

BOSSIER PARISH COMMUNITY COLLEGE

STUDENT AND CLINICAL HANDBOOK

PHYSICAL THERAPIST ASSISTANT PROGRAM

K. COX
2023-2024

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GENERAL INFORMATION

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 Overview

BPCC's PTA Program consists of a Pre-PTA component and a Clinical component. Students may work at any pace (part time/full time) to complete the pre-PTA courses and other requirements. When the pre-PTA courses have been completed (with a "C" or better), students apply for admission to the clinical component. Applications for the clinical component of the program are taken each spring, with a new clinical class beginning each summer. The program is designed so that a full-time student may complete the pre-PTA component in 1 year and the clinical component in 13 months.

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.
- 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 Goals and Expected Outcomes

Goal #1: Provide a comprehensive and effective curriculum informed by outcomes.

Expected Outcomes:

- Graduate performance on National Physical Therapy Exam Content Areas meet or exceed the National Mean.
- Students and graduates will achieve 100% of the Program Learning Outcomes.

Goal #2: Admit, retain and graduate competent, knowledgeable PTAs who achieve licensure and gain employment.

Expected Outcomes:

- 90% of all admitted PTA students will graduate with the Associate of Applied Science degree in PTA
- BPCC PTA Licensure Pass-rate on the National Physical Therapy Exam will exceed CAPTE requirement of 85%

- 90% of all program graduates will be employed within 1 year

Goal #3: Prepare students & graduates to provide high quality patient care.

Expected Outcomes

- Clinical Instructors evaluate student PTA performance during internships to be 4/5 on all clinical performance indicators
- Employers are 95% “satisfied” or “very satisfied” with the performance of program graduates

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 Nursing & Allied Health
6220 E. Texas St.
Bossier City, LA 71111

Program Web Address:

<https://www.bpcc.edu/academics/nursing-and-allied-health/physical-therapist-assistant>

PTA Program Director:

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

PTA Program Academic Coordinator of Clinical Education (ACCE):

Ms. Kim Cox, MEd., PT
Division of Nursing & Allied Health
Building B Room 203
Phone: (318) 678-6107
Email: kcox@bpcc.edu

Dean:

Michael Whitaker, MBA, BAS, AS, CST
Division of Nursing and Allied Health – Building H, Room 116
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Email: mwhitaker@bpcc.edu

Program Coordinator:

Shawndreka Jelks
Division of Nursing & Allied Health
Building B, Room 105
Phone: (318)-678-6207
Email: sjelks@bpcc.edu

Administrative Assistant:

Cynthia Adams
Division of Nursing, and Allied Health - Building H, Room 133
Phone: 318-678-6080
Email: cyadams@bpcc.edu

Student Success Coordinator:

Brenda Williams, M.A.

Nursing & Allied Health– Building B, Room 145

Office Phone: 318-678-6381

Email: bwilliams@bpcc.edu

ACCREDITATION INFORMATION

College Accreditation

Bossier Parish Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bossier Parish Community College.

Program Accreditation

The Bossier Parish Community College Physical Therapist Assistant Program is accredited by the [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#),[®] 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone 703-706-3245; email accreditation@apta.org ; website www.capteonline.org[®]

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 BPCCC 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** (not applicable for 1st summer Program semester). If a student demonstrates difficulty academically, the following actions may result:

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 BPCCC Student Handbook.

Plagiarism

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

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"):

- Student Information Sheet
- Student Program Handbook Acknowledgement
- 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
- Acknowledgement of Essential Requirements
- BPCC's Under No Obligation Form
- Patient Simulator/Human Subject Release Form
- Computer Usage Policy
- BPCC's College Waiver
- Patient Confidentiality Agreement
- Student Acknowledgment of Student Work Policy
- Student Acknowledgment of Program Length
- Acknowledgement of Social Media Policy
- COVID-19 Vaccine Policy
- COVID-19 Informed Consent & Election Vaccine 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 student resources section of the handbook) 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.

Clinical Experience	<i>Lab skills covered prior to clinical experience</i>
PTAP 206 (Clinical Practice I) – fall rotation	<p>PTAP 202 – Clinical Kinesiology – goniometry, MMT, exercises for strengthening</p> <p>PTAP 203 – Orthopedic Conditions – exercises for ROM (PROM, AAROM, AROM), exercises for stretching (“manual” & “self” stretching, static/LLLD/hold-relax types), peripheral joint mobilization techniques, selected special tests and muscle length tests. <i>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</i></p> <p>PTAP 204 – PT Procedures –acute/ICU equipment handling and patient care skills, vital sign assessment, lab values and red flags, cardiac and pulmonary rehabilitation, positioning/draping, gait training, use of assistive devices and patient guarding, transfers, edema assessment and management, wound care, infection control principles. <i>Students additionally participate in patient-care SIMULATIONS that require them to review medical records including the PT evaluation and POC, provide assessments and interventions and complete documentation exercises.</i></p> <p>PTAP 205 – Therapeutic Modalities –modalities including heat (moist heat, paraffin, fluidotherapy, and diathermy) cold (ice massage, ice pack, cold compression), ultrasound, E-stim (VMS/NMES, Tens, IF, high-volt, Russian), monochromatic light therapy (anodyne), cervical and lumbar mechanical traction, therapeutic massage, and intermittent compression. <i>(exposure to ultraviolet and laser therapies without lab component)</i></p>
PTAP 216 (Clinical Practice II) – spring rotation	<p>PTAP 214 – Therapeutic Exercise –motor control & motor learning theories and rehab strategies, facilitation/inhibition, PNF, NDT and functional training. <i>Students additionally will use these principles to design, implement and progress therapeutic treatment plans for patients with neurological and general medical pathologies based upon a PT evaluation and POC.</i></p> <p>PTAP 213 – Neurologic Conditions – neurological pathophysiology including developmental delay, CP, CVA, TBI, SCI, PD, MS, MD, observational task analysis of the neurological patient, Spinal Cord Injury rehab techniques; gait/balance and coordination standardized assessments/training. <i>Students will participate in video-based, live and written case study/patient-care SIMULATIONS, review of medical</i></p>

	<p><i>records, PT evaluation and POC, perform assessments and interventions and complete documentation exercises for patients with neurologic pathologies.</i></p> <p>PTAP 215 – Special Areas of Practice – residual limb wrapping, posture/gait assessment. <i>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.</i></p>
<p>PTAP 226 (Clinical Practice III) – final summer rotations</p>	<p>See above. Student by this point has completed all class/lab curriculum.</p>

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.”

Students as Subjects and Patient Simulators

For activities conducted in association with the BPCC PTA program involving human participants that meet the definition of research, the college’s IRB for Research policy will be followed. For activities that do not meet the definition of research, the PTA program will adhere to the following guidelines:

To insure informed consent of human participants/subjects, any instructor associated with the BPCC PTA program must explain the nature and purpose of the lab activity and the procedures to be used/practiced. If photographs or video recordings will be made during the activity the subjects (students) must be made aware of the audience/potential future audience for those materials. Subjects must inform the instructor of any known or perceived contraindications or precautions for a treatment procedure or skill.

For PTA students, serving as a human subject during laboratory activities is essential for skill practice/learning. Therefore, it is expected that PTA students serve as human subjects during Program-related learning activities (see Program Essential Requirements). Faculty will work with PTA students to accommodate any participation limitations due to medical or protected (e.g. religious) reasons.

Procedure:

- PTA program orientation will include education on the rights and responsibilities of serving as a human subject and will be asked to sign an acknowledgement of their understanding of this policy.
- Any non-PTA students will receive education on the rights and responsibilities of serving as a human subject prior to the activity, will have the right to decline participation, and will be asked to sign an Informed Consent for participation.

