confidently with all persons.
• demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student PTA.

3. effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience by: (A)
   • initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
   • using English language effectively (grammar, spelling, expression, organization and sequencing).
   • writing legibly.
   • using effective non-verbal communication.
   • adjusting verbal and non-verbal communication to each person and situation.
   • listening actively (including restating, reflecting, and clarifying messages).
   • following all documentation policies and procedures of the facility.

4. appropriately receive and utilize constructive feedback during the clinical experience by: (A)
   • actively seeking feedback.
   • demonstrating positive attitude toward feedback.
   • assessing own performance accurately.
   • incorporating intrinsic and extrinsic feedback into future experiences.
   • providing appropriate feedback to others, including modifying of feedback according to recipient’s need.

5. behave at all times during the clinical experience professionally including: (A,C)
   • introducing self as student.
   • abiding by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct.
   • confirming informed consent from patient.
   • projecting professional image.
   • exercising discretion, including maintenance of confidentiality.
   • managing personal affairs in a manner that does not interfere with professional responsibilities.
   • respecting authority and complying with decisions of those in authority.
   • participating in profession-related organizations/activities.

6. consistently accept responsibility during the clinical experience by: (A)
   • arriving prior to the start of all scheduled activities.
   • accepting responsibility for own actions and outcomes.
   • completing projects, duties and assignments without prompting.
   • recognizing need and offering assistance to others.
   • recognizing own limitations and asking for assistance.

7. demonstrate ability to manage stress consistently during the clinical experience by (A)
   • recognizing stress in self and others.
   • identifying probable source of stress in self and others.
   • seeking assistance for self or others when appropriate.
   • establishing effective stress management and coping mechanisms.
prioritizing multiple commitments in personal and professional life.

8. practice at all times during the clinical experience safely by: (A, B, C)
   • recognizing and remedying safety concerns during patient care.
   • asking for assistance when unable to manage patient safely.
   • using appropriate body mechanics and guarding techniques.
   • demonstrating standard precautions.
   • demonstrating safe handling of patient and equipment.
   • familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).

9. implements a PT plan of care (PTA MACS skill 15.1) by: (A, B)
   • verbalizing accurate understanding of the POC written for the individual patient
   • implementing delegated interventions identified in the POC
   • monitoring patient status and progress toward STGs and LTGs and outcomes and reporting to the supervising PT or CI
   • selecting and providing safe interventions competently based on the POC established by the PT to minimize risk to the patient, self, and others.

10. during the clinical experience achieve entry-level competency on at least 15 skills and gain documented experience with at least 20 skills from the following PTA MACS areas : (A,B)
    • professional behaviors. (MACS skills 1-12)
    • data collection. (MACS skills 13-14)
    • Interventions (MACS skills 15-21)

11. recall the Program and Clinical Facility policies related to (C):
    • attendance
    • appearance/dress
    • professional behavior
    • patient confidentiality
    • drug use

Course Requirements: To earn a grade of “pass” for the course the student must meet all of the following course requirements.

• Demonstrate competency in the completion of identified critical skills
• Demonstrate entry-level competency with the completion of at least 15 skills total
• Completion of 200 clinical practice hours

Course Grading Scale:
Pass- entry level competency in the completion of identified critical skills; and entry-level competency with the completion of at least 15 skills total; and completion of 200 clinical practical hours

Fail- failure to achieve entry-level competency in the completion of identified critical skills; or failure to achieve entry-level competency with the completion of at least 15 skills total; or failure to complete 200 clinical practical hours

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Course Prefix and Number: PTAP 217

Course Title: Comprehensive Interventions for the PTA

Credit Hours: 1

Textbooks: Giles ,PTA Exam: The Complete Study Guide
APTA; Guide to Physical Therapy Practice, (online edition)

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Course Description:
Laboratory based course that utilizes case studies, presentations, and group activities to strengthen student competency in integrating information from all courses within the program curriculum with emphasis on the use of The Guide to Physical Therapist Practice. Also designed to prepare students for clinical practice and licensure examination success.

Learning Outcomes:
At the end of this course the student will:

A. communicate appropriately in the clinical environment with other clinicians and healthcare providers using the standardized terminology from the Guide to Physical Therapist Practice;
B. accurately and efficiently use the Guide to Physical Therapist Practice as a reference tool in the clinical analysis of a physical therapy initial evaluation and plan of care;
C. appropriately select, justify, sequence, progress, and document interim assessments and interventions for a physical therapy patient or client with an orthopedic, neurological, or complex medical diagnosis(es) based upon accurate interpretation of a written PT evaluation and plan of care;
D. demonstrate safe and correct technical performance of those common physical therapy clinical assessment and intervention skills appropriate for the entry-level PTA.
E. demonstrate test-taking skills and recall of cumulative fundamental content from PTA program curriculum sufficient to successfully pass the Federation of State Boards of Physical Therapy PTA licensure examination.
F. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.
G. demonstrate understanding and appropriate employment of evidence based practice principles.
To achieve the learning outcomes, the student will:

1. define and appropriately use selected terminology from the Guide to Physical Therapist Practice (A)
2. based upon a case study/PT initial evaluation, identify the preferred practice patterns, prognosis, expected range of visits and factors potentially influencing the frequency/duration of treatment based upon information from the Guide to Physical Therapist Practice. (B)
3. identify pertinent information from an initial PT evaluation/case study that may impact treatment or progression of therapeutic interventions. (C)
4. discuss rationale for plan of care related to PT goals in a PT evaluation/case study. (C)
5. identify and differentiate between a patient’s pathologies, impairments, functional limitations and disabilities based upon a hypothetical PT case study. (A,B)
6. select and justify appropriate interim assessments and interventions for patients based upon PT evaluation/POC. (C)
7. outline a plan for progression of therapeutic interventions consistent with the goals and plan of care to for a hypothetical PT case study. (C)
8. document hypothetical PT sessions correctly using both the S.O.A.P format and Guide language. (C,A)
9. continue to demonstrate safe, entry-level competency/skill in performing selected clinical assessment and intervention skills from those covered during the fall & spring semester PTAP courses (D)
10. identify at least 5 reference resources useful in preparation for the Federation of State Boards of Physical Therapy Licensure Examination. (E)
11. analyze own results of a PTA mock licensure examination in terms of test-taking weaknesses, deficits in fundamental knowledge, and problems with application of content. (E)
12. demonstrate progressive improvement in mock licensure examination scores. (E)
13. identify the steps involved in practicing evidence-based physical therapy (G)
14. for a given clinical research study, identify and discuss the relevance of the level of evidence, type of research, type of data/measurement, validity, sampling, and descriptive statistics (G)
15. participate in one or more approved community service or professional development activity during this semester (F)

Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- minimum of three mock licensure examinations and completion of self assessment assignment
- pass all lab competencies
- minimum 75% average on lab competencies
- minimum 75% average on integrated lab practicals
- completion of case-study assignment related to evidence based practice
• co-curricular community service or professional development (required for grade of A only)

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and pass all lab competencies; and minimum of 75% average on lab competencies; and minimum of 75% average on integrated lab practicals; and satisfactory completion of three mock licensure examinations; and satisfactory completion of self-assessment assignment; and completion of case study assignment related to evidenced based practice; and participation in at least one approved community service or professional development activity.

B- 80% or more of total possible points including the comprehensive final exam; and pass all lab competencies; and minimum of 75% average on lab competencies; and minimum of 75% average on integrated lab practicals; and satisfactory completion of three mock licensure examinations; and satisfactory completion of self-assessment assignment; and completion of case study assignment related to evidenced based practice.

C- 70% or more of total possible points including the comprehensive final exam; and pass all lab competencies; and minimum of 75% average on lab competencies; and minimum of 75% average on integrated lab practicals; and satisfactory completion of three mock licensure examinations; and satisfactory completion of self-assessment assignment; and completion of case study assignment related to evidenced based practice.

D- 60% or more of total possible points including the comprehensive final exam; and pass all lab competencies; and minimum of 75% average on lab competencies; and minimum of 75% average on integrated lab practicals; and satisfactory completion of three mock licensure examinations; and satisfactory completion of self-assessment assignment; and completion of case study assignment related to evidenced based practice.

F- less than 60% of total possible points including the comprehensive final exam; or failure to pass all lab competencies; or less than 75% average on lab competencies; or less than 75% average on integrated lab practicals; or failure to complete three mock licensure examinations; or failure to complete the self-assessment assignment; or failure to complete the case study assignment related to evidenced based practice.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Course Prefix and Number: PTAP 226  Credit Hours: 7

Course Title: Clinical Practice III

Course Prerequisites: Enrollment in the PTAP clinical courses is limited to those students who have been selected and admitted to the clinical phase of the program. Clinical courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. Prior to beginning clinical practice III, students must have additionally demonstrated competence and safety on all lab competencies in PTAP 202, PTAP 203, PTAP 204, PTAP 205, PTAP 214, and PTAP 217.

Textbooks: Texas Consortium of PTA Educators: PTA MACS, current edition

Course Description:
Full-time assignment to two different affiliation sites during the semester for a total of 350 clinical practice hours. Students will be assigned to those clinical affiliation sites for 40 hours per week under the direct supervision of a clinical instructor.

Learning Outcomes:
At the end of this course the student will

G. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the clinical environment;
H. perform those patient data collection and intervention psychomotor skills common to the clinical environment assigned at a level of mastery consistent with a final (clinical) rotation;
I. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for student/employee behavior in a clinical setting;
J. prepare and deliver clinical in-services to an audience of healthcare professionals;
K. use foundational knowledge of the fiscal operations of a physical therapy clinic/department to function responsibly and appropriately as an employee of such departments; and
L. participate usefully in the process of performance improvement (CQI/PI) in a clinical environment.

To achieve the learning outcomes, the student will

1. exhibit consistently a commitment to learning throughout the clinical experience through: (A)
   i. demonstrating a willingness to evaluate own performance.
   ii. identifying problems and information/learning needs.
   iii. identifying and locating appropriate resources.
   iv. incorporating new knowledge into clinical performance.
2. utilize appropriate and effective interpersonal skills (critical MACS skill #2) consistently during the clinical experience by: (A)
   • maintaining a professional demeanor in all interactions.
   • demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
   • responding appropriately to unexpected situations.
   • interacting confidently with all persons.
   i. demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student PTA.
3. effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience by: (A)
   • initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
   • using English language effectively (grammar, spelling, expression, organization and sequencing).
   • writing legibly.
   • using effective non-verbal communication.
   • adjusting verbal and non-verbal communication to each person and situation.
   • listening actively (including restating, reflecting, and clarifying messages).
   • following all documentation policies and procedures of the facility.
4. appropriately receive and utilize constructive feedback during the clinical experience by: (A)
   • actively seeking feedback.
   • demonstrating positive attitude toward feedback.
   • assessing own performance accurately.
   • incorporating intrinsic and extrinsic feedback into future experiences.
   • providing appropriate feedback to others, including modifying of feedback according to recipient’s need.
5. behave at all times during the clinical experience professionally including: (A,C)
   • introducing self as student.
   • abiding by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct.
   • confirming informed consent from patient.
   • projecting professional image.
   • exercising discretion, including maintenance of confidentiality.
   • managing personal affairs in a manner that does not interfere with professional responsibilities.
   • respecting authority and complying with decisions of those in authority.
   • participating in profession-related organizations/activities.
6. consistently accept responsibility during the clinical experience by: (A)
   • arriving prior to the start of all scheduled activities.
   • accepting responsibility for own actions and outcomes.
   • completing projects, duties and assignments without prompting.
   • recognizing need and offering assistance to others.
7. demonstrate ability to manage stress consistently during the clinical experience by (A)
   • recognizing own limitations and asking for assistance
   • recognizing stress in self and others.
   • identifying probable source of stress in self and others.
   • seeking assistance for self or others when appropriate.
   • establishing effective stress management and coping mechanisms.
   • prioritizing multiple commitments in personal and professional life.
8. practice at all times during the clinical experience safely by: (A, B, C)
   • recognizing and remediying safety concerns during patient care.
   • asking for assistance when unable to manage patient safely.
   • using appropriate body mechanics and guarding techniques.
   • demonstrating standard precautions.
   • demonstrating safe handling of patient and equipment.
   • familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).
9. implements a PT plan of care (PTA MACS skill 15.1) by: (A, B)
   • verbalizing accurate understanding of the POC written for the individual patient
   • implementing delegated interventions identified in the POC
   • monitoring patient status and progress toward STGs and LTGs and outcomes and reporting to the supervising PT or CI
   • selecting and providing safe interventions competently based on the POC established by the PT to minimize risk to the patient, self, and others.
10. during the clinical experience achieve entry-level competency on all skills contained in the PTA MACS in the following areas: (A,B)
    • professional behaviors. (MACS skills 1-12)
    • data collection. (MACS skills 13-14)
    • Interventions (MACS skills 15-21)
11. research and discuss selected Clinical Facility policies and the process by which those policies/procedures are updated and disseminated to staff. (C)
12. identify the 3rd party payors commonly involved with reimbursement for physical therapy services in the clinical facility assigned. (E)
13. describe the role of the PTA in the billing of and reimbursement for physical therapy services in the clinical facility assigned. (E)
14. identify the persons responsible for the CQI/PI process in the clinical facility assigned. (F)
15. describe the process of PI in the clinical facility assigned including: (F)
    • the methods used to identify processes needing improvement.
    • the way in which information is gathered to research the problem.
    • how potential process changes are proposed and decided upon.
    • how the effectiveness of the change is evaluated and to whom the whole process is reported.
16. give an example of a problem/process in the clinical facility assigned that has improved through the CQI/PI process. (F)
17. prepare and present an inservice presentation on an assigned physical therapy topic. (D)
Course Requirements: To earn a grade of “pass” the student must meet all of the following course requirements.