For each activity/demonstration in which the participant serves as a human subject:

- Subjects will first receive education regarding the contra-indications and precautions associated with the procedure.
- Subjects must inform the instructor of any known or perceived contraindications or precautions for a treatment procedure or skill.
- The instructor will explain the purpose of the lab activity and the procedures/skills to be practiced during demonstration.
- The instructor will provide the subject with an opportunity to ask questions.
- PTA students should notify the instructor of any perceived participation limitations due to medical or protected reasons.
- The PTA student and instructor will meet privately to discuss the student's participation limitations and determine and document a participation plan.

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/or 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**
 - MMR titer**
 - Negative TB test or negative chest x-ray report (current for the year)
 - Tetanus (Tdap) (within 10 years)
 - Influenza vaccine (flu shot) required at many facilities
 - COVID-19 vaccine(s) may be 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 Shawndreka Jelks, Program Coordinator, (sjelks@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 law¹ 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 and may result in disciplinary action.

¹ Excluding moving and nonmoving traffic, except DWI and DUI

Positive findings may interfere with the student's standing in the clinical program or ability to place for clinic rotations/internships resulting potentially in a student being unable to complete the clinical program. Contact Shawndreka Jelks, Program Coordinator, (sjelks@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 Program 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. Spearman, Program Coordinator, sspearman@bpcc.edu room B105, for further information.

Essential Requirements

Allied Health 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 the Physical Therapist Assistant 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 health care. The following list represents reasonable expectations for the student enrolled in the PTA 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 and recurrent illnesses and problems that interfere with patient care or safety, may be incompatible with physical therapy training or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgement, 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 below if accepted to the program in order to complete the educational requirements for the Associate of Applied Science in Physical Therapist Assistant.

If a student cannot demonstrate the following standards and skills without accommodation, it is the responsibility of the student to request an appropriate accommodation with Angie Cao, Coordinator for Section 504 and ADA, (Advising Center, Building F 254, 318-678-6511) by the 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.

Mandatory Prerequisite Requirements

Current American Heart Association Basic Life Support Certification (AHA BLS card)
Current OSHA and HIPAA education verification
Completed Application Packet submitted by deadline
Overall GPA 2.5 or higher
“C” or higher on all prerequisite courses

Completion of a minimum of 40 observation hours (20 hours in two different settings with two different licensed Physical Therapy providers)
Interview with Program Admissions Committee during scheduled appointment
The following are not required prior to acceptance but required <i>during the program</i>:
Satisfactory Physical Examination (on program specific form)
Health Insurance maintained throughout program clinicals
Absence of criminal history or record
Negative drug/alcohol screen (may also be performed randomly or ordered if student is under suspicion)

Special Requirements and Considerations

Students are selected by committee to enter clinical program
Students who are selected for the PTA program must be available for daytime, evening, and occasional weekend classes
Based on site availability, PTA students will be required to complete one or more clinical rotations (4-5 weeks in duration each) at an out-of-town facility
Students selected for the PTA program will pay a clinical fee (each clinical semester) and drug screen fee (once per year)

Immunizations

Hepatitis B series and titer (Booster or additional series may be required if immunity not achieved)
Tetanus-Tdap (within 10 years)
TB skin test or negative chest radiograph (current for the year)
Varicella Zoster titer (vaccine may be required if immunity not achieved)
MMR titer (vaccine may be required if immunity not achieved)
Influenza vaccine may be required at some facilities
COVID-19 vaccine(s) may be required at some facilities

Mobility/Motor Skills

KNEEL OR STOOP FREELY	To floor to adjust patient position or assist with equipment; inspect feet, apply shoes or prosthetics
KNEEL, HALF-KNEEL, CRAWL	On an exercise table to assist with patient activities.
REACH ABOVE HEAD	In standing, to adjust and position equipment
LIFT; PULL; GUIDE; TRANSFER	A patient of up to 150 lbs
LIFT; PULL; GUIDE; TRANSFER	A patient of up to 250 lbs using a two-man technique
BEND, STAND, KNEEL, SIT, WALK OR CRAWL FOR 90 MINUTES WITHOUT REST	To administer emergency care (CPR); to perform lab activities and administer patient interventions
GUIDE; RESIST AND ASSIST	Adult patients (or classmates) during Physical Therapist transfers, ambulation, interventions and exercises; using your arms, legs or trunk to provide the necessary stabilization for a patient during therapy.
PUSH/PULL	Large wheeled equipment; whirlpools, tilt tables and patients on stretchers or in wheelchairs
WALK	For extended periods of time to all areas of a hospital
CLIMB	Stairs & inclines while safely guarding an unstable patient
BILATERAL DEXTERITY	To adjust and fine tune controls on electrical and heat modalities; demonstrate ADL activities and exercises to patients; To carry out stretching, massage and exercise programs; adjust and use Physical Therapist devices like goniometers and crutch/cane/walkers, carry out splinting techniques, guard patients
COORDINATION	To perform different tasks with different limbs simultaneously

SPEED AND AGILITY	To protect a walking or moving unstable patient from falling
ASSUME A WIDE BASE OF SUPPORT, BALANCE	To guard, maintain and correct balance of an unstable patient on flat surfaces, inclines and stairs
PERFORM	All patient physical assistance using safe and proper body mechanics
WORK CAPACITY	To perform all essential skills and standards to complete eight hour days, and a 40 hour work week during PTA Program enrollment

Sensory Abilities and Observational Skills

DEPTH PERCEPTION	For judging distance, surface changes, level changes while ambulating patients
SEE (with or without corrective lenses)	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
FEEL	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
HEAR	Soft voices, masked voices, patient call systems, alarms, timers, blood pressure sounds using a stethoscope; demonstrate active listening skills
SMELL	To detect odors related to patient assessment
POSITION, MOVEMENT AND BALANCE SENSATION	To feel where your individual body segments are located and to know when and how they are moving even when you cannot see them

Communication Standards

SPEAK AND EXPRESS	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
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READ	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.
UNDERSTAND; INTERPRET	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.
FOLLOW DIRECTIONS	Accurately and efficiently, seeking clarification where necessary
WRITE	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
INTERPERSONAL SKILLS	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

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
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.

<p>SHORT-TERM AND LONG-TERM MEMORY</p>	<p>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</p>
<p>THINK QUICKLY AND CLEARLY</p>	<p>To execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment</p>

Behavioral/Professional Standards

<p>FLEXIBILITY</p>	<p>To adjust to a constantly changing and very demanding full-time schedule;</p>
<p>COMPASSION</p>	<p>To respect and show empathy for patients and their families; for people of all personality types, backgrounds, ethnic, race or socioeconomic backgrounds including but not limited to individuals with neurological disorders, physical disfigurement, mental health or complex medical problems.</p>
<p>COOPERATION</p>	<p>To work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patients</p>
<p>RECOGNIZE LIMITATIONS</p>	<p>To request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively</p>
<p>TOLERANCE</p>	<p>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.</p>
<p>WILLINGNESS</p>	<p>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</p>

	simulations that allow classmates to practice and perfect Physical Therapist skills.
POSITIVE ATTITUDE	To demonstrate initiative, enthusiasm and appropriate peer and patient interactions
WORK ETHIC	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
STRESS MANAGEMENT	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
PLANNING AHEAD	To arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical center
SELF CARE	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

PHYSICAL THERAPIST ASSISTANT MASTER SYLLABI

PTAP 200--FUNCTIONAL ANATOMY

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 200

Credit Hours: 2

Course Title: Functional Anatomy

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

Textbooks: Muscolino; Kinesiology, 3rd edition.
Kapit; The Anatomy Coloring Book. 4th 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 with patients and with therapists/interdisciplinary team members , 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.