- Demonstrate entry-level competency with the completion of all PTA MACS skills with the exception of site-specific skills
- Completion of 350 clinical practice hours
- Completion of all discussion board assignments
- Presentation of 2 satisfactory clinical in-services

Course Grading Scale:

Pass - entry level competency in the completion of all MACS skills with the exception of site-specific skills; and completion of 350 clinical practical hours; and completion of all discussion board assignments; and presentation of 2 satisfactory clinical in-services.

Fail - failure to achieve entry-level competency in the completion of all MACS skills with the exception of site-specific skills; or failure to complete 350 clinical practice hours; or failure to complete discussion board assignments; or failure to complete a satisfactory clinical in-service

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.
Bossier Parish Community College
Master Syllabus

Attendance Policy: The college attendance policy, which is available at http://www.bpcc.edu/catalog/current/academicpolicies.html, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the Physical Therapy Assistant program is described in the Physical Therapy Assistant Clinical Handbook.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA
Angie Cao, Student and Disability Services Specialist
Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111
318-678-6511
acao@bpcc.edu
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator
Teri Bashara, Director of Human Resources
Human Resources Office, A-105
6220 East Texas Street
Bossier City, LA 71111
Phone: 318-678-6056
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.
PHYSICAL THERAPIST ASSISTANT PROGRAM NON-ACADEMIC POLICIES AND PROCEDURES
PROGRAMMATIC COUNSELING RECORD

BPCC is dedicated to the development of professionals. Programmatic Counseling is a means for an instructor to further educate a student about behavior or actions that are unbecoming for a professional. The programmatic counseling documentation is maintained in the student’s file, but will be released to the Office of Student Services should the behavior require disciplinary action or intervention.

DISCIPLINARY REFERRAL

At any time unsatisfactory behavior in the clinical, laboratory, or classroom setting is identified as requiring disciplinary action, the following procedure will apply:

1. The BPCC instructor will immediately fax (318-678-6474) a completed Disciplinary Referral Form to the Office of Student Services. The instructor should also fax any supportive documentation.
2. The instructor does NOT contact the student regarding this referral. The student will be contacted by the Office of Student Services.
3. After review of the documentation and meeting with the student, the Vice Chancellor for Student Services will determine the course of disciplinary action.
4. The instructor will be notified by the Vice Chancellor for Student Services of the disciplinary action taken.

CLINICAL RECORDS

PTA program student clinical files (containing any hard copies of immunization, certification, drug screen, background check, etc.) will be returned to each student at the time of graduation with no copies kept on file by the SNAH department post-graduation. The exception to this policy is the Student Information Release form and the Authorization for Imaging Release form, which will be kept on file by the PTA Program indefinitely.

INCLEMENT WEATHER POLICY

Refer to the BPCC Catalog for information regarding school closure due to inclement weather. NOTE: If the College is open, the Physical Therapist Assistant Program is open including clinical assignments. Each student is expected to use their own judgment determining unsafe travel conditions.

FIRSTCALL-EMERGENCY NOTIFICATION SYSTEM

Students are encouraged to enroll in BPCC’s Emergency Notification System. FirstCall Network, Inc. is an emergency mass notification company that provides BPCC with instant notification capabilities during an emergency on campus or a school closure.
BPCC students are registered with FirstCall through their BPCC-issued email accounts. To best utilize this alert system, students must ensure FirstCall has their appropriate contact information.

To update contact information, students can access FirstCall by using their initial log-in information that was sent to you directly from FirstCall. This information was sent to their university-issued email account (example@student.bpcc.edu). Students are encouraged to update their information accordingly and are able to update their contact information at the BPCC FirstCall website after receiving their log-in information and instructions.

**DRESS CODE AND HYGIENE POLICY**

PTA students must follow the facility-specific dress code policies of each clinical site to which they are assigned. If lab coats and/or scrubs are required by the facility, then the student will be responsible for securing those items. Hair will be fashioned as to not fall forward or over the sides of the face when working with patients/clients. Nails will be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered or removed. A BPCC name badge (or facility badge) identifying the student as a “student” or “SPTA” must be worn during all patient interactions.

**STUDENT WORK POLICY**

All student activities associated with the curriculum, especially while students are completing his or her clinical rotations, will be educational in nature. Students will not be receiving any monetary remuneration during this educational experience, nor will he or she be substituted for hired staff personnel within the clinical institution, in the capacity of a Physical Therapist assistant.

**PROFESSIONAL BEHAVIOR POLICY**

Students enrolled in the Physical Therapist Assistant Program are required to abide by the BPCC Code of Conduct (available on the BPCC website).

In addition to requirements related to technical skill development during clinical practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional”. Students are expected to conduct themselves in a professional manner at all times during clinical experiences. The policies and procedures of the Program and of the Clinical Facility must be adhered to. Specifically, the Program has defined the expected affective behaviors/skills as:

- Commitment to Learning
- Interpersonal Skills
- Communication Skills
• Effective Use of Time & Resources
• Use of Constructive Feedback
• Problem Solving
• Critical Thinking
• Professionalism
• Responsibility
• Stress Management
• Integrity
• Honesty
• Empathy

Preceding the first clinical experience, students will receive more detailed descriptions, expectations and examples related to each of the affective skills. Following this lecture series, students will be required to complete a self-assessment of affective behaviors (sample available in “Student Resources”) and participate in a one-on-one meeting with the A to discuss that assessment and set goals related to affective skill development for the fieldwork experience(s).

Clinical instructor feedback is solicited during each clinical experience on the student’s professional skills and course requirements related to which skills must be “checked off” during the rotation(s) are outlined on each clinical practice course syllabus.

MISUSE OR ABUSE OF COMPUTER EQUIPMENT, PROGRAMS AND DATA

BPCC encourages and embraces technology and the opportunities for learning it provides. However, students must behave in a manner that is ethical and legal when utilizing the computers, internet, and wireless internet connection at School and in a clinical setting. Students are only permitted to perform activities that are academic in nature when using these resources. The computer and internet usage is monitored to ensure these resources are not abused. Failure to act in a manner that is ethical and/or legal will result in disciplinary action.

SOCIAL MEDIA

Online communication through social media and networking is a recognized form of daily communication. BPCC’s Allied Health Programs have expectations for responsible, professional and ethical behavior with this form of interaction/expression. These guidelines are intended to more clearly define Program expectations for appropriate student behavior related to social media and to protect the privacy and confidentiality of patients, fellow students, faculty/staff, clinical educators and BPCC affiliated facilities.

For the purposes of this policy, “social media” include but are not limited to:

• Social networking sites such as Facebook or MySpace
• Video and photo sharing websites such as YouTube, Instagram, Snapfish, Flickr, Snapchat, etc
• Microblogging sites such as Twitter
• Weblogs and online forums or discussion boards
• Any other websites or online software applications that allow individual users to post or publish content on the internet

BPCC Program students are expected to understand and abide by the following guidelines for use of social media:

• Students should be aware that there is really no such thing as a private social networking site. Comments can be forwarded or copied and search engines can retrieve posts years after the original publication date, even if the post has been deleted.
• Employers are increasingly conducting web searches on job candidates before extending offers. Content posted that is unprofessional or irresponsible may cost students job opportunities.
• Understand that as part of entering a profession, students will interact with individuals who reflect a diverse set of customs, values and points of view. As a professional, caution should be used to not only avoid obviously offensive comments (ethnic slurs, defamatory comments, personal insults, obscenity, etc.) but also to demonstrate proper consideration of privacy and of topics that may be considered objectionable or inflammatory, such as politics and religion.
• Students are prohibited from initiating “friend-requests” (or the like) with clinical instructors or other staff of facilities to which they have been assigned. Students are also prohibited from initiating or accepting friend requests from patients/clients of those clinical facilities.
• A violation of the privacy of a patient, instructor, clinical affiliate, college faculty/staff member or classmate is extremely serious. This includes violations to HIPAA and FERPA policies and additionally may include disclosure of confidential information related to business practices of clinical affiliates. Such behavior may result in failure of a clinical practice course, a recommendation to the Office of Student Services for dismissal from the program and may also put the student at risk of legal liability. Students utilizing social media should make absolutely no reference to patients, clinical sites or clinical instructors, even if names are not given or if the student attempts to remove identifying information from the comment.
• Posting/publication/distribution of pictures, audio or video of patients, clinical affiliate facilities/instructors/staff, college facilities/faculty/staff or classmates is prohibited unless the student receives written permission from the subject(s), clinical affiliate, and the Program/college.
• Students should use discretion when selecting the appropriate time and place for utilizing social media so as not to interfere with classroom instruction/learning or clinical
experience performance. For example, posting “status updates” during class or during the clinical day from a smart phone is prohibited.

Violations of the social media policy are considered professional behavior violations and will result in Programmatic Counseling and if appropriate a disciplinary referral to the Office of Student Services.

BPCC’S UNDER NO OBLIGATION

BPCC strives to provide the best education for all of its students. The School’s attention and compliance with regulatory and accreditation agencies is continuous. However, a student’s graduation or completion of a course or program does not ensure a student’s ability to successfully pass a national credentialing or certification examination or approval for licensure that may be required to practice. It is the student’s responsibility to maintain his/her adequate academic and clinical skill and to further improve them to a mastery level if passing a national credentialing or certification examination is one’s goal. It is the student’s responsibility to meet the criteria set forth by the licensure board or organization if obtaining a license is one’s goal. Graduation or successful completion of a BPCC course or program only indicates a student has met the minimum requirements set forth by BPCC and/or its regulatory and accreditation agencies.

STUDENT COMPLAINTS FROM EXTERNAL SOURCE

A complaint from an outside source about a student enrolled in a BPCC allied health program, that at the time of the complaint is acting in a capacity to represent the College or Program, will be dealt with according to the Program/College’s discipline policies and procedures.

A complaint received by a representative of the BPCC Physical Therapist Assistant Program which falls outside of existing policies for discipline or due process will be documented and forwarded to the Dean of Science, Nursing, & Allied Health. Actions taken related to these complaints will vary depending upon the nature of the complaint. Documentation of the complaint and action(s) taken will be kept within the Division.

If the Program/College’s actions related to the complaint does not bring about a satisfactory resolution, then the complainant is welcome to contact the Commission on Accreditation in Physical Therapy Education (CAPTE). Contact information for CAPTE can be accessed through the APTA website at www.apta.org or by calling the Department on Accreditation of APTA at 703-706-3245.

If a student is asked to leave or not return to a clinical site, the program director must be notified immediately. The circumstances surrounding the student’s removal will influence the student’s program progression and processing.
Students who have been removed or instructed to not return to a clinical site must not return to or contact the site. Students who do not follow these instructions will be managed as an unwanted guest as directed by the facility’s security protocol.
CLINAL SPECIFIC POLICIES AND PROCEDURES

For the purposes of this handbook section “clinical” shall refer to all components of the curriculum in which the student is assigned to locations outside of the BPCC classroom and laboratory. These include, but are not limited to hospitals, clinics, physicians’ offices, and surgical centers. Students will also be responsible for following the clinical site’s policies and procedures while in their facility.
CLINICAL ATTENDANCE POLICY

The BPCC attendance policy states that students are to attend all classes regularly and punctually. The college policy also acknowledges that in clinical and laboratory classes, with regard to both excused and unexcused absences, the student may be expected to abide by additional attendance policies. The PTA program has a more stringent attendance policy because of the condensed delivery format, demands of the PTA curriculum, and the problems encountered when class/laboratory/clinical activities are missed. Faculty are charged with ensuring and documenting safety of all skills, and there is a limit to both the quantity and quality of make-up work that faculty can provide. For these reasons, the PTA program has the following expectations regarding student attendance:

Definitions

“Excused Absence” - An absence can be excused ONLY if the student has notified the program office/program faculty member (and clinical affiliate if absent from clinical externship hours) prior to the scheduled class/clinical time of the missed day. Excused absences could include illness, ill family member, death of immediate family member, jury duty, military duty, or other circumstance with prior approval by faculty member. Excused absences require documentation at the discretion of the program director/instructor.