- The student must achieve a passing score of 75% or higher on all lab competency tests

Course Grading Scale:

- A. 94% or more of total possible points including the comprehensive final exam; and completion of all course requirements.
- B. 87-93% of total possible points including the comprehensive final exam; and completion of all course requirements.
- C. 75-86% of total possible points including the comprehensive final exam; and completion of all course requirements.
- D. 69-74% of total possible points including the comprehensive final exam; and completion of all course requirements
- F. Less than 68% of total possible points including the comprehensive final exam; or failure meet all course requirements

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 in described is the Physical Therapy Assistant Clinical Handbook.

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

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Reviewed by K. Cox 7/22

PTAP 201-- INTRODUCTION TO PHYSICAL THERAPY

Bossier Parish Community College

Master Syllabus

Course Prefix and Number: PTAP 201

Number of Credits: 1

Course Title: Introduction to Physical Therapy

Course Prerequisites: Selective admission to 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 documentation and 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 Federal and State regulations and the guidelines of the APTA.

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. orient to the BPCC learning commons to locate physical therapy holdings and identify online search engines and databases available. (B,C, F)

2. establish and use secure online profiles to access academic and professional sites, course materials, utilize email communication and upload assignments using common software. (Lola, Canvas, APTA, FSBPT, LAPT Board, BPCC student email) (E, 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 as it pertains to the continuum of care and documentation in physical therapy. (D,E)

9. problem-solve given workplace role/responsibility/ethical dilemmas. (D,E)

10. explore the agencies responsible for regulating physical therapy practice, licensure requirements, and the journey path to the NPTE through exploration of the LAPTBoard.org & FSBPT.org websites.(D,E, F)

11. read, discuss and know the Practice Act, Rules and Regulations provided by the Louisiana Physical Therapy Board and pass the Jurisprudence exam. (D,E)

12. categorize a patient's problem list using the International Classification of Functioning, Disability and Health (ICF) vocabulary of impairments, activity limitations and participation restrictions. (A,E)

13. review appropriate medical terminology and abbreviations common to physical therapy documentation. (A)

14. demonstrate awareness of documentation types/standards and complete multiple documentation assignments to be uploaded for peer-review and instructor assessment (A,D,E, F)

15. explore 3rd party payment basics, standards and types of documentation for billing and payment. (A, D, E)

16. create a concept map for avoiding fraud, abuse and waste in Physical Therapy practice including how to report suspected cases of fraud and abuse.

17. evaluate the role of the American Physical Therapy Association, and the benefits of membership. (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 demonstrate the following course competencies.

- The student must achieve a minimum score of 75% on at least 6 documentation assignments and aligned quizzes.
- The student must achieve a minimum score of 75% on at least 3 assignments that explore the APTA website
- The student must achieve a minimum score of 75% on a neurological conditions research assignment.
- The student must achieve 75% or higher on at least 4 assignments and quizzes aligned with professionalism, ethics, legal practice and avoiding fraud waste and abuse.
- The student must create profiles on the Louisiana PT Board, and FSBPT websites and complete at least 3 assignments using these and other websites that impact clinical practice standards and licensure of the PTA.
- The student must achieve a minimum score of 75% on the computer literacy rubric

Course Grading Scale:

A- 94% or more of total possible points including the comprehensive final exam; and completes all course requirements.

B- 87-93% of total possible points including the comprehensive final exam; and completes all course requirements.

C- 75-86% of total possible points including the comprehensive final exam; and completes all course requirements.

D- 69-74% of total possible points including the comprehensive final exam; and failure to complete one or more course requirements.

F- less than 68% of total possible points including the comprehensive final exam; or failure to complete one or more course requirements.

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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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Revised by L. Bryant 5/22

PTAP 202-- CLINICAL KINESIOLOGY

**Bossier Parish Community College
Master Syllabus**

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: Selective admission to the Physical Therapist Assistant program.

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 with patients and with therapists/interdisciplinary team members , both verbally and in written form, 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 including using manual muscle testing equipment (such as dynamometers) as appropriate. (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 using associated exercise equipment as is appropriate 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 using goniometers (variety of sizes), inclinometers, CROM/BROM devices, and other equipment as is appropriate. (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.

- The student must achieve a passing score of 75% or higher on all lab competency tests
- The student must achieve a minimum of 75% on the kinesiology lab math computation station rubric

- The student must achieve a minimum 75% average on two integrated laboratory practicals (ILPs)
- The student must complete one or more community service or professional development activity (required for grade of A only)

Course Grading Scale:

- A. 90% or more of total possible points including the comprehensive final exam; and completion of all course requirements; 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 completion of all course requirements.
- C. 70% or more of total possible points including the comprehensive final exam; and completion of all course requirements.
- D. 60% or more of total possible points including the comprehensive final exam; and completion of all course requirements.
- F. less than 60% of total possible points including the comprehensive final exam; or failure to meet all course requirements.

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 in described is 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.

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Reviewed by K. Cox 7/22

PTAP 203-- ORTHOPEDIC CONDITIONS

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: Selective admission to the Physical Therapist Assistant program.

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. communicate with patients and with therapists/interdisciplinary team members , both verbally and in written form, using appropriate terminology related to orthopedic conditions, assessments and interventions

B. identify and describe for selected orthopedic diagnoses/conditions the incidence/etiology, pathophysiology, common signs/symptoms, common medical/PT tests used, typical medical and PT management, and important precautions;

C. demonstrate entry-level clinical skill with performance of those selected musculoskeletal, cardiovascular and neuromuscular interim assessments, special tests and interventions commonly utilized by and identified as appropriate for a licensed PTA in the orthopedic patient care settings;

D. appropriately select, justify, sequence, and document interim assessments, interventions and progressions based upon accurate interpretation of physical therapy evaluations/plans of care of orthopedic patients and supported by utilization of evidence-based resources;

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 the signs, symptoms and management of each of the stages of tissue injury/healing. (A)
2. list the effects of immobilization on selected musculoskeletal structures. (A,B)
3. 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)
4. discuss the anatomy, typical mechanism of injury, healing response, and general recommended treatment/intervention approaches to facilitate healing of various tissues of the body including ligaments, muscle/tendon, cartilage, and bone. (A,B,E)
5. compare and contrast the conditions of osteoarthritis, rheumatoid arthritis, osteoporosis, and osteomalacia in terms of pathophysiology, incidence and implications for PT intervention. (B,E)
6. classify fractures based upon site/extent of injury, direction of abnormality, relationship and complications. (A,B)
7. describe the parameters for exercise dosage (intensity, mode, duration, frequency) and the factors influencing that selection. (B,E)
8. define delayed onset muscle soreness and describe the pathophysiology of the condition. (A,B,E)
9. categorize joint end-feels as normal or abnormal, identifying common causes for abnormal endfeels. (A)
10. compare and contrast passive, active, and active-assistive range of motion including identification of indications and contraindications for each. (D,E)