“Unexcused Absence” - An absence which does not meet the definition of excused absence or one in which the program office/program faculty member (and clinical instructor/preceptor if absent from clinical externship hours) were not contacted prior to the scheduled clinical time is considered unexcused. Unexcused absences could include car trouble, routine doctor appointments, dentist appointments, child care issues, etc.

PTA Program Policy Regarding Unexcused Absences
For all PTA lecture/laboratory and clinical practice courses, one unexcused absence will result in a written programmatic counseling. Two unexcused absences will result in a referral to the Office of Student Services with the recommendation for dismissal from the PTA Program. Unexcused hours missed will be applied toward the maximum total contact hours a student may miss in any class as described below.
Any assignments or exams missed because of an unexcused absence will be scored a zero. Unexcused missed clinical practice/externship hours must be made-up.

PTA Program Policy Regarding Excused Absences
For clinical practice/clinical externship absences, two (2) excused absences will result in a verbal programmatic counseling. Three (3) excused absences will result in a written programmatic counseling. Four (4) or more excused absences may result in a referral to the Office of Student Services with the recommendation for dismissal from the PTA Program. Excused missed clinical practice/externship hours must be made-up.

For PTAP class/lab courses, when a student has missed 15% of the course contact hours in any PTAP lecture/lab course, a grade of “F” may be assigned.
Make-up work/exams for excused absences will be delivered in an alternate format at the instructor’s discretion. Make-up work must be completed within three days of the excused absence.

*Students who are tardy are considered absent and the same procedures and policies apply.

*Students should be aware that if employment interferes with attendance and participation in clinical classes/externships these absences will be unexcused and students will be subject to disciplinary action or dismissal from the program.

*Students who are absent due to participation in school-sanctioned activities, mandatory military exercises, or mandated appearance in a court of law (jury duty or subpoena obligations) must submit official documentation to the instructor prior to the event to be eligible for assistance in meeting missed course requirements. Absences of this nature will not count toward the 15% limit for purposes of this policy.

<table>
<thead>
<tr>
<th>Didactic PTA Course</th>
<th>Total Contact Hours</th>
<th>15% of course content</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTAP 200</td>
<td>60 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td>PTAP 201</td>
<td>15 hours</td>
<td>2.25 hours</td>
</tr>
<tr>
<td>PTAP 202</td>
<td>120 hours</td>
<td>18 hours</td>
</tr>
<tr>
<td>PTAP 203</td>
<td>75 hours</td>
<td>11.25 hours</td>
</tr>
<tr>
<td>PTAP 204</td>
<td>75 hours</td>
<td>11.25 hours</td>
</tr>
<tr>
<td>PTAP 205</td>
<td>75 hours</td>
<td>11.25 hours</td>
</tr>
<tr>
<td>PTAP 212</td>
<td>30 hours</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>PTAP 213</td>
<td>75 hours</td>
<td>11.25 hours</td>
</tr>
<tr>
<td>PTAP 214</td>
<td>75 hours</td>
<td>11.25 hours</td>
</tr>
<tr>
<td>PTAP 215</td>
<td>60 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td>PTAP 217</td>
<td>45 hours</td>
<td>6.75 hours</td>
</tr>
</tbody>
</table>

**CLINICAL BADGE**

While in clinical rotations students must display facility appropriate identification as specified by the clinical site such as a hospital issued ID badge or BPCC issued clinical student ID badge. Students must return this security badge/card to the program director by a specified date. Failure to submit the badge/card will result in the immediate release of the student’s name to Bossier Parish Community College’s Office of Student Services. A “Hold” will be placed on the student’s file preventing the release of the student’s records. This will interfere with graduation, registration, or obtaining a copy of official transcripts (transferring to another school). If a “Hold” is placed for this reason, it will be removed once the security badge/card has been returned to the Program Coordinator, Ms. Erin Liesveld (B105).
CLINICAL FEES AND EXPENSES

A clinical fee is charged, in addition to regular college tuition, for each program with a clinical component. This fee is required each semester that a student is scheduled to practice in a clinical facility. The regular college tuition and fees are listed in the BPCC Academic Bulletin. Students may incur expenses in addition to tuition and fees for items including physical exam, laboratory testing, immunizations, health insurance, required uniform, books, and other program specific requirements. A cost-sheet estimating the student’s expenses while enrolled in the clinical program is provided in the “Student Resources” section of this handbook.

SUMMARY OF ROLE/RESPONSIBILITIES OF THE STUDENT DURING CLINICAL EXPERIENCES

While individual clinical practice course syllabi describe requirements for each clinical experience specifically, PTA students participating in clinical education courses have the following global responsibilities:

- submit requests to the ACCE for clinical education placements on the Clinical Rotation Choices Form by the established deadline
- secure and wear appropriate uniform/dress designated by each site
- assume travel and accommodation expenses related to each assigned clinical site
- read and abide by the policies, procedures and standards of the College, the Program, the clinical facility and the profession.
- Complete a biography form preceding each clinical experience which includes a list of specific goals/objectives
- fulfill and maintain all prerequisite requirements for clinical education identified by the Program and the clinical site
- actively participate in the clinical learning process
- complete all assignments requested by the Program or the clinical site
- complete a Student Assessment of the Clinical Education Site/Clinical Experience form and submit to the ACCE electronically (sample in “Student Resources” section)
- complete a Student Assessment of the Clinical Instructor form and submit to the ACCE electronically (sample in “Student Resources” section)
- complete self-assessments of clinical performance and affective/professional skills in the PTA MACS

Certain behaviors, including but not limited to the following, may result in immediate removal from the clinical site:

- Violation of patient’s rights
- Violation of patient’s confidentiality
- Falsifying data or records
- Illegal behavior or act
- Possession or use of intoxicants or narcotics
• Failure to follow the instructions of employees of the facility
• Any conduct that results in dismissal from a clinical site or programmatic course
• Failure to submit to a drug test or a positive drug test result
• Failure to submit to a criminal background check
• Jeopardizing patient safety
• Failure to maintain personal health insurance
• Failure to consent to a background check, drug/alcohol screen, or Release of Information for Preparation of Clinical Rotation

PLAGIARISM

Plagiarism is considered an act of academic misconduct which can result in dismissal from the PTA program and the college. Please see the BPCC Student handbook for additional information and specific examples of acts that constitute plagiarism, as well as the consequences of such actions.

CLINICAL EDUCATION TERMINOLOGY

The Academic Coordinator of Clinical Education (ACCE) is the Program faculty member with the academic and administrative responsibility of overseeing the clinical education component of the Program.

Responsibilities:
• liaison between the Program and clinical sites/faculty.
• communicates regularly with clinical sites and clinical instructors in planning for student affiliations
• works with the Program Coordinator (Erin Liesveld) to establish affiliation agreements that meet the needs of the College, student and facility
• Assigns students to sites for clinical experiences
• Provides or facilitates continuing education and training of clinical instructors in collaboration with the facility CCCE
• Monitors and facilitates student progress toward individual and course goals/objectives during clinical experiences
• Counsels students individually on clinical performance and professional behavior issues
• Determines the grade for clinical practice courses
• Evaluates the effectiveness of clinical instructors, clinical facility student programs, and the Program’s clinical education component
• Communicates information related to student clinical performance and the effectiveness of the clinical education program to the Advisory Committee

The Center Coordinator of Clinical Education (CCCE) the individual appointed by the clinical education site and designated as the primary contact person for the Program ACCE who is responsible for coordinating student clinical education experiences at the clinical education site.
Responsibilities and Privileges:

- Serves as the key contact person for the Program ACCE in planning for upcoming clinical education rotations/experiences
- In collaboration with the Program Coordinator, facilitates on-site the completion of the Affiliation Agreement with the College
- Provides the Program with current information regarding student pre-requisite requirements (immunizations, laboratory tests, certifications, screenings, etc.).
- Provides or arranges for education and training of clinical instructors in collaboration with Program ACCE
- Delegates clinical supervision of students to approved physical therapy clinical instructors
- Oversees the orientation of the student to the clinical facility
- Acts as a liaison between the student and clinical instructor
- Evaluates, in consultation with the ACCE, the effectiveness of the clinical education program and the facility’s clinical instructors
- Maintains necessary/appropriate documentation related to the site’s clinical education program
- May access/utilize BPCC library resources for clinical research
- Receives ongoing training and information related to clinical education through one or more of the following formats:
  - personal communication with ACCE
  - attending clinical instructor meetings held at each LPTA meeting
  - receipt of the biannual PTA Program clinical education newsletter
  - accessing the clinical instruction page of the PTA program website at [www.bpcc.edu/pta](http://www.bpcc.edu/pta)
  - joining the BPCC Allied Health Clinical Educators Facebook group

The Clinical Instructor (CI) is the physical therapist or physical therapist assistant selected by the CCCE with at least one year of clinical experience who directly supervises the student in the clinical environment. It is preferred, but not required, that the CI have completed the APTA CI Certification Course and that the CI be a member of the APTA.

Responsibilities and Privileges:

- in collaboration with the CCCE and ACCE, plans appropriate learning experiences for the student
- works with the student and Program to identify appropriate objectives for the clinical experience
- supervises the student appropriately in order to provide quality learning experiences in the areas of professional skills, data collection, interventions, and site-specific skills
- for PTAs serving as clinical instructors, provides opportunities for the SPTA to interact with and work under the direction of the supervising PT(s)
- provides both formal and informal feedback to the student regarding his/her performance on a regular basis
- communicates with the CCCE and ACCE regarding student performance
• completes Program required documentation in a timely manner
• makes an effort to address the varying needs of clinical students in terms of experience, learning style, progress within the curriculum and interpersonal communication characteristics
• serves as a role model for legal, ethical, and professional behavior
• may access/utilize BPCC library resources for clinical research
• receives ongoing training and information related to clinical education through one or more of the following formats:
  o personal communication with ACCE
  o attending clinical instructor meetings held at each LPTA meeting
  o receipt of the biannual PTA Program clinical education newsletter
  o accessing the clinical instruction page of the PTA program website at www.bpcc.edu/pta
  o joining the BPCC Allied Health Clinical Educators Facebook group

PROCEDURE FOR CLINICAL EDUCATION PLACEMENT

During the PTA Program, students complete four clinical experiences of 4-5 weeks in length each. Officially, these experiences are divided into:

• PTAP 206 (Clinical Practice I) – (fall) - four week full-time (40 hrs/week) clinical experience
• PTAP 216 (Clinical Practice II) - (spring) - five week full-time (40 hr/week) clinical experience
• and PTAP 226 (Clinical Practice III) – (final summer) - two (2) full-time (40 hrs/week) experiences of 4.5 weeks each

Through communication with the Division Program Coordinator, the PTA Program ACCE maintains a record of clinical sites/affiliates with current clinical education agreements (contracts) with the School/Program. Additionally the ACCE tracks the “available” clinical placements/slots for each upcoming clinical experience. This record is updated regularly through (1) returned Student Commitment Forms (annual request for placements) and (2) informal communications with sites regarding available student placements (email, phone calls).

During the first summer semester of the Program, students are prompted to give input into the selection of the sites for their clinical rotations through completion of a Clinical Rotation Choices Form. Students are instructed to reference the Clinical Site Binders (located in the PTA classroom B-236) in completing this form. These binders (for active/available clinical sites) contain:

• the Clinical Site Information Form for the facility (if available)
• Evaluations of the Clinical Site/Experience Forms from students who have previously been assigned to the facility
• the Clinical Site Report Form which summarizes “logistical” information on the facility (parking, dress code, etc..)
Students are instructed to make clinical site requests in categories of Acute Care, Rehab/Neuro and Outpatient with fourth selection either a Specialty selection or repeat of a required category (3 choices per category) and to list a minimum of one out-of-town clinical site (outside of Shreveport-Bossier) on the Clinical Rotation Choices Form.

If a student is interested in a clinical rotation at a facility not currently contracted with the school, then a Request for Clinical Site Development Form must be submitted. The ACCE corresponds with the requested site to investigate the option of placing a student in the facility and evaluates the appropriateness of the facility for student placement (setting, caseload, clinical education staff qualifications, etc.). The Program Coordinator is then contacted to facilitate execution of a Clinical Education Agreement prior to the student’s clinical experience.

The ACCE, who is ultimately responsible for the decisions related to student clinical placements, takes into consideration multiple factors in making those clinical assignments. Those factors include:

- a student’s prior experiences before entering the program and strengths/weaknesses identified during previous clinical rotations;
- requirement that students are provided experiences in a variety of practice settings;
- location of the clinical facilities;
- communication and learning style of the student;
- environment and teaching style of the facility/clinical instructor(s);
- educational and personal goals of the student;
- consideration of student requests.

Students are notified of clinical placement decisions a minimum of 4 weeks prior to the start of the rotation in order to arrange transportation/housing if necessary. Complaints and/or appeals of clinical placement decisions should be presented directly to the ACCE and are handled on a case-by-case basis.

Students should be aware that depending upon clinical site availability, any or all of their clinical experiences may be scheduled outside the Shreveport-Bossier area. Potential hardships related to travel should be presented to the ACCE who may factor in those circumstances when making placement considerations.

Students are typically not placed in facilities in which they are (or have been) employed, in which a family member is employed, or in other settings in which the ACCE deems there is a conflict of interests. Such conditions pose a risk of undue subjectivity in grading.

Students are responsible for the arrangement and cost of transportation and housing for each clinical practice course.
Clinical Practice courses in the PTA Program curriculum are “pass/fail” in nature. The primary tool utilized by the Program for the evaluation of student clinical performance is the PTA MACS. Learning outcomes on the clinical course syllabi (PTAP 206, PTAP 216 & PTAP 226) describe the expectations for what or how many specific skills from the MACS must be deemed “entry-level” (checked) in order for the student to receive a passing grade for the course.

<table>
<thead>
<tr>
<th>PTAP 206 (Clinical Practice I)- fall rotation</th>
<th>Student is expected achieve “entry-level” skill with:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skill 1 – Commitment to Learning</td>
</tr>
<tr>
<td></td>
<td>Skill 2 – Interpersonal Skills</td>
</tr>
<tr>
<td></td>
<td>Skill 3 – Communication Skills: Oral &amp; Written</td>
</tr>
<tr>
<td></td>
<td>Skill 5 – Use of Constructive Feedback</td>
</tr>
<tr>
<td></td>
<td>Skill 7 – Professionalism</td>
</tr>
<tr>
<td></td>
<td>Skill 8 – Responsibility</td>
</tr>
<tr>
<td></td>
<td>Skill 10 – Stress Management</td>
</tr>
<tr>
<td></td>
<td>Skill 11 – Safety</td>
</tr>
<tr>
<td></td>
<td>Skill 15.1 – Implementation of PT POC</td>
</tr>
<tr>
<td></td>
<td>Progress toward a minimum of 15 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions &amp; Site Specific Skills)</td>
</tr>
<tr>
<td></td>
<td>“Checking” (entry-level performance) on a minimum of 10 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions &amp; Site Specific Skills)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PTAP 216 (Clinical Practice II) – spring rotation</th>
<th>Student is expected achieve “entry-level” skill with (must be re-checked):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skill 1 – Commitment to Learning</td>
</tr>
<tr>
<td></td>
<td>Skill 2 – Interpersonal Skills</td>
</tr>
<tr>
<td></td>
<td>Skill 3 – Communication Skills: Oral &amp; Written</td>
</tr>
<tr>
<td></td>
<td>Skill 5 – Use of Constructive Feedback</td>
</tr>
<tr>
<td></td>
<td>Skill 7 – Professionalism</td>
</tr>
<tr>
<td></td>
<td>Skill 8 – Responsibility</td>
</tr>
<tr>
<td></td>
<td>Skill 10 – Stress Management</td>
</tr>
<tr>
<td></td>
<td>Skill 11 – Safety</td>
</tr>
<tr>
<td></td>
<td>Skill 15.1 – Implementation of PT POC</td>
</tr>
<tr>
<td></td>
<td>Progress toward a minimum of 20 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions &amp; Site Specific Skills)</td>
</tr>
<tr>
<td></td>
<td>“Checking” (entry-level performance) on a minimum of 15 skills total from any combination of the 4 MACS areas (Professional Behaviors, Data Collection, Interventions &amp; Site Specific Skills)</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>14.8</td>
<td>Muscle Testing – Strength, Power, Endurance</td>
</tr>
<tr>
<td>14.10</td>
<td>ROM measurement</td>
</tr>
<tr>
<td>16.1</td>
<td>Aerobic conditioning</td>
</tr>
<tr>
<td>16.2</td>
<td>Balance activities</td>
</tr>
<tr>
<td>16.3</td>
<td>Coordination activities</td>
</tr>
<tr>
<td>16.4</td>
<td>Breathing Exercises</td>
</tr>
<tr>
<td>16.5</td>
<td>Inhibition/Facilitation</td>
</tr>
<tr>
<td>16.6</td>
<td>Relaxation</td>
</tr>
<tr>
<td>16.7</td>
<td>Manual Strengthening</td>
</tr>
<tr>
<td>16.8</td>
<td>Mechanical Strengthening</td>
</tr>
<tr>
<td>16.9</td>
<td>Motor Development Training</td>
</tr>
<tr>
<td>16.10</td>
<td>Posture Awareness</td>
</tr>
<tr>
<td>16.11</td>
<td>Range of Motion</td>
</tr>
<tr>
<td>16.12</td>
<td>Stretching</td>
</tr>
<tr>
<td>16.13</td>
<td>Functional Training</td>
</tr>
<tr>
<td>21</td>
<td>Physical Agents</td>
</tr>
</tbody>
</table>
In addition to data collected from the PTA MACS, student performance during clinical experiences is also assessed using:

Clinical Instructor Evaluation of Student Performance form (sample in “Student Resources” section) completed by the CI at the end of the experience and submitted to the ACCE electronically. This form identifies both student-specific strengths/weaknesses and perceived Program strengths/weaknesses.

Midterm conference/communication between ACCE, CI and student during the clinical experience which provides qualitative information regarding student performance.

Formal evaluations of the student by the clinical instructor in consultation with the ACCE should occur at “midterm” and at/near the end of each clinical rotation. Identified deficits in student performance occurring during these assessments may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

While information related to student performance is gathered from the clinical instructor’s comments, documentation and grading/scoring, the responsibility for assigning the clinical education course grade ultimately lies with the ACCE who uses that input to objectively assign the pass or fail grade as appropriate.

**VOLUNTARY WITHDRAWAL**

A student in good standing may voluntarily withdraw from the Program for good cause (i.e. illness, injury, pregnancy, financial hardship, family hardship) and request special consideration for readmission to the Program with the following class. The student must submit such a request in writing to the PTA Program Director. It is the discretion of the program director to determine what circumstances constitute “good cause” and which courses the student must repeat or audit upon readmission. If special consideration for readmission is granted, it will only permit the student to admit to the class immediately following the class from which the student voluntarily withdrew.

**REMEDIATION**

A remediation conference may occur any time a student scores below 75% on any written exam, laboratory skills examination, or other class assignment during the Program. The conference between the student and course instructor will likely involve identification of areas of weakness and establishment of a plan to improve the student's understanding of the material. This plan may involve assignment of additional activities, research, or practice in that area. Continued counseling, assistance and remediation activities may be provided throughout each semester; however, none of the extra assignments will add bonus points to a student's original exam/assignment score. The purpose of remediation is to improve a student's proficiency in an area of identified weakness as early as possible in the learning process.
PROGRAMMATIC ACADEMIC DISMISSAL

A student will be dismissed from the PTA Program if his/her semester grade point average falls below a 2.50 (**not applicable for 1st summer Program semester), or if a grade of "D" or "F" is received in any course. The student must reapply to the program and interview for the next class the following year if he/she wishes to continue to pursue the clinical phase of the program. If the student is selected for readmission with the next class, it will be the responsibility of the program director to determine which courses the student must repeat or audit. (With few exceptions, the student will be required to either repeat or audit all Program courses). In addition to the above occurrences, the student may be dismissed from the program for academic honesty violations (i.e. cheating, plagiarism). Further details of academic misconduct can be referred to in the BPCC Student Handbook.

PATIENT/CLIENT CONFIDENTIALITY

HIPAA

Students are expected to respect patient rights at all times during the education process and after completion of course / programmatic enrollment. Any and all information students have exposure to during laboratory, classroom, field trips, and clinical rotation is to remain confidential. Failure to maintain this confidentiality is unethical and illegal. Breaches of confidentiality will not be tolerated. The Office of Student Services will be contacted in such an instance.

Specifically per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

This policy/agreement applies not only to patients/clients with whom the student has direct contact, but for any personal/confidential information the student may have access to while in the clinical setting.

The student must use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional and pertains only to information clinically relevant. The student must make every effort to assure that such conversations cannot be overheard by those not involved in the patient’s care.

Violations of this policy/agreement may result in sanctions and may be grounds for dismissal from the clinical program.
Some clinical facilities will have additional policies related to protecting patient/client information that the student will be expected to follow.

**Business Practices**

Students are expected to respect the confidentiality of business practices at all times during the education process and after completion of course / programmatic enrollment. Any and all information students have exposure to during laboratory, classroom, field trips, and clinical rotation is to remain confidential. Failure to maintain this confidentiality is unethical and in some cases illegal. Breaches of confidentiality including but limited to the release of information regarding equipment used, computer software capabilities, documentation protocols, or medication formulations will not be tolerated. The Office of Student Services will be contacted in such an instance.

Specifically the following behaviors are prohibited:

- Releasing confidential business practices by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of confidential business practices
- Unauthorized use, copying or reading of employee/hospital records
- Taking documentation of business practices outside the clinical facility
- Any tampering of business practice documentation

This policy/agreement applies not only to business practices with whom the student has direct contact, but for any confidential information the student may have access to while in the clinical setting.

The student must use discretion when discussing business practice information with other appropriate individuals to assure that the nature of the discussion remains professional and pertains only to information clinically relevant. The student must make every effort to assure that such conversations cannot be overheard by those not involved in the clinical setting’s business practices.

Violations of this policy/agreement may result in sanctions and may be grounds for dismissal from the clinical program.

Some clinical facilities will have additional policies related to protecting business practice information that the student will be expected to follow.

**Protected Health Information (PHI) and the Educational Experience**

If students need to bring protected health information (PHI) back to the institution for teaching purposes, the student must remove all patient-identifying elements and receive approval from the instructor and/or preceptor prior to removal from the institution. NO copies are to be made of
patient sensitive chart information. Students may not take any patient imaging studies from the institution.

Publication

A student shall not submit for publication any material relating to the clinical rotation without prior written approval by the clinical site and BPCC.

SAFETY, ACCIDENT/INJURY AND INSURANCE INFORMATION

Class/Laboratory Safety

Policies and rules related to safety in the PTA laboratory are posted on the safety bulletin board in the PTA lab, are located under “Student Resources” in this handbook, and are reviewed during orientation to the PTA Program. In the event of an accident resulting in injury to an PTA student during an PTA laboratory activity or field trip, the appropriate incident report form (also located on the safety bulletin board in the PTA lab) must be completed and submitted. PTA student fees cover accident insurance for each PTA lab course. This insurance acts as secondary insurance in covering the expenses related to injuries sustained as a result of accidents during lab or field trips.

Student Safety/Injury During Fieldwork Experiences

During PTA fieldwork rotations, in the event of an accident resulting in student injury the student should immediately notify the fieldwork educator of the accident and follow the policies of the facility including completing the appropriate incident report/documentation. Expenses related to student illnesses or injuries occurring during a fieldwork rotation are covered by the student’s personal health insurance, which must be maintained throughout the PTA program.

Patient/Client Injury During Fieldwork Experiences

In the event of an accident resulting in patient injury during a fieldwork rotation, the student should immediately notify the fieldwork educator of the accident and follow the policies of the facility including completing the appropriate incident report/documentation. The student is also required to notify the PTA Program ACCE who will determine what documentation the student/preceptor must submit to the school related to the incident. Students are provided malpractice insurance while enrolled in the PTA program by the Louisiana Office of Risk Management in the amount of $5,000,000 per occurrence. Coverage terminates when a student graduates or is no longer enrolled. This policy covers students only during assigned fieldwork rotations.