11. demonstrate on a laboratory competency entry level skill with performing PROM and manual stretching (static, hold-relax and LLLD) and instructing a patient in self stretching of selected joints/muscles using associated equipment as is appropriate. (C)
12. define, compare and contrast static stretching, ballistic stretching, low load – long duration stretching, dynamic stretching and hold-relax (PNF) stretching. (D,E)
13. recognize the indications, goals, precautions, and contraindications to stretching. (D,E)
14. define and discuss the differences between aerobic and anaerobic activity. (A,D,E)
15. discuss the effect of endurance training on selected systems of the body. (A,E)
16. calculate maximum heart rate and target heart rate. (D,E)
17. discuss the common protocols the PT may use in prescribing aerobic conditioning programs. (E)
18. define the 4 components of Health-related Fitness and discuss how they are measured. (C,D)
19. discuss ACSM guidelines for fitness for the healthy adult in terms of modality, frequency, intensity and duration. (D,E)
20. identify the normal responses that occur during exercise in the cardiovascular and pulmonary systems and the appropriate actions to take when identifying abnormal responses. (A,E)
21. define and differentiate the terms coordination, proprioception, kinesthesia and balance and discuss common strategies for progression of activities toward goals related to these terms. (A,B,E)
22. describe options and justification for selection of various modes of strengthening including but not limited to isometric/concentric/eccentric, open/closed chain, manual/mechanical resistance, isotonic/isokinetic as components of therapeutic exercise interventions. (E)
23. identify indications and precautions of strength training programs for the geriatric population. (D,E)

24. describe general goals and indications for resistance exercise. (D,E)
25. discuss and apply fundamental principles of peripheral joint mobilization including the convex-concave rule, grades of mobilization, and indications/contraindications for the use of this intervention therapeutically. (A,D,E)
26. define capsular pattern and recall such for selected peripheral joints. (A,C,E)
27. with supervision, practice the assessment of normal joint mobility and application of selected peripheral joint mobilizations on classmates and instructors using safe technique. (D)
28. demonstrate, based upon given orthopedic PT evaluations (case study) and plan of care, competence in (E):
 - a. categorizing findings from the PT evaluation and hypothetical subjective patient data according to the disablement and ICF models as being examples of pathologies (health conditions), impairments in body structure/function, functional/activity limitations, or disabilities/participation limitations.
 - b. describing accurately the rationale for the PT's plan of care in achieving short term/ long term goals.
 - c. identifying any interventions within the plan of care that are inappropriate for a PTA and describing an appropriate response to such.
 - d. selecting and prioritizing interventions (therapeutic exercise, manual therapy, functional training, etc) and interim assessments appropriate for today's session.
 - e. addressing needs related to patient education and discharge planning including home program, equipment needs, and safety issues
 - f. identifying equipment needs related to planned interim assessments and interventions and appropriately utilizing that equipment
 - g. properly sequencing interventions and assessments for a single session and giving correct rationale for the sequencing.
 - h. identifying any precautions or contraindications to components of the POC

i. accurately describing the appropriate actions to take when identifying changes in patient status.

j. properly documenting a hypothetical treatment session using vocabulary that (1) conveys the link between interventions used and patient function and (2) reflects the skill required by the PTA in the supervision or execution of the interventions.

k. 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.

29. identify common medical tests/imaging used in the medical and PT diagnosis of selected orthopedic conditions.

30. identify common surgical procedures used in the medical management of orthopedic conditions and the impact of those on the POC established by the PT and implementation of POC by the PTA.

31. identify common categories and names of pharmacologic agents used in the medical management of orthopedic conditions and the implications of those on patient signs/symptoms and physical therapy treatment.

32. recall the basic anatomy and biomechanics of normal movement of the cervical, thoracic and lumbar spine. (A,B)

33. 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)

34. 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)

35. identify characteristics of selected postural deviations in each region of the spine and identify common interventions/exercises used to address those deviations. (A)

36. 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)

37. based upon a physical therapy evaluation and plan of care, select, justify, 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)
38. demonstrate competency with performance of selected dermatome, myotome and reflex integrity assessment techniques correctly utilizing the associated assessment equipment. (D)
39. recall the basic anatomy and biomechanics of normal motion of the joints of the UE. (A)
40. 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)
41. recall arthrokinematics of major UE joints and implications for the use of mobilization techniques. (A,E)
42. 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)
43. based upon a physical therapy evaluation and plan of care, select, justify, and implement appropriate manual techniques and 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)
44. recall the basic anatomy and biomechanics of normal motion of the joints of the LE. (A)
45. 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)
46. recall normal arthrokinematics for the major LE joints and implications for the use of mobilization techniques. (A,D)
47. based upon a physical therapy evaluation and plan of care, select, justify, and implement appropriate manual techniques and 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)

48. accurately describe general mechanics of, criteria for +, implications for treatment of and common causes for + results of selected special tests for the each joint/region of the body. (C,D)

49. demonstrate competency with the performance of selected orthopedic special tests and interim assessments including the vertebral artery test, leg length measurements, Thomas test, Ely's test, Ober's test, and Homan's test. (D)

50. utilize the Evidence Based Practice Page of the APTA website to identify, discuss, and implement/perform a variety of interim functional assessments for selected orthopedic diagnoses based on PT POC. (E)

51. research and discuss the implementation of evidence-based and protocol driven interventions and progressions for selected orthopedic diagnoses based on a PT POC.

52. demonstrate entry level competency with the use of selected equipment/devices including but not limited to Miami J/Cspine orthoses, TLSOs, slings/shoulder orthoses, CPMs, knee immobilizers/braces, positioning devices (hip abduction wedges, ankle/foot splints, resting hand splints) including appropriate interpretation of PT eval/POC on prescribed use, donning/doffing device, patient/caregiver education, and awareness of precautions related to the use of the device. (C,D)

53. 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.

- The student must achieve a passing score of 75% or higher on all lab competency tests
- The student must achieve a minimum 75% average on two integrated laboratory practicals (ILPs)
- The student must complete one or more community service or professional development activity (required for grade of A only)

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and meet all course requirements; 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 meet all course requirements.

C- 70% or more of total possible points including the comprehensive final exam; and meet all course requirements.

D- 60% or more of total possible points including the comprehensive final exam; and meet all course requirements.

F- less than 60% of total possible points including the comprehensive final exam; or failure to meet all course requirements

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 in described is the Physical Therapy Assistant Clinical Handbook.

Nondiscrimination Statement

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Reviewed by K. Cox 7/22

PTAP 204-- PHYSICAL THERAPY PROCEDURES

Bossier Parish Community College

Master Syllabus

Course Prefix and Number: PTAP 204

Credit Hours: 3

Course Title: Physical Therapy Procedures

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

Textbook: O' Sullivan, S, and Schmitz, T.; Physical Rehabilitation: Assessment and Treatment, 6th or 7th Edition.

Course Description:

Lecture and laboratory activities to facilitate student skill development and competency with the application of physical therapy interventions and use of equipment related to acute and ICU inpatient care. Patient simulations and 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 interprofessional team members using medical terminology and good written documentation

F. acquire foundation knowledge on the acute care & ICU environment and develop skills needed to mobilize and provide safe care for many of the most frequently encountered acute medical and surgical conditions

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 these learning outcomes, the student will:

1. demonstrate understanding of patient positioning including risk factors, precautions and indications, proper draping, alignment and support, skin

inspection, pain/pressure relief, contracture or edema prevention, reduction of shear forces and demonstrate positioning on a classmate for a variety of scenarios. (A,B, F)

2. prepare for, list principles of and demonstrate application of AROM and PROM using diagonal patterns. (A,E, F)

3. accurately assess height, weight, girth of extremities, pulse in all major locations and vital signs and recognize normal and abnormal values and responses to treatment. (C,D, F)

4. identify some common emergency situations that may occur with patients in a therapy environment and determine appropriate actions to take. (D,E, F)

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,F)