In the event a student is exposed to a bloodborne pathogen, the following protocol is to be followed (excerpt from Exposure Control Plan-Bloodborne Pathogens, Office of Risk Management, BPCC):

Exposure
In the event of possible exposure to bloodborne pathogens the following protocol will be followed:

For contact with needles or other sharps:

1. Decontaminate the needlestick or other sharps injury (i.e., shards of glass) with soap and water for 30 seconds, OR
2. Use an appropriate antiseptic (e.g., iodine, Betadine) for 30 seconds

For exposure other than by needle or other sharps:

1. Contact lenses must be removed immediately and disinfected before reuse or discard
2. Flush the exposed mucous membrane site (e.g., eyes, nose, or mouth) with water (eyewash station is available) or sterile saline for 10—15 minutes
Equal Opportunity Statement

The Bossier Parish Community College equal opportunity statement is located in the general catalog. It may be accessed via the internet at: http://www.bpcc.edu/catalog/current/equalopportunitystatement.html.

STUDENT SERVICES DIVISION

The mission of the Student Services Division is to maximize student success in achieving a well-rounded education. The Student Services Division coordinates its services with all the other divisions within the College to enhance the educational experiences of the students and to support the mission of Bossier Parish Community College. For a complete listing of the services provided by the Student Services Division refer to the website (http://www.bpcc.edu/studentservices/index.html).

CODE OF STUDENT CONDUCT

The code of student conduct which includes acts that constitute sanctionable misconduct, academic misconduct, disciplinary policies and procedures, disciplinary hearing procedures and the appeals process is located at http://www.bpcc.edu/studenthandbook/index.html. Disciplinary actions are based on treatment of the student as an individual. The nature and gravity of a situation will determine the form of disciplinary action taken. Disciplinary action will be administered by the Office of Student Services with input from the Physical Therapist Assistant Program.

ACADEMIC INTEGRITY POLICY

Students should be aware of the Student Academic Integrity policy described in the Student Handbook and that if the policy is violated, they will be subjected to disciplinary sanctions listed in the Student Handbook.

ACADEMIC APPEAL POLICY (DUE PROCESS)

Students have the right to appeal any grade or disciplinary action. The process of appeal is described in BPCC Student Handbook, available on-line at http://www.bpcc.edu/studenthandbook.

COUNSELING AND CAREER SERVICES

Effective March 22, 2010 personal counseling will now be outsourced to off campus locations. Please contact Career Services at 678-6005 for more information.

The office of Career Services seeks to empower students with the skills needed to excel at a four-year university or in entering the job market. Professional counselors assist students in developing career decision-making skills, in assessing ability, personality, interest, and values.
and in acquiring information about careers. Students are encouraged to meet with a counselor to discuss career exploration and academic programs.

Current students and alumni are assisted in locating employment which is compatible with their job needs and educational objectives. Job opportunities include full-time, part-time, and temporary employment for both on and off campus. The use of electronic applications for students and employers and OPTIMAL RESUME enables Career Services to be of greater assistance in the registration and employment process for students, alumni, and employers. On campus job interviews with prospective employees are held throughout the year in addition to the annual Career Fairs held each fall and spring. The office provides resume and cover letter writing and interview skills workshops.
### PROFESSIONAL BEHAVIOR/AFFECTIVE SKILLS SELF-ASSESSMENT

Referencing the Affective Skills Criteria for Beginning/Developing/Entry Levels of performance, mark the scale/line with an X to indicate where along the spectrum you feel you are at this time for each item below.

<table>
<thead>
<tr>
<th></th>
<th>B = Beginning Level</th>
<th>D = Developing Level</th>
<th>E = Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Commitment to Learning</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>2.</td>
<td>Interpersonal Skills</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>3.</td>
<td>Communication Skills</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>4.</td>
<td>Effective Use of Time and Resources</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>5.</td>
<td>Use of Constructive Feedback</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>6.</td>
<td>Problem Solving</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>7.</td>
<td>Professionalism</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>8.</td>
<td>Responsibility</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>9.</td>
<td>Critical Thinking</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
<tr>
<td>10.</td>
<td>Stress Management</td>
<td><img src="#" alt="Scale" /></td>
<td><img src="#" alt="Scale" /></td>
</tr>
</tbody>
</table>

_____________________________  ____________________________________
Student Signature  Date  Clinical Coordinator Signature  Date
ESTIMATED COST FOR PHYSICAL THERAPIST ASSISTANT STUDENTS

Projected Costs (to student) of the 2018-2019 BPCC PTA Program (Clinical Program Year)

<table>
<thead>
<tr>
<th></th>
<th>1st Summer (3 cr. Hours)</th>
<th>Fall (16 cr. Hours)</th>
<th>Spring (15 cr. Hours)</th>
<th>2nd Summer (7 cr. Hours)</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Tuition and Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Resident</td>
<td>$558</td>
<td>$2293</td>
<td>$2142</td>
<td>$1262</td>
<td>$6255</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$1143</td>
<td>$4631</td>
<td>$4480</td>
<td>$2626</td>
<td>$12880</td>
</tr>
<tr>
<td>Clinical Fee</td>
<td></td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$900</td>
</tr>
<tr>
<td>Science &amp; Allied Health Lab Fee</td>
<td>$25</td>
<td>$25</td>
<td>$25</td>
<td>N/A</td>
<td>$75</td>
</tr>
<tr>
<td>Allied Health Lab Insurance</td>
<td>$6</td>
<td>$6</td>
<td>$6</td>
<td>N/A</td>
<td>$18</td>
</tr>
<tr>
<td>Drug Screen Fee</td>
<td>$30 (to occur a minimum of once randomly)</td>
<td>$30</td>
<td></td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Exam and required vaccinations, titer, boosters</strong></td>
<td>Up to $350</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Up to $350</td>
</tr>
<tr>
<td><strong>Clinical Facility Specific Requirements (additional lab tests, additional background check/drug screens, uniforms, etc.)</strong></td>
<td>N/A</td>
<td>Up to $150</td>
<td>Up to $150</td>
<td>Up to $150</td>
<td>Up to $450</td>
</tr>
<tr>
<td><strong>Uniform (Scrubs, Lab Jacket, Etc.)</strong></td>
<td>N/A</td>
<td>~$100</td>
<td>~$50</td>
<td>N/A</td>
<td>~$150</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>~$150</td>
<td>~$450</td>
<td>~$50</td>
<td>~650</td>
<td></td>
</tr>
<tr>
<td>Health Insurance (maintained throughout program)</td>
<td>$ varies</td>
<td>$ varies</td>
<td>$ varies</td>
<td>$ varies</td>
<td></td>
</tr>
<tr>
<td>APTA Membership</td>
<td>$80</td>
<td></td>
<td></td>
<td></td>
<td>$80</td>
</tr>
<tr>
<td>Semester Totals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Resident</td>
<td>$1199</td>
<td>$3324</td>
<td>$2723</td>
<td>$1712</td>
<td>$8958</td>
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<tr>
<td>Non-Resident</td>
<td>$1784</td>
<td>$5662</td>
<td>$5061</td>
<td>$3076</td>
<td>$15583</td>
</tr>
</tbody>
</table>

**Estimate

Tuition costs include mandatory enrollment fees. Those fees are listed/described at [http://www.bpcc.edu/catalog/current/finances.html](http://www.bpcc.edu/catalog/current/finances.html)

For information on loans, grants and scholarships available through the American Physical Therapy Association, refer to [www.apta.org/AM/Template.cfm?Section=Scholarships_Aid&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=275&ContentID=34687](http://www.apta.org/AM/Template.cfm?Section=Scholarships_Aid&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=275&ContentID=34687)

For information on scholarships available through BPCC, refer to [www.bpcc.edu/financialaid/scholarships.html](http://www.bpcc.edu/financialaid/scholarships.html)
CLASSROOM & LABORATORY SAFETY POLICIES AND PROCEDURES

The BPCC PTA Program has established the following safety rules/policies to be followed in addition to the College’s published rules/policies regarding classroom/campus/lab safety for students enrolled in PTAP courses. Violation of any of these policies may result in disciplinary action or dismissal from the PTA Program.

PTA students are required to:

- Be aware that for the safety of students and faculty, class/lab doors will be locked when classes begin. The intent of this BPCC policy is for safety and not for locking students out who are no later than 5 minutes tardy. Once class has started, only the instructor may open the door to admit a tardy student. Students leaving the class/lab are expected to close the door so that it remains locked behind them.
- Be familiar with the location and proper use of emergency and first aid equipment within/near the PTA lab (fire extinguisher, first aid kit, etc.) and abide by the College’s emergency procedures/policies (posted on the safety bulletin board in the PTA lab) related to severe weather, fire, or civil disobedience.
- Handle any chemical materials in the manner outlined in the MSDS (located on the B drive of all student/lab computers).
- Notify Program faculty of any medical conditions which could be of concern in the laboratory situation and report all accidents to the instructor immediately, completing the appropriate incident report (located on safety bulletin board in PTA lab).
- Follow all written and oral instructions carefully and not begin a laboratory exercise without an understanding of fundamental safety procedures.
- Practice physical therapy assessments/interventions and utilize PTA lab equipment only for the development and refinement of procedural skills and not for the purpose of evaluating or treating any pathological condition and not allow any individual who is not enrolled in the Program to participate in any laboratory activity or utilize any equipment.
- Practice skills only when there is a licensed physical therapy provider (PT/PTA) in the building and not utilize any equipment that has not been covered in class.
- Keep work area neat and clean at all times. Clean and replace equipment in its original location prior to leaving the laboratory. Put all dirty or used linen in the linen hamper.
- Participate fully during laboratory activities both in the practice of skills and by serving as a patient simulator. This will involve being both the “PTA” and the “patient” during such activities as:
  - Identifying (finding) specific exposed bony landmarks and soft tissue anatomy
  - Palpating (touching) specific anatomical landmarks
  - Performing manual skills such as massage, manual stretching, transfers/lifting of patients
  - Utilizing therapeutic modalities such as heat, cold, electrical stimulation, compression, traction
  - Interact with classmates and instructors in the PTA laboratory professionally at all times.
  - Be aware that visitors to BPCC classrooms are not allowed unless approved by the course instructor and that per BPCC policy, children are not allowed in the classrooms/labs.
• Be aware that cell phones and pagers are to be silenced and out of view while in BPCC classrooms/labs. Ear phones (blue tooth) are not allowed to be worn in the classroom and text messaging is not allowed in the classroom.
• Utilize the ADL kitchen area and kitchen equipment/tools for supervised laboratory practice only. No student food/drink items are to be stored, heated or prepared in the kitchen. No utensils are to be removed from the area.
STUDENT LOGIN INFORMATION GUIDE

LOLA:

1. Go to www.bpcc.edu and select the LOLA icon on the home page.
2. Select “Don’t know your username?”
3. Enter SSN and date of birth, click “Find My Username”, click “Continue”
4. Type the temporary password:
   • First initial of first name (lowercase) + EXAMPLE: John (j)
   • First initial of last name (lowercase) + EXAMPLE: Smith (s)
   • Birthday (mmddyy) + EXAMPLE: May 10, 1975 (051075)
   • P@ss EXAMPLE: P@ss
   • Temporary P@ss EXAMPLE: j5051075P@ss
5. Once you havelogged into LOLA for the first time, you will be asked to create a new password:
   • Passwords cannot contain the user's first or last name
   • Length must be between 12 and 20
   • Must contain at least one uppercase letter and one number
   • Must contain one of these characters: @ * = +
   • Password EXAMPLES: CallMe@5555555, Mybday=010199, student@BPCC2014

BPCC STUDENT EMAIL: Questions? Email studentmail@bpcc.edu or call Computer Services at 318-678-6148.

Students are assigned a BPCC student email after registering for classes and will be available approximately one week prior to the start of the semester.

1. Go to student.bpcc.edu/webmail OR to www.bpcc.edu, click on Current Students, scroll down & click on Student Email.
2. Username: BPCC username
3. Password: 6-digit birthdate
   Example: John Smith was born May 10, 1975 = Password: 051075

BPCC COMPUTER:

Questions? Call Computer Services at 318-678-6148.

Students will be granted access to BPCC computers approximately one week prior to the start of the semester.

1. Username: BPCC username
2. Password: 6-digit birthdate
   Example: John Smith was born May 10, 1975 = Password: 051075

BPCC WI-FI:

Questions? Call Computer Services at 318-678-6148.

Students will be granted access to BPCC Wi-Fi at the same time that the student’s email is assigned.
Select and connect to the wireless network BPCClink2 on laptops, smartphones, tablets, or other wi-fi devices. If not a log-on page does not show immediately, open any web browser to access.