6. demonstrate, instruct and document a variety of transfer techniques, guarding and assisting appropriate to the patient's functional level, using good body mechanics. (A,B, F)
7. properly adjust assistive devices, demonstrate gait patterns, instruct/guard patients during gait and stair/curb training at the appropriate functional level to promote safety and document accordingly. (A,B, F)
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, F)
9. recognize safety and architectural barriers for the use of assistive devices, navigate and perform a self-home assessment from wheelchair level and identify the requirements of the ADA. (A,B)
10. explain the purpose of special equipment, monitors and lines encountered in the acute and ICU environment and prepare/protect lines during patient interventions (A, B, D, E, F)
11. summarize priorities, precautions, and isolation techniques associated with care of acutely or critically ill patients in special care environments. (A,B,C,D,E, F)
12. discriminate lab values and vital signs that would be associated with physical therapy red flags and termination criteria in the inpatient population and respond appropriately. (A, D, F)
13. identify common cardiac and pulmonary diseases and frequently encountered medical & surgical procedures and explain how these impact the delivery of physical therapy. (F)
14. Accurately review a patient's medical record, interpret the PT evaluation and plan of care and think critically to prepare case studies and perform simulated patient care designed to achieve the Therapist's goals and intended outcomes for those patients. (A,B,D,E, F)
15. Apply the principles of cardiac & pulmonary rehabilitation to safely treat, progress, and document care of patients with these comorbidities or diagnoses (D, F)

16. create a wound care portfolio that consists of provided materials and independently researched materials including: categories of wound etiologies, presentation and care of vascular and lymphatic conditions, recognizing viable vs. non-viable tissue; wound and edema assessment techniques, summary of product categories, sample products, cleansing methods, precautions, patient instructions and interventions. (B,C,D,E, F)
17. practice selected wound care skills in the laboratory including, cleansing and assessment, identification and application of a of a variety of wound care products, and recognition of indications and precautions based upon wound etiology, patient history and the POC established by the physical therapist. (B,C, F)
18. translate medical and physical therapy terminology into understandable language suitable for patient interview and providing instruction. (E)
19. practice communication with patients, family members and interprofessional team members in appropriate activities to aid in patient care during lab/classroom activities. (D, E)
20. collaborate with individuals from other programs to promote interactive learning, foster relationship-building and establish a climate of mutual respect and shared values for patient care. (C, D, E, F)
21. work in interprofessional groups to analyze & “mock-up” cases in order to provide exchange of knowledge and patient-centered collaborative care to “patients” in a simulated ICU, Acute or Home Health environment (C, D, E, F, G)
22. Interview patients, family and caregivers to obtain current relevant subjective information needed for safe progression of interventions and planning for discharge. (E)
23. 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 demonstrate each of the following course competencies.

- The student must achieve a passing score of 75% or higher on all lab competency tests;

- The student must achieve a minimum 75% average on integrated lab practical tests;
- The student must achieve 75% or higher on a minimum of 3 wound care aligned lab competencies, assignments or quizzes.
- The student must achieve a minimum of 75% on at least 5 assignments that are aligned with interprofessional communication, patient interview skills, patient/family education and/or written documentation.
- The student must achieve 75% or higher on a minimum of 6 acute care and ICU aligned assignments or quizzes including both virtual and live patient simulations.
- The student must complete one or more community service or professional development activity (required for grade of A only)

Course Grading Scale:

A--90% or more of total possible points including the comprehensive final exam, participate in community service or professional development; and

completes all course requirements.

B--80% or more of total possible points including the comprehensive final exam; and completes all course requirements.

C--70% or more of total possible points including the comprehensive final exam; and completes all course requirements.

D--60% or more of total possible points including the comprehensive final exam; and/or failure to complete all course requirements.

F--less than 60% of total possible points including the comprehensive final exam; and/or failure to complete all course requirements.

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Reviewed by L. Bryant 5/22

PTAP 205-- THERAPEUTIC MODALITIES

Bossier Parish Community College

Master Syllabus

Course Prefix and Number: PTAP 205

Credit Hours: 3

Course Title: Therapeutic Modalities

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

Textbook: Michlovitz, S.L. and T Nolan; Modalities for Therapeutic Intervention. Sixth 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 foundational knowledge of physical agents, critical thinking, 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 interprofessional team members 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. practice the application of superficial and deep thermal agents, cryotherapy, aquatic therapy, massage, ultrasound, diathermy, mechanical traction, compression, light, 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. Identify indications, contraindications and efficacy for use of each modality based upon the current evidence (B)

4. discuss the principles of mechanical forces, light, sound, heat and electricity and how the changes in parameters can achieve specific physiological effects 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 and report to the PT when contraindications exist or are suspected, or any change or 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. Role-play and 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 demonstrate each of the following course competencies.

- The student must pass all lab competency tests with 75% or higher
- The student must earn a minimum 75% average on integrated lab practicals

- The student must achieve 75% or higher on at least 5 assignments or quizzes that assess applied knowledge of modalities and clinical decision making.
- The student must achieve a minimum of 75% on at least 5 lab activities or assignments that are aligned with interprofessional communication, patient interview skills, patient/family education and/or written documentation.
- The student must complete one or more community service or professional development activity (required for grade of A only)

Course Grading Scale:

A--90% or more of total possible points including the comprehensive final exam, participate in community service or professional development; and completes all course requirements.

B--80% or more of total possible points including the comprehensive final exam; and completes all course requirements.

C--70% or more of total possible points including the comprehensive final exam; and completes all course requirements.

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Reviewed by L. Bryant 5/22

PTAP 206—CLINICAL PRACTICE I

Bossier Parish Community College

Master Syllabus

Course Prefix and Number: PTAP 206

Credit Hours: 3

Course Title: Clinical Practice I

Course Prerequisites: Selective admission to the Physical Therapist Assistant program. 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. behave at all times during the clinical experience professionally (PTA MACS skill 1) including: (A,C)

- Introduces self as student
- Adheres to legal practice standards, including all federal, state and institutional regulations and APTA core ethics documents.
- Confirms informed consent from patient or responsible party
- Projects professional image at all times (e.g., dress and behavior)
- Maintains patient/client confidentiality in accordance with best practices and legal standards
- Manages personal affairs in a manner that does not interfere with professional responsibilities
- Respects authority and complies with decisions of those in authority
- Implements, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values
- Participates in profession-related organizations/ activities

2. exhibit consistently a commitment to learning throughout the clinical experience (PTA MACS skill 2) through: (A)

- Demonstrates willingness to evaluate own performance
- Identifies problems and information/learning needs
- Seeks and utilizes appropriate resources to facilitate learning
- Incorporates new knowledge into clinical performance

3. utilize appropriate and effective interpersonal skills consistently during the clinical experience (PTA MACS skill 3) by: (A)

- Maintains professional demeanor in all interactions
- Demonstrates respect for patients'/clients' differences, values, preferences (including but not limited to differences in age, gender, race, nationality, religion, ethnicity, sexual orientation, social or economic status, lifestyle, health or disability status, or learning style).
- Responds appropriately to unexpected situations
- Interacts appropriately to establish rapport and trust with others
- Demonstrates understanding, acceptance, and appropriate execution of multiple roles of the student PTA
- Delegates tasks to personnel utilizing effective and appropriate interpersonal skills

4. effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience (PTA MACS skill 4) by: (A)

- Initiates and completes verbal and written communication in a timely manner
- Chooses appropriate time, place, topic, and audience for communication
- Uses English language effectively
- Writes legibly
- Communicates effectively with all stakeholders (including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers)
- Adjusts verbal and non-verbal communication to each person and situation
- Listens actively (including restating, reflecting, and clarifying messages)

5. appropriately receive and utilize constructive feedback during the clinical experience (PTA MACS skill 6) by: (A)

- assesses own performance accurately
- seeks feedback
- demonstrates positive attitude toward feedback
- incorporates feedback into future experiences
- provides appropriate feedback to others, including modification of feedback according to recipient's need.