1. Username: BPCC username
2. Password: 6-digit birthdate
   Example: John Smith was born May 10, 1975 = Password: 051075
PRE-CLINICAL COMPETENCY CHECKLIST

The following checklist is meant to serve as a summary of skills students have practiced in the classroom and laboratory setting. Each student is required to demonstrate a minimum level of safety and competency in the application of selected skills through laboratory competency testing. It should be noted, however, that each clinical instructor remains ultimately responsible for determining a student’s level of proficiency/safety with skills in their particular clinical environment and for each individual patient. Skills not yet practiced by the student in the class/lab may still be worked on in the clinic, provided the clinical instructor gives specific instruction in and appropriate supervision for the application of the skill. This checklist is to remain with the PTA MACS for easy access at each clinical rotation and will be updated each semester with the completion of and/or testing of each new skill.

Unless otherwise indicated, students will have completed class and lab training on all of the skills in the “FALL” column preceding fall clinical experiences. The skills in the “SPRING” column will have been completed preceding spring/summer clinical experiences. Each is skill grouped to reflect whether the student (1) received primarily lecture on the skill and minimal to no hands-on practice with it (2) did some laboratory activities on classmates and/or with that equipment to practice the skill or (3) did extensive laboratory practice with this skill with the student’s execution of the skill being evaluated by the course instructor as safe, competent and professional in execution (per rubric below). Course instructors will initial PCCC to document student competent/safe with skill.

Student competency and safety is assessed based upon the following criteria:

Selection of appropriate techniques (assessment or intervention) based upon PT eval, goals and/or POC

Verbalization of patient instruction

Patient preparation and/or positioning

Assesses patient prior to intervention (chart review, pain, subjective info, sensation, etc..) as applicable

Equipment/supplies selection and use

SPTA body mechanics during skill demonstration

An additional reminder that per HIPAA guidelines, patients should be made aware of the SPTA’s status as “student” with permission solicited prior to student involvement in his/her care.
## Fall Skills

**Skills with extensive lab practice & lab competency testing performed**

<table>
<thead>
<tr>
<th>Faculty Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palpation of selected muscles, tendons and bony landmarks (neck/trunk, shoulder, elbow/forearm, wrist/hand, hip, knee, ankle/foot)</td>
</tr>
<tr>
<td>ROM assessment: goniometry (neck/trunk, shoulder, elbow/forearm, wrist/hand, hip, knee, ankle/foot)</td>
</tr>
<tr>
<td>ROM assessment: CROM &amp; BROM devices and inclinometer methods for neck/trunk</td>
</tr>
<tr>
<td>Manual muscle testing (neck/trunk, shoulder, elbow/forearm, wrist/hand, hip, knee, ankle/foot)</td>
</tr>
<tr>
<td>Reflex, myotome, and dermatome/sensory testing</td>
</tr>
<tr>
<td>Integumentary/wound assessment</td>
</tr>
<tr>
<td>Vital sign assessment and response to changes in vital signs: BP, HR, respiration, O2sat</td>
</tr>
<tr>
<td>Girth and volumetric assessment</td>
</tr>
<tr>
<td>Selected interim special tests and assessments: Homan’s, Vertebral Artery, leg length measurement</td>
</tr>
<tr>
<td>Selected interim muscle length tests: Ober’s, Thomas, Ely’s, SLR</td>
</tr>
<tr>
<td>Heat Modalities: hydrocollator packs, ultrasound, fluidotherapy, paraffin, diathermy</td>
</tr>
<tr>
<td>Cold Modalities: ice pack, ice massage, cold compression</td>
</tr>
<tr>
<td>Electrical Stimulation: NMES/VMS, TENS, High-volt, Interferential, Russian, US/estim Combo</td>
</tr>
<tr>
<td>Intermittent Compression</td>
</tr>
<tr>
<td>Mechanical Traction: cervical and lumbar</td>
</tr>
<tr>
<td>Therapeutic Massage</td>
</tr>
<tr>
<td>Patient positioning for contracture prevention and skin integrity</td>
</tr>
<tr>
<td>Bed mobility and transfer training (for varying patient presentations and levels of assistance)</td>
</tr>
<tr>
<td>Gait training with assistive devices (for varying patient presentations, levels of assistance, devices, and surfaces)</td>
</tr>
<tr>
<td>Documentation (primarily in SOAP format)</td>
</tr>
<tr>
<td>Exercises for strengthening: selection and application/demonstration based on PT eval, individual goals, and/or components of a POC</td>
</tr>
<tr>
<td>Exercises for ROM (PROM, AAROM, AROM): selection and application/demonstration based on PT eval, individual goals, and/or components of a POC</td>
</tr>
<tr>
<td>Exercises for stretching (manual &amp; self, static/LLLD/hold-relax): selection and application/demonstration based on PT eval, individual goals, and/or components of a POC</td>
</tr>
</tbody>
</table>

**Skills students exposed to through lecture and some hands-on/lab experience** (comprehension evaluated through written exam and/or projects & assignments, but specific lab competency testing not performed)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected assessment skills: pain assessment/scale, wheelchair fit assessment, posture assessment, grip dynamometer</td>
</tr>
<tr>
<td>Selected intervention skills: biofeedback, iontophoresis, Hivamat, whirlpool, wound care (cleansing, dressing change), wheelchair management skills, manual therapy techniques (myofascial, peripheral joint mobilization), postural awareness/body mechanics/ergonomics training, home/work/community environment assessment</td>
</tr>
<tr>
<td>Other skills: chart review/patient history, standard precautions/infection control</td>
</tr>
</tbody>
</table>

Students received primarily lecture on the skill with minimal to no hands-on practice with it (comprehension evaluated through written exam)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected assessment skills: regional orthopedic special tests</td>
</tr>
<tr>
<td>Selected intervention skills: ultraviolet, isokinetic exercise</td>
</tr>
</tbody>
</table>
## Spring Skills

<table>
<thead>
<tr>
<th>Skills with extensive lab practice &amp; lab competency testing performed</th>
<th>Faculty Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection and application of PNF patterns, elements and techniques</td>
<td></td>
</tr>
<tr>
<td>Selection and application of NDT handling techniques</td>
<td></td>
</tr>
<tr>
<td>Functional mobility interventions and mat activities: selection and application/demonstration based on PT eval, individual goals, and/or components of a POC</td>
<td></td>
</tr>
<tr>
<td>Balance/Coordination activities: selection and application/demonstration based on PT eval, individual goals, and/or components of a POC</td>
<td></td>
</tr>
<tr>
<td>Residual limb wrapping (transtibial and transfemoral)</td>
<td></td>
</tr>
<tr>
<td>Spinal cord injury functional training and mat activities (for varying levels of injury and independence)</td>
<td></td>
</tr>
</tbody>
</table>

Skills students exposed to through lecture and some hands-on/lab experience (comprehension evaluated through written exam and/or projects & assignments, but specific lab competency testing not performed)

Selected interim assessments: posture assessment (identification and documentation of deviations from posture), gait assessment (identification and documentation of deviations from normal gait), proprioception & kinesthesia, primitive reflexes, righting/equilibrium reactions, gross & fine motor milestones, muscle tone, functional/ADL assessment (such as FIM), home/work/community environment assessment

Selected interventions: prosthetic/orthotic training, cardiorespiratory conditioning, pediatric exercise interventions

Students received primarily lecture on the skill with minimal to no hands-on practice with it (comprehension evaluated through written exam)

Selected interim assessments: cranial nerve integrity, cognitive status, communication status

Selected interventions: pulmonary hygiene techniques
Clinical Instructor Evaluation of Student Performance

THANKS for your support of our Program and for providing this valuable feedback. After completion, you may either use the "Submit" button to return electronically, or print and fax/mail to the Program office.

Clinical Site:

Your name and credentials (for example: John Smith, PT, MEd)

Your email address:

Please check any/all that apply related to your experience and credentials:

- [ ] I am an APTA certified clinical instructor
- [ ] I have less than 1 yr. experience in clinical practice
- [ ] I have 1-10 years experience in clinical practice
- [ ] I hold a clinical specialist certification
- [ ] I have more than 10 years experience in clinical practice

BPCC PTA student being evaluated:

Please respond to the following questions regarding the student's knowledge/performance at or near the end of the clinical experience:

1. Student is knowledgeable of the State Practice Act:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

2. Student is respectful of patient confidentiality:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

3. Student follows facility standards for dress, behavior, professionalism, etc.:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

4. Student practiced safely in this environment:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

5. Student communicated effectively with patients, family, PT staff and other healthcare staff:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

6. Student demonstrated a strong motivation to learn and improve his/her skills:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

7. Student exercised good judgement, performing assessments and interventions within his/her knowledge level and scope of legal/ethical practice as a PTA:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

8. Student considered psychosocial, cultural and age-related issues in the delivery of patient care and physical therapy services:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable

9. Student used good critical thinking skills in the analysis of unfamiliar patient situations or incidents:
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] Not applicable
10. Student selected and/or implemented assessments and interventions based upon a correct interpretation of the PT goals and plan of care.

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

11. Student was able to verbalize rationale for PT assessments and interventions found within plan of care.

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

12. Student demonstrated competence with the use of equipment and technology used for patient care.

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ Not applicable

If you wish, please make additional comments about the student's overall performance. You may want to include comments specifically on any changes/improvements over time that you observed in the SPTA.

Please indicate any particular areas you consider to be the BPCC PTA Program's Curriculum Strengths based upon the knowledge and performance of this SPTA. (Select none, any, or all that apply)

☐ knowledge of musculoskeletal anatomy
☐ knowledge of basic kinesiology/biomechanics concepts
☐ knowledge of orthopedic conditions/pathophysiology and precautions
☐ knowledge of and skill with application of therapeutic modalities
☐ knowledge of and skill with application of therapeutic exercise (strengthening, stretching, etc.)
☐ knowledge and skill with performing goniometry and MMT

☐ gait training with assistive devices
☐ interim assessments of posture and gait
☐ positioning, bed mobility, and transfer training
☐ documentation skills
☐ knowledge of neuroanatomy
☐ knowledge of neurological conditions/diagnoses
☐ knowledge of and skill with application of motor development/neuromotor techniques (NDT, PNF, etc.)

☐ knowledge of integumentary system anatomy, conditions/pathologies, and wound care assessments/interventions
☐ knowledge of orthotics & prosthetics
☐ knowledge of the acute care setting (environment, assessments, equipment & precautions)
☐ knowledge of cardiovascular anatomy, conditions and rehabilitation
☐ knowledge of other "general" medical conditions (diabetes, renal, GI/GU, pregnancy, etc.)

☐ general ability to problem solve and use critical thinking

If you wish, please make additional comments about the strengths of BPCC PTA students/BPCC PTA Program.
Please indicate any particular areas you consider to be the BPCC PTA Program's Curriculum Weaknesses based upon the knowledge and performance of this SPTA. **Select none, any, or all that apply**

- knowledge of musculoskeletal anatomy
- knowledge of basic kinesiology/biomechanics concepts
- knowledge of orthopedic conditions/pathophysiology and precautions
- knowledge of and skill with application of therapeutic modalities
- knowledge of and skill with application of therapeutic exercise (strengthening, stretching, etc.)
- knowledge and skill with performing goniometry and MMT
- gait training with assistive devices
- interim assessments of posture and gait
- positioning, bed mobility and transfer training
- documentation skills
- knowledge of neuroanatomy
- knowledge of neurological conditions/diagnoses
- knowledge of and skill with application of motor development/neuromotor techniques (NDT, PNF, etc.)
- knowledge of integumentary system anatomy, conditions/pathologies, and wound care assessments/interventions
- knowledge of orthotics & prosthetics
- knowledge of the acute care setting (environment, assessments, equipment & precautions
- knowledge of cardiovascular anatomy, conditions and rehabilitation
- knowledge of other "general" medical conditions (diabetes, renal, GI/GU, pregnancy, etc.)
- general ability to problem solve and use critical thinking

If you wish, please make additional comments about the weaknesses (areas for improvement) of BPCC PTA students/BPCC PTA Program.

Would you like/do you need any additional information or resources regarding clinical instruction? **(Select none, any, or all that apply)**

**be sure to check out the program website /bpcc.edu/pta - click on “information for clinical instructors” for tips, suggestions and answers to FAQ’s related to clinical education**

- basic information on being a clinical instructor
- tips for working with difficult/challenging students
- collaborative learning in the clinical environment (effectively working with >1 student at a time)
- Practice Act, APTA guidelines and Medicare reimbursement concerns in the supervision of PT/PTA students
- modifying instruction based on student learning style
- expectations for a beginning/developing/graduating PTA student

Other information wanted?

THANK YOU for the time you spent serving as a BPCC PTA clinical instructor!! You are a CRITICAL part of our students' success and we APPRECIATE you!!