6. consistently accept responsibility during the clinical experience (PTA MACS skill 9) by: (A)

- Completes regular duties and assignments accurately and in a timely manner.
- Arrives prior to the start of all scheduled activities
- Accepts responsibility for own actions and outcomes
- Recognizes need for help and seeks assistance
- Offers assistance to others as appropriate
- Reports to appropriate authorities suspected cases of abuse of vulnerable populations and/or cases of fraud and abuse related to utilization of payment.
- Advocates for the profession and the healthcare needs of society

7. demonstrate ability to manage stress consistently during the clinical experience (PTA MACS skill 10) by (A)

- Recognizes stress in self and others
- Identifies probable source of stress in self and others
- Seeks assistance for self or others as needed
- Demonstrates effective stress management/coping mechanisms
- Prioritizes multiple commitments in personal and professional life

8. practice at all times during the clinical experience safely (PTA MACS skill 22) by: (A,B,C)

- Recognizes and remedies safety concerns during patient care.
- Asks for assistance when unable to independently manage patient safely.
- Uses appropriate body mechanics and guarding techniques.
- Demonstrates standard precautions (e.g., hand washing, clean techniques)
- Demonstrates safe handling of patient and equipment (e.g., catheters, IVs, O2 tanks, orthoses)
- Familiarizes self with and practices risk management policies of the facility and school (e.g., falls, burns, nosocomial infections, safety hazards, emergency procedures, disaster plans, and incident report procedures).

9. implements a PT plan of care (PTA MACS skill 13) by: (A, B)

- Understands the POC written for the individual patient
- Implements delegated interventions identified in the POC
- Monitors the patient status and progress toward STGs and LTGs and outcomes and reports to the supervising PT or CI
- Selects and provides safe interventions competently based on the POC established by the supervising 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 15 skills from the following PTA MACS areas : (A,B)

- professional behaviors. (MACS skills 1-11)
- plan of care (MACS skills 12-16)
- interventions (MACS skills 17-20)
- tests and measures (MACS skills 21.2-21.14)
- healthcare environment (MACS skills 22-26)

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.

- The student must demonstrate entry level competency with the completion of all critical skills (1,2,3,4,6,9,10,13,and 22) in the PTA MACS documented as assessed by the clinical instructor.
- The student must demonstrate entry-level competency with the completion of at least 10 skills from the plan of care, interventions, and tests/measures sections of the PTA MACS document as assessed by the clinical instructor.
- The student must achieve 100% on a clinical practice policy and procedure examination that documents awareness of behavioral expectations while in the clinical environment (pass/fail with multiple attempts allowed).
- The student must complete a self-assessment of affective skills and meet with ACCE to discuss expectations related to professional behaviors.
- The student must complete a minimum of 150 clinical practical hours

Course Grading:

Pass- completion of all course requirements; and completion of 150 clinical practice hours.

Fail- failure to complete all course requirements; or failure to complete 150 clinical practice hours

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 in described is 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.

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Reviewed by K. Cox 5/22

PTAP 212—CLINICAL NEUROANATOMY

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 212

Credit Hours: 2

Course Title: Clinical Neuroanatomy

Textbooks: Kapiti; Anatomy Coloring Book.

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

Course Description:

Correlates the anatomy and processes of the CNS, ANS and PNS with both normal and abnormal human motion and function. Introductions to neurological pathways and their influences on sensation, movement, reflexes, muscle tone, coordination and balance.

Learning Outcomes:

At the end of this course the student will:

- A. communicate with patients and with therapists/interdisciplinary team members , both verbally and in written form, using correct terminology related to neuroanatomy, neurophysiology and neurologic pathologies;
- B. describe the anticipated signs/symptoms associated with damage to or disorders of selected structures of the central, peripheral and autonomic nervous systems including how those are assessed as part of a medical and PT evaluation; and
- C. appropriately apply foundational knowledge of neuroanatomy/physiology, and neurologic pathologies in the interpretation and execution of a PT plan of care.

To achieve the learning outcomes, the student will:

1. discuss the fundamental organizational units of the central and peripheral nervous systems. (A)

2. label and discuss the function of components of a neuron and the neuromusculoskeletal junction. (A,C)
3. differentiate the primary roles of the supporting cells of the nervous system. (A,C)
4. identify and differentiate between the menengial layers surrounding the brain and spinal cord. (A,C)
5. describe embryologic development of the nervous system . (A,C)
6. differentiate the primary functions of selected Broadman's Areas of the lateral and medial cortical surfaces. (A,C)
7. label and discuss the function of the gyri and sulci of the cerebral cortex. (A,B,C)
8. locate, describe, label, and differentiate between gray matter and white matter structures found within the nervous system. (A,C)
9. differentiate the primary functions of the left and right hemispheres of the cerebral cortex. (A,C)
10. identify the functional loss associated with lesions at various areas of the cerebral cortex. (A,B,C)
11. label and describe the function of selected structures within the diencephalon. (A, B, C)
12. discuss the role of the blood-brain barrier. (A)
13. label the primary arterial vasculature of the CNS including the Circle of Willis. (A,C)
14. differentiate the clinical significance of occlusion or hemorrhage at primary arteries of the CNS. (B,C)
15. label and discuss the function of the structures housed within the brainstem. (A,C)
16. identify the role of each cranial nerve and the effects of pathology on these nerves. (A,B,C)
17. recognize the effects of cortex and brainstem injury on posturing. (A,B,C)

18. label selected white matter and grey matter structures of the spinal cord. (A)
19. identify, label, and trace a signal along the major ascending and descending pathways of the spinal cord. (A,C)
20. recognize the functional impact which occurs with pathology or injury of selected ascending or descending pathways. (B,C)
21. differentiate the primary types and functions of somatosensory receptors and nerve fibers. (A,B)
22. compare and contrast upper and lower motor neurons in terms of location, function, and impact of injury/disease (A,B)
23. accurately describe dermatomes, myotomes and myotatic reflexes associated with selected spinal levels. (B,C)
24. recognize anatomical and functional differences between the autonomic sympathetic and parasympathetic nervous systems. (A)
25. differentiate the influence of the sympathetic and parasympathetic nervous systems on selected organs. (A,C)
26. identify and locate common body areas of referred visceral pain. (B,C)
27. compare and categorize drugs used to stimulate or inhibit the sympathetic or parasympathetic systems. (B, C)
28. identify and discuss the activity/purpose of the key functional centers of the limbic system. (A,C)
29. describe the Papez Circuit (A,C)
30. identify common clinical presentation of disorders affecting the limbic system. (C)
31. label the primary structures associated with the ventricular system. (B,C)
32. recognize the role of the choroid plexus with CSF production. (C)
33. discuss the pathophysiology of and describe the common signs and symptoms associated with both obstructive and communicating hydrocephalus. (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.

- The student must achieve a 75% average on integrated laboratory practicals
- The student must achieve mastery on a minimum of 5 aligned assignments or quizzes that involve identification or assessment of signs/symptoms associated with pathology in given structures of the CNS, PNS and ANS.

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and meets all course requirements.

A- 80% or more of total possible points including the comprehensive final exam; and completes all course requirements.

B- 70% or more of total possible points including the comprehensive final exam; and completes all course requirements

C- 60% or more of total possible points including the comprehensive final exam; and completes all course requirements

D- less than 60% of total possible points including the comprehensive final exam; or fails to complete all course requirements

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 in described is 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

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Reviewed by K. Cox 7/22

PTAP 213— NEUROLOGICAL CONDITIONS

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 213

Number of Credits: 3

Course Title: Neurological Conditions

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

Textbooks: O’Sullivan; S.B. and Schmitz, T.J.; Physical Rehabilitation: 6th or 7th edition

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. Self-directed research and oral presentation of an assigned neurological condition is required.

Learning Outcomes:

At the end of this course, the student will

A. use task analysis and observation to identify impairments in functional mobility, balance, motor development & motor control in neurological patients.

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, review of patient medical records, 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 interprofessional team members 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. describe normal growth and movement from birth through maturation and aging. (A)

2. assess the presence/absence of primitive reflexes, postural reactions and explain the significance these play in the development of motor milestones and normal balance and motor control including the consequences of tone or failure to integrate or the re-emergence of selected primitive reflexes. (A)

3. correlate the typical impairments, signs and symptoms for common neurological pathologies with the areas of the nervous system involved, the etiology and pathophysiology of that condition. (B)

4. perform observational task analysis of normal movements and transitions in lab on classmates and using video patients to identify impairments and missing components in order to design part-task activities and lead-up skills for improved movement outcomes. (A, C, D)

5. utilize the vocabulary common in describing motor control, tone, sensory, reflex, autonomic and cognitive deficits present with neurological impairment. (A,B,E)

6. interpret the clinical significance of evaluative findings, problem list, short and long term goals and the plan of care written by the PT for neurologically involved patients. (B,D)

7. administer a variety of treatment interventions and assessment techniques, including standardized tests/instruments for arousal, mental function, tone, reflexes, balance, endurance, coordination, postural awareness and functional mobility that can be used within a PT's POC. (C)
8. discuss the typical physical therapy management of individual neurological conditions and comorbid diagnoses including associated safety precautions, red flags and contraindications. (B,C,D,E)
9. analyze case studies that require the student to review the medical record, 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)
10. prepare documentation with emphasis on assessments and interventions appropriate for neurologically impaired patients using either online, video or written case studies or PT evaluations. (F)
11. identify a case study patient's impairments, activity limitations and participation restrictions (ICF) and link those to proposed functional goals and outcomes from the PT POC to show patient's progress, medical necessity and defend continuation of skilled PT services. (A, F)
12. educate patients and family members on how they can be involved in the management of selected conditions through regular participation in an appropriate physical therapy program. (D,F)
13. plan relevant questions for patient interview to confirm current and prior level of function, pain, or changes in impairments or function due to therapy with emphasis on appropriate patient and family interaction. (B, F)
14. collaborate with peers in PTA and interprofessional groups to provide treatment to neurologically impaired patients in the SIM Lab.(B,C,D,F)
15. make appropriate judgments during simulated patient care and report to the PT any new SSx, complaints or significant changes in function or patient status. (A, D, F)
16. research, read and demonstrate understanding of current professional literature related to an assigned neurological condition. (B,E)

17. create and orally present a professional in-service to classmates on an assigned neurological condition. (B,D,E,F)

18. 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.

The student must achieve:

- 75% or higher on a minimum of 3 lab activities that require observation and task analysis, identification of impairments and the impact of tone on balance and movement for patients with neurological dysfunction.
- 75% or higher on a minimum of 3 patient simulations that include
 - review of neurological pathology
 - reading and interpreting a medical record and PT evaluation;
 - patient interview skills
 - interprofessional collaboration
 - planning and participating in patient care decisions
 - assessment and intervention
 - documentation and billing
- a minimum of 75% average on integrated lab practicals
- a minimum of 75% on an independent research project and oral presentation on a neurological condition.
- complete one or more community service or professional development activity (required for grade of A only)

Course Grading Scale:

A--90% or more of total possible points including the comprehensive final exam, participate in community service or professional development; and completes all course requirements.

B--80% or more of total possible points including the comprehensive final exam; and completes all course requirements.

C--70% or more of total possible points including the comprehensive final exam; and completes all course requirements.

D--60% or more of total possible points including the comprehensive final exam; and/or failure to complete all course requirements.

F--less than 60% of total possible points including the comprehensive final exam; and/or failure to complete all course requirements.

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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

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Reviewed by L. Bryant 5/22

PTAP 214—THERAPEUTIC EXERCISE

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 214

Credit Hours: 3

Course Title: Therapeutic Exercise

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

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 or 7th 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 approach, 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 using knowledge of neurorehabilitation strategies 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 interprofessional team members 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. discriminate where a patient is in the stages of motor learning and provide the necessary modifications to feedback and environmental factors to promote the best learning outcome at that stage. (A,C)
3. select posture and stage of motor control where you would begin interventions for a given patient problem and defend your choice based upon the difficulty or ease of the activity and the patient's impairments and functional level. (A,C,E)
4. critique the difficulty and safety of interventions based on degrees of freedom and organize the progression of interventions from simple to more complex by changing one or more modifiable factors. (C,D,E)
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, balance, reflexes, activation, inhibition and facilitation of muscles. (B,C)
8. execute safe use of assistance, hand placements and key points of control during application of NDT or PNF interventions to secure unstable joints, cue activation of key muscle groups, and provide good alignment to improve tone, postural awareness, range of motion and isolated functional movement. (A,B,C,D,E,G)
9. devise and implement a progression of developmental activities, functional training exercises, WC mobility, preambulation 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. examine through independent reading, assignments and practice quizzes the pathophysiology and common physical therapy interventions for selected "other body systems" and chronic medical illnesses. (E,F,G)
11. discuss and demonstrate the application, limitations and benefits of exercise and physical therapy interventions to improve conditioning of patients with coexisting cardiovascular, pulmonary, metabolic, physiologic and chronic medical illnesses. (E,F,G)
12. compile and/or present appropriate choices for patient and family education and home exercise program for a patient within a plan of care established by the physical therapist. (A,C,E,F,G)
13. discuss with the PT the appropriate considerations to prepare for a patient's discharge. (E,G)
14. participate in the group presentation of researched ADA topics (F, G)
15. 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.

The student must achieve:

- at least 75% on a minimum of 3 assignments applying theories of motor control, stages of motor learning, degrees of freedom, types of practice, or feedback to alter the difficulty of an intervention.
- pass all lab competencies with 75% or higher
- minimum 75% average on integrated lab practicals
- 75% or higher on at least 3 assignments requiring self-directed reading of college-level materials relevant to therapeutic exercise, pathophysiology of body systems, or the ADA.
- complete one or more community service or professional development activity (required for grade of A only)

Course Grading Scale:

A--90% or more of total possible points including the comprehensive final exam, participate in community service or professional development; and completes all course requirements.

B--80% or more of total possible points including the comprehensive final exam; and completes all course requirements.

C--70% or more of total possible points including the comprehensive final exam; and completes all course requirements.

D--60% or more of total possible points including the comprehensive final exam; and/or failure to complete all course requirements.

F--less than 60% of total possible points including the comprehensive final exam; and/or failure to complete all course requirements.

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.