Form created by Kim Cox, ACCE - Bossier Parish Community College PTA Program
Based in part on information from APTA Instrument - "PTA Student Evaluation: Clinical Experience and Clinical Instruction"
STUDENT EVALUATION OF CLINICAL EDUCATION SITE AND CLINICAL EXPERIENCE

Student Evaluation of Clinical Education Site and Clinical Experience

Instructions: After completion, SAVE the completed form to your computer using the "file", then "save as" function. Then either submit it as an attachment in an EMAIL to kcox@bpcc.edu or use the Submit button at the end of the form.

Rotation

Student Name (last name, first name)

Clinical Site:

Name of Primary CI (last name, first name)

My primary CI is:

The primary environment for this rotation was (may select more than one):

- acute care/inpatient hospital facility
- outpatient/ambulatory care facility
- nursing home/skilled care facility
- private practice
- rehabilitation/sub-acute rehabilitation
- school/pre-school program
- wellness/prevention/fitness
- home health or hospice

I received information from my clinical facility prior to my arrival:

- yes
- no

I had an on-site orientation that provided me with the information & resources I needed for the experience:

- yes
- no

What other information would have been helpful to have received from the clinical site prior to your first day?

What else could have been provided during the orientation to the facility?

I worked with patients who had a/an:

- musculoskeletal diagnosis
- neurologic/neuromuscular diagnosis
- cardiopulmonary diagnosis
- integumentary system diagnosis
- "other" system diagnosis (endocrine, renal, GI/GU, etc.)

I worked with patients:

- 0-12 years old
- 22-65 years old
- 13-21 years old
- 65 or > years old
I worked with patients in:
- a critical care/ICU/acute setting
- an ambulatory/OP setting
- a SNF/ECF/subacute setting
- a home health setting
- an inpatient rehab setting
- a wellness/fitness setting

During this clinical experience, I participated in:
- data collection tasks (assessment/measurement techniques)
- implementing an established plan of care (carrying out a PT’s POC)
- coordinating (scheduling/setting up), communicating (other members of health care team, other PT staff, pts/families) and documenting (note writing, documenting charges, etc)
- instructing patients/clients and/or family
- providing direct PT intervention (exercise, modalities, gait training, etc.)

For each assessment technique/procedure, identify the frequency you were able to perform/practice it during this rotation:

<table>
<thead>
<tr>
<th>Skill 13 - History and chart review</th>
<th>Skill 14.8 - Measuring (assessing) muscle strength, power &amp; endurance (MMT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill 14.1 - Measurement for Edema</td>
<td>Skill 14.9 - Measuring neuromotor function (reflexes, tone, etc.)</td>
</tr>
<tr>
<td>Skill 14.2 - Other anthropometric measures (posture, leg length, etc.)</td>
<td>Skill 14.10 - Measuring joint ROM (goniometry)</td>
</tr>
<tr>
<td>Skill 14.3 - Measuring arousal, mentation, cognition</td>
<td>Skill 14.11 - Assessing self-care/home management (measures ability to perform ADL’s)</td>
</tr>
<tr>
<td>Skill 14.4 - Measuring (assessing) the appropriateness &amp; use of an adaptive/assistive device</td>
<td>Skill 14.12 - Measures sensation/pain response (touch, temp, sharp/dull, pain scale)</td>
</tr>
<tr>
<td>Skill 14.6 - Measuring (assessing) integumentary integrity</td>
<td></td>
</tr>
<tr>
<td>Skill 14.7 - Measuring (assessing) joint integrity &amp; mobility (arthrokinematics)</td>
<td></td>
</tr>
</tbody>
</table>

For each therapeutic intervention, identify the frequency you were able to perform/practice it during this rotation:

<table>
<thead>
<tr>
<th>Skill 15.1 - Implementing a Plan of Care</th>
<th>Skill 17.1-adaptive device training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill 15.2 - Modifies the POC as needed/appropriate</td>
<td>Skill 17.2 - bed mobility</td>
</tr>
</tbody>
</table>
Evaluate how frequently the staff (C, other PT/PTA's, etc...) maintained an environment conducive to your work and growth.

- CI and staff provided a supportive attitude for your role as a PTA student.
- CI and staff provided effective role models for problem solving, communication and teamwork.
- CI and staff demonstrated high morale and harmonious working relationships.
- CI and staff adhered to ethical codes and legal statutes and standards (Medicare, HIPAA, APTA, etc..)

- CI and staff were sensitive to individual differences (race, age, sex, etc...)
What suggestions would you offer the clinical site in terms of improving the clinical/learning environment?

During my clinical experience there were (select all that apply):

- no other students
- other PT students
- other PTA students

The ratio of students to CI's during this rotation was: 

How did the clinical supervision ratio affect your learning experience?

In addition to patient/client management, what other "special" learning experiences did you participate in? (check all that apply)

- presented inservices/educational programs
- attended special "clinics"
- attended team meetings, conferences or "grand rounds"
- observed surgery
- worked collaboratively with other disciplines in providing patient/client interventions (co-treated)
- participated in administrative or business management activities
- participated in service learning (community service activities)
- participated in data collection as part of an investigative study (research, QA/ PI project, etc.)
- used/worked with physical therapy support personnel (aides, technicians)

Please provide any logistical suggestions for this location that may be helpful to students in the future (housing, parking, meals, dress code info, class notes to review/take with you, etc.)

Overall, how would you assess this clinical experience?
What specific qualities or skills do you believe a PTA student should have to function successfully in this clinical education site? (for example: clinical skills such as goniometry, modalities, knowledge of exercises, documentation; interpersonal skills such as confidence, independence, patience, ability to accept critique, time management) In other words, what kind of student would enjoy & excel in this setting and what kind of student would not?

What content (diagnoses, procedures, skills, etc.) were you exposed to during this rotation that had not been covered in your academic preparation? In other words, what did you see on this rotation that you hadn't heard of/practiced before?

What do you believe were the STRENGTHS of your academic preparation for this clinical rotation? (for example: goni/MMT, modalities, basic anatomy knowledge, wound care, transfers/gait training, documentation, basic ortho conditions knowledge, etc.) In other words, what did the BPCC PTA program prepare you well for?

What suggestions do you have for improvement/changes in BPCC PTA Program curriculum (class/lab) that would have better prepared you for this clinical education rotation/experience? In other words, what do you wish we had covered more of, or covered differently in class/lab?
**PTA Student Evaluation of Clinical Instructor**

Instructions: After completion, **SAVE** the completed form to your computer using the "file", then "save as" function. Then submit it as an attachment in an **EMAIL** to **kcox@bpcc.edu**

<table>
<thead>
<tr>
<th>Rotation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name (last name, first name)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Clinical Site:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Primary CI (last name, first name)</th>
</tr>
</thead>
</table>

Please respond to the following questions regarding the above listed clinical instructor:

1 = strongly disagree  
2 = disagree  
3 = neutral  
4 = agree  
5 = strongly agree

My clinical instructor was **familiar with my academic program** and expectations/objectives for this clinical experience  
1  2  3  4  5  Not applicable

My clinical instructor **discussed his/her objectives** for the learning experience with me.  
1  2  3  4  5  Not applicable

My clinical instructor provided **constructive feedback** on my performance during the learning experience.  
1  2  3  4  5  Not applicable

My clinical instructor provided **timely feedback** on my performance.  
1  2  3  4  5  Not applicable

My clinical instructor demonstrated **skill in active listening.**  
1  2  3  4  5  Not applicable

My clinical instructor's **communication** to me was **clear** (I clearly understood his/her explanations and what he/she expected of me).  
1  2  3  4  5  Not applicable

My clinical instructor communicated in an **open and non-threatening manner.**  
1  2  3  4  5  Not applicable

My clinical instructor taught in an **interactive manner** that encouraged problem-solving.  
1  2  3  4  5  Not applicable

There was a clear understanding of to whom I was directly **accountable.**  
1  2  3  4  5  Not applicable

My supervising CI was **accessible** when needed.  
1  2  3  4  5  Not applicable

My CI clearly **explained my responsibilities** as a student.  
1  2  3  4  5  Not applicable

My CI provided responsibilities that were **within my scope** of knowledge and skills.  
1  2  3  4  5  Not applicable

My CI facilitated patient/therapist and student/therapist **relationships.**  
1  2  3  4  5  Not applicable
PTA Clinical Site Short Report Form

Fill out, then save the completed form to your computer using the "file", then "save as" function. Then send it as an attachment in an email to kcox@bpcc.edu

Date 

Clinical Site: 

Clinical Site Location/Address 

Name of Primary CI 

Name of other PT's/PTA's at facility 

What information can you give to future students going to this site with regards to the dress code, facility's schedule, parking, housing, meals, or other "logistical" suggestions?


What suggestions can you give to future students going to this site with regards to what they should bring (which texts/notes, goni, stethoscope, etc..) and what information they should review (wound care, goni/MMT, lab values, transfers, etc...)?


HEALTH STATUS STATEMENT FOR THE PHYSICAL THERAPIST ASSISTANT PROGRAM

Name: _____________________________________ Date of Exam: ____________________________________
Date of Birth: _______________________________ Social Security Number: ____________________________
Height: ____________________________________   Weight: _________________________________________
Allergies: ___________________________________________________________________________________
Medications (list over-the-counter and prescribed):________________________________________________ 
___________________________________________________________________________________________

Does the student have any medical condition that prevents them from meeting the following Essential
Requirements for the Physical Therapist Assistant Program?
Walk at varying speeds for prolonged periods: Yes    No Maintain good balance with movement: Yes    No
Sit for prolonged periods: Yes    No Demonstrate physical coordination: Yes    No
Work in a prolonged period of standing: Yes    No Reach above head: Yes    No
Demonstrate bilateral dexterity: Yes    No Climb stairs and inclines: Yes    No
Kneel or stoop frequently: Yes    No Lift, pull, guide, and transfer up to 150 lbs: Yes    No
Bend forward frequently: Yes    No Push up to 50 lbs: Yes    No

Classify Examinee: Explain Under Remarks, if Classified as II
☐ Class I: Physically fit to perform in the Physical Therapist Assistant Program.
☐ Class II: Unfit for performance in the Physical Therapist Assistant Program.

Remarks:_________________________________________________________________________

Examining Physician’s Signature       Examining Physician’s Printed Name

Vision:
With correction: Right 20/______   Left 20/______
Without correction: Right 20/______   Left 20/______
Reaction of pupils:
Evidence of disease or injury: Right__________________________  Left__________________________
Able to see color and shades of color:________________________
Able to perceive depth:____________________________

Hernia:__________________________ Type:______________
Condition of inguinal rings:________________________
Varicocele:__________________________ Hydrocele:________________________
Genitalia:__________________________
Medical conditions that may require attention during academic attendance, laboratory practice, or clinical rotations:____________________________________________

Varicose Veins:__________ Location:________________________
Upper Extremities:__________________________
Wrist range of motion: Right__________  Left__________

Reflexes:
Patellar:__________  Bomberg:________________________

Varicose Veins:__________ Location:________________________
Lower Extremities:__________________________

Hearing with correction: Right _____   Left _____
Hearing without correction: Right _____   Left _____
Nose & throat:__________________________
Teeth & gums:__________________________

Eyed:________________________________________
Hearing with correction: Right _____   Left _____
Hearing without correction: Right _____   Left _____
Teeth & gums:__________________________

Heart:__________________________ Hypertrophy:______________
Arrhythmia:__________ Blood pressure S_____/D_____
Murmurs:__________ Pulse:________________________

Apparent Mental Illness:__________________________

Any Evidence of Trauma:__________________________

Deformities:__________________________

Lungs:________________________________________
Abdomen:________________________________________
Spine:________________________________________
Anus:________________________________________

Apparent Mental Illness:__________________________

Any Evidence of Trauma:__________________________

Deformities:__________________________

Rev 06/2018
STUDENT INFORMATION SHEET

Date: _____________________  Program: __________________________

Name: _______________________________________________________________

Alias (Maiden Name, Any other names due to marriage/divorce/adoption)

Mailing Address: ________________________________________________________

Cell Phone Number: _____________________________________________________

Home Phone Number: ___________________________________________________

BPCC Student Email Address: _____________________________________________

Email Address (other than BPCC email):_____________________________________

Student ID number: _______________  Date of Birth: ________________

Last 4 of Social Security Number: ________________

Name of Emergency Contact: _____________________________________________

Emergency Contact Number(s):____________________________________________
STUDENT PROGRAM HANDBOOK ACKNOWLEDGEMENT

I, _______________________________________________________, acknowledge receipt of a
Student Program Handbook for the Physical Therapist Assistant Program. I accept the
responsibility of abiding by the rules and procedures contained in the Student Program
Handbook. My signature below also indicates my understanding that the policies are contained in
the Student Clinical Handbook do not replace the policies and procedures found in the Bossier
Parish Community College Student Handbook or Catalog. In addition, I understand that I will
also be responsible for abiding by the policy and procedure of a specific clinical affiliate while in
their facility.

_______________________________________________    ____________________
Student’s Signature       Date

_______________________________________________
Student’s Printed Name
BACKGROUND CHECKS

Background checks are a required prerequisite for BPCC’s clinical affiliates. Students enrolled in a program requiring clinical placement, shall consent to have a background check(s) performed and for the results to be shared with school administration, clinical faculty, and clinical affiliates. It is the student’s responsibility to fully disclose all incidents that result in an arrest, warrant, or violation of the law\(^1\) before, during, or after the background check. Any above referenced activities shall result in immediate disclosure of said information to current or potential clinical affiliates and an additional background check being performed with all results disclosed to the clinical sites. Omission of and/or failure to disclose information will be regarded as an intentional falsehood and shall be reported to the clinical sites.

Any and all findings will be released to the above named parties and to any accrediting agency and/or regulatory agency as required by law. Although positive findings do not immediately interfere with the student’s standing in the clinical program, the findings will be released to the clinical affiliate. It is the clinical affiliate’s decision to permit a student to perform a clinical rotation in their facility.

Should a student be unable to complete all required rotations or assignments due to refusal of a clinical affiliate to accept the student, the student may be unable to complete the clinical course and may ultimately be unable to complete the clinical program. Contact Erin Liesveld, Program Coordinator, (eliesveld@bpcc.edu) room B105 for further information.

By signing and dating the bottom of this policy, the signor acknowledges that they have read, agree to comply with, and understand the policy above.

__________________________________   ____________________
Signature         Date

__________________________________
Printed Name

\(^1\) Excluding moving and nonmoving traffics, except DWI and DUI
AUTHORITY TO RELEASE DRUG AND / OR ALCOHOL TESTING RECORDS

As part of the drug policy for clinical students at Bossier Parish Community College, I, ____________________________, do hereby voluntarily consent to drug/alcohol testing. I also authorize and give full written permission to the testing agency to release the results to Bossier Parish Community College. Information may be released for the purpose of confirming eligibility to continue in the program, as required by regulating agencies, and for participation in clinical classes, as required by clinical affiliates. Except as permitted by the testing program, the College will exercise its best effort to assure that all test results remain confidential. Bossier Parish Community College may also advise others, within the normal reporting lines, of a positive result for illegal drugs or for banned legal drugs, where such disclosure is appropriate.

I understand that as a student, if I test positive for drugs or alcohol, I will be immediately dismissed from the program.

__________________________
Student Name (print)

___________________________                     __________________________
Student Signature                                                                     Date

Information may be released to the following:

Bossier Parish Community College: Erin Liesveld, Program Coordinator
Carolyn Burroughs, Dean
Office of Student Services
Program Director
CONSENT FOR INFORMATION RELEASE IN PREPARATION FOR CLINICAL ASSIGNMENT

I, _______________________________________________________, authorize Bossier Parish Community College (BPCC) and its agents to release my name, contact information, social security number, date of birth, background check results, drug/alcohol screen results, health information, OSHA certification, HIPAA certification, American Heart Association Health Care Provider Basic Life Support Certification, health insurance information, and information regarding my performance as necessary to a third party for the sole purpose of obtaining and maintaining approval for clinical assignment while enrolled in the Physical Therapist Assistant Program. I know it is my responsibility to inform BPCC of any changes or updates in the above named information.

______________________________                ____________________
Student’s Signature       Date

______________________________
Student’s Printed Name
I, _______________________________________________________, understand that my graduation from or completion of the Physical Therapist Assistant Program does not ensure my ability to successfully pass a national credentialing or certification examination or obtain approval for licensure that may be required to practice. I know it is my responsibility to maintain adequate academic and clinical skill and to further improve them to a mastery level if passing a national credentialing or certification examination is my goal. I accept the responsibility for initiating and completing the credentialing or certification process.

I know it is my responsibility to meet the criteria set forth by the licensure board or organization if obtaining a license to practice is my goal. I accept the responsibility for initiating and completing the licensure process.

I understand that graduation or successful completion of a BPCC course or program only indicates that I have met the minimum requirements set forth by BPCC and/or its regulatory and accreditation agencies and that graduation is not contingent upon passing a national certification or licensure exam.

_____________________________     ____________________
Student’s Signature       Date

_____________________________
Student’s Printed Name
MEMORANDUM OF UNDERSTANDING

I understand that a portion of my education in the Physical Therapist Assistant Program at Bossier Parish Community College (BPCC) will include clinical placements in health care facilities. One purpose of clinical education is to acquaint students with the reality of clinical practice of a health care profession. I understand that during clinical placement, I will be subject to the known and unknown risks those members of my profession experience in the provision of health care. These may include exposure to people with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment. I realize however that as a student, I am not eligible for coverage under the College’s or facility’s workmen’s compensation insurance, and there is no mechanism for compensation in the event I am injured during my clinical placement. Every attempt has been made by the Bossier Parish Community College’s Physical Therapist Assistant Program to protect my interests. I have been provided basic instruction in prevention procedures and in the application of reasonable and prudent clinical practices, which can serve to limit unnecessary exposure and constitute a measure of safety for me and the patients I treat. I understand that it is my responsibility to apply these procedures and to take appropriate steps to protect my patients and myself. As a condition of placement in a clinical affiliation, I will be required by the facility and the College to show proof of health insurance. I also understand that another condition of placement in a clinical affiliation is completion and submission of immunizations and laboratory testing. Further, I will be expected to abide by whatever policy (ies) the facility has regarding risk exposure management for its employees, even though I am not considered by the College or the facility to be an employee of the facility. The program director, for the program in which I am enrolled, has offered to answer any questions that I may have about these risks and the precautions I can take to avoid them. If I have any questions before, during, or after the clinical affiliations, I will contact my program director. Also, I understand that I may stop any participation in the clinical affiliation at any time I think my personal safety, or that of the patients I treat is in jeopardy and agree to contact my program director immediately should this occur. I have a right to privacy, and all information obtained in connection with this affiliation that can be identified with me will remain confidential as far as possible within state and federal laws. I voluntarily agree to participate in clinical affiliations arranged by the Bossier Parish Community College Physical Therapist Assistant Program. In addition, I acknowledge that I have read, understand and will abide by clinical policies as established by the BPCC Allied Health Division as presented to me in the Program Handbook.

______________________________________________   __________________________
Signature of Student  Date
PATIENT/CLIENT CONFIDENTIALITY STATEMENT

I acknowledge that I have received training in protecting patient/client confidentiality and HIPAA guidelines. In the course of my clinical training I will have access to confidential information related to patients/clients of the facilities that I enter. I have been informed that it is my responsibility as a student enrolled in a clinical program at Bossier Parish Community College to maintain confidential any information related to patients and/or clients. I specifically understand that per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

I understand that this policy/agreement applies not only to patients/clients with whom I have direct contact, but for any personal/confidential information I may have access to while in the clinical setting.

I further understand that I must use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional and pertains only to information clinically relevant. I will make every effort to assure that such conversations cannot be overheard by those not involved in the patient’s care.

I am aware that violations of this policy/agreement may result in sanctions and may be grounds for dismissal from the clinical program.

I understand that some clinical facilities will have additional policies related to protecting patient/client information that I will be expected to follow.

______________________________                                   _________________________
Student Signature                                                                   Date
COMPUTER USAGE

I, ________________________________________, understand that when I
utilize the computers, internet, and wireless internet connection I must behave in
a manner that is ethical and legal. I agree to perform only activities that are
academic in nature when using these resources. I am aware that my computer
and internet usage are monitored and failure to act in the manner described will
result in disciplinary action.

___________________________________________  ________________
Student Signature       Date
STUDENT INFORMATION RELEASE FORM

I, ___________________________  ___________________________
Student Name                                                Student Identification Number

hereby give my permission to discuss or disclose the following information from my personal records with non-BPCC personnel including but not limited to accrediting agencies, clinical instructors, CCCEs, potential employers and recruiters. (Initial each blank to grant permission)

________________ grades/transcripts                        _____________ attendance
________________ clinical performance                    _____________ discipline records

These records may be disclosed by the following means:

_________________ in person                                         ____________________ by fax
_________________ by phone ____________________ by email

The purpose for the above disclosure will be limited to required reporting to accrediting agencies, communications necessary to secure clinical site placement for internship and references requested for potential employment.

__________________ Additionally, I give permission to call my emergency contact listed below if I cannot be contacted, or in the event of an illness or accident.

__________________________         ___________________________
Emergency Contact  Relationship                        contact phone #

__________________________                               _________________________
Student signature                                                                 Date

__________________________                               _________________________
Witness                                                                                Date

__________________________                               _________________________
Witness                                                                                Date
AUTHORIZATION FOR IMAGING RELEASE

I do hereby irrevocably authorize Bossier Parish Community College, and employees thereof to copyright, publish, and use in all forms and media and all manners for advertising, trade, promotion, education, exhibition, or any other lawful purpose whatsoever, still, single, multiple of moving photographic portraits, pictures, or videos in which I may be included in whole or in part, or composite or distorted in character, or form, in conjunction with or without my own name, or reproductions thereof in color or otherwise or other derivative works made through any medium.

I do hereby waive any right that I may have to inspect or approve the finished product or the advertising or other copy that maybe used in connection therewith or the use to which it may be applied.

I do hereby warrant that I am of full age and have every right to grant release in my own name in the above regard. Further, I have read the above authorization and release, prior to its execution, and I am fully familiar with the contents thereof.

Signature: _______________________  Date:  ________________________
BOSSIER PARISH COMMUNITY COLLEGE WAIVER

I, _____________________________________________, hereby, for myself, my heirs, executors, administrators and assigns, waive and release any and all rights and claims for damages I may have against Bossier Parish Community College, the Louisiana Community and Technical College System, the State of Louisiana and any and all agents, employees, representatives, successors and assigns of said parties for any and all injuries which may be suffered by me in connection with my participation in attending, completing or participating in any field trip associated with Bossier Parish Community College.

_________________________  __________________________
Date                      Student’s Signature

_________________________________________
Student’s Printed Name
ACKNOWLEDGEMENT OF SOCIAL MEDIA POLICY

My signature below indicates that I have read and will follow the Social Media Policy. My signature also indicates that I am aware that violations of the social media policy are considered professional behavior violations and will result in Programmatic Counseling and if appropriate a disciplinary referral to the Office of Student Services.

_________________________  ______________________________
Date      Student’s Signature

______________________________
Student’s Printed Name
ACKNOWLEDGEMENT OF ESSENTIAL REQUIREMENTS

I, __________________________, have been informed of the Essential Requirements of the Bossier Parish Community College Physical Therapist Assistant program. I have carefully reviewed the Essential Requirements and have asked questions if I was unfamiliar with the standards and skills listed. If I believe I require accommodation, I will request an appropriate accommodation with the Coordinator for Section 504 and ADA (Career Services Center, Building F, 318-678-6005) by the application deadline. I am aware that certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with Physical Therapist training or clinical practice. I have also considered any conditions that I may have that may lead to a high likelihood of absenteeism. I have been informed that deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program. I have the ability to meet the standards and skills listed in the Essential Requirements and agree to complete the educational requirements for the Associate of Applied Science in Physical Therapist Assistant, if accepted to the program.

____________________________________   __________________________
Signature      Date

____________________________________
Name Printed
# 2018-2019 BPCC PTA Program Calendar

## June 2018

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## August 2018

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Notes:

## September 2018

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 9/1 = Labor Day

## October 2018

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 10/1 = MLK Holiday

## November 2018

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: Fall Break 11/19-11/23

## December 2018

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## January 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 1/19 = MLK Holiday

## February 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## March 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 3/9 = Mardi Gras 3/5; PTA spring break 3/18-3/22

## April 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: Good Friday 4/19

## May 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 5/27 = Memorial Day

## June 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 6/13 - meet new class at BPCC; 6/14 - break

## July 2019

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Notes: 7/4, 7/19 = Independence Day Holiday; 7/19 = Graduation (tentative)

## Key

- **PTA class in session**
- **PTC holiday/break**
- **Fall Rotation**
- **Spring Rotation**
- **Summer #1 Rotation**
- **Summer #2 Rotation**
- **Graduation (tentative date)**