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Reviewed by L. Bryant 5/22

PTAP 215—SPECIAL AREAS OF PRACTICE

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 215

Credit Hours: 2

Course Title: Special Areas of Practice

Textbooks: No required text

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

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 with patients and with therapists/interdisciplinary team members , both verbally and in written form, using appropriate terminology related 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. appropriately apply, 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. describe normal postural alignment for each joints/region in each plane for selected positions of the body. (F)

2. discuss common abnormal alignments in each cardinal plane, identifying muscles in a shortened and lengthened position. (F)

3. define the term joint moment and identify moments occurring with normal postural alignment and common abnormal alignments. (F)

4. perform observational assessments of posture on multiple individuals from frontal and sagittal views, accurately identifying and documenting deviations from normal. (F)

5. demonstrate appropriate exercises to address goals related to common postural abnormalities (to include postural awareness during ADLs) based on PT evaluation and POC. (F)

6. list and describe the components of the stance and swing phases of normal gait using traditional and Rancho Los Amigos terminology. (F)

7. recognize the effects of age, disease, injury and malalignment on gait. (F)

8. perform observational gait assessment, identifying normal and common faulty gait patterns through video and observation of classmates. (F)

9. appropriately document description of gait including parameters for quantity and quality in SOAP note format. (F)

11. identify major etiological factors leading to lower extremity amputation surgery. (A,B, D)
12. describe and demonstrate proper residual limb wrapping for the transtibial and transfemoral amputee. (B,D)
13. identify the factors influencing PT goals and outcomes for the lower extremity amputee. (A,B)
14. 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)
15. 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)
16. describe the process used by the prosthetist in evaluating/prescribing/fabricating/ and modifying the transtibial or transfemoral prosthesis. (D)
17. compare and contrast various types of prosthetic components found in the transtibial and transfemoral prosthesis. (D)
18. 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,D)
19. research selected prosthetic & orthotic devices (UE prostheses, AFO, knee orthoses, TLSO, cervical spine orthoses, wrist/hand splints and orthoses, HKAFO/RGO, Dynasplint/LLLD type orthoses) for in-class presentation. Present and recall for each device: (D)
 - a. description of the device and it's primary purposes.
 - b. common diagnoses the device may be prescribed for.
 - c. variety available and where they can be obtained.
 - d. exercises (or other PT interventions) which are commonly used 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.
 - e. proper alignment/fit and donning/doffing of the device including demonstration.

- f. traditional rehab progression with the device.
 - g. relevant pressure area considerations with the device and other safety precautions with device.
 - h. instructions which should be given to the patient/family on care of and use of the device.
 - i. insurance considerations and reimbursement issues for the selected device.
20. classify severity of burns based on % body region affected and skin thickness involved. (A,B)
21. discuss medical management of burns including surgical and non-surgical interventions. (A,B)
22. discuss physical therapy management of burns including wound care, positioning, exercise, and patient/caregiver instruction. (A,B)
23. recall normal motor development in terms of primitive reflex appearance/integration, function/appearance in given postures and gross/fine motor milestone achievement. (A,B)
24. describe common physical therapy patient problems encountered at various stages of motor development. (A,B)
25. discuss interventions for addressing selected pediatric physical therapy problems and goals from pediatric PT POC. (A,B)
26. identify common age-specific considerations/precautions when treating a pediatric patient. (A,B,E)
27. discuss the etiology of common orthopedic, genetic, neurologic, and chromosomal disorders seen in pediatric physical therapy practice. (A,B)
28. 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,E)
29. describe, and use effectively, age-appropriate communication strategies when working with pediatric patients and their family members. (E)
30. define ageism and identify common misconceptions regarding aging and individuals over 65. (A,B,E)

31. describe strategies for providing support to caregivers of geriatric patients. (B,E)
32. 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)
33. describe normal physiological changes to selected systems with aging. (A,B)
34. discuss exercise considerations in working with geriatric patients/clients. (B)
35. describe communication strategies to use with geriatric patients with hearing impairment, visual impairment and/or dementia. (B,E)
36. describe the mini mental examination and discuss its use in the diagnosis of dementia. (A,B)
37. differentiate between dementia and related conditions based upon pathophysiology and patient presentation. (A, B)
38. 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)
39. discuss the importance of standardized tools for documentation of patient function in terms of reimbursement. (C)
40. compare and contrast selected functional assessment instruments in terms of tool administration, nature of data collected, and psychometric properties. (C)
41. accurately use the GG scoring system and other selected instruments in assessing function based upon a written description of the performance and/or a video clip of the performance. (C)
42. define ‘culture’ and accurately identify the ways in which culture may impact healthcare delivery and may influence communication strategies used by the healthcare provider (E)

43. 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)

44. compare and contrast Medicare (parts A, B, C and D), Medicaid and Private Insurance terminology and regulations, including specific guidelines related to physical therapy care, documentation, and reimbursement. (A,B)

45. 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.

- The student must achieve a minimum 75% average on two integrated laboratory practical (ILP) tests
- The student must score a minimum of 75% on the aligned orthotics presentation.
- The student must score a minimum of 75% on each of the aligned cultural competency quizzes and assignments.
- The student must score a minimum of 75% on the posture analysis project assignment

Course Grading Scale:

A- 90% or more of total possible points including the comprehensive final exam; and completes all course requirements; 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 completes all course requirements.

C- 70% or more of total possible points including the comprehensive final exam; and completes all course requirements

D- 60% or more of total possible points including the comprehensive final exam; and completes all course requirements.

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Reviewed by K. Cox 5/22

PTAP 216—CLINICAL PRACTICE II

**Bossier Parish Community College
Master Syllabus**

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

- A. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the clinical environment assigned;
- B. 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
- C. 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. behave at all times during the clinical experience professionally (PTA MACS skill 1) including: (A,C)

- a. Introduces self as student
- b. Adheres to legal practice standards, including all federal, state and institutional regulations and APTA core ethics documents.
- c. Confirms informed consent from patient or responsible party
- d. Projects professional image at all times (e.g., dress and behavior)
- e. Maintains patient/client confidentiality in accordance with best practices and legal standards
- f. Manages personal affairs in a manner that does not interfere with professional responsibilities
- g. Respects authority and complies with decisions of those in authority
- h. Implements, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values
- i. Participates in profession-related organizations/ activities

2. exhibit consistently a commitment to learning throughout the clinical experience (PTA MACS skill 2) through: (A)

- a. Demonstrates willingness to evaluate own performance
- b. Identifies problems and information/learning needs
- c. Seeks and utilizes appropriate resources to facilitate learning
- d. Incorporates new knowledge into clinical performance

3. utilize appropriate and effective interpersonal skills consistently during the clinical experience (PTA MACS skill 3) by: (A)

- a. Maintains professional demeanor in all interactions
- b. Demonstrates respect for patients'/clients' differences, values, preferences (including but not limited to differences in age, gender, race, nationality, religion, ethnicity, sexual orientation, social or economic status, lifestyle, health or disability status, or learning style).
- c. Responds appropriately to unexpected situations
- d. Interacts appropriately to establish rapport and trust with others
- e. Demonstrates understanding, acceptance, and appropriate execution of multiple roles of the student PTA
- f. Delegates tasks to personnel utilizing effective and appropriate interpersonal skills

4. effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience (PTA MACS skill 4) by: (A)

- a. Initiates and completes verbal and written communication in a timely manner
- b. Chooses appropriate time, place, topic, and audience for communication
- c. Uses English language effectively
- d. Writes legibly
- e. Communicates effectively with all stakeholders (including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers)
- f. Adjusts verbal and non-verbal communication to each person and situation
- g. Listens actively (including restating, reflecting, and clarifying messages)

5. appropriately receive and utilize constructive feedback during the clinical experience (PTA MACS skill 6) by: (A)

- a. assesses own performance accurately
- b. seeks feedback
- c. demonstrates positive attitude toward feedback
- d. incorporates feedback into future experiences
- e. provides appropriate feedback to others, including modification of feedback according to recipient's need.

6. consistently accept responsibility during the clinical experience (PTA MACS skill 9) by: (A)

- a. Completes regular duties and assignments accurately and in a timely manner.
- b. Arrives prior to the start of all scheduled activities
- c. Accepts responsibility for own actions and outcomes
- d. Recognizes need for help and seeks assistance
- e. Offers assistance to others as appropriate
- f. Reports to appropriate authorities suspected cases of abuse of vulnerable populations and/or cases of fraud and abuse related to utilization of payment.
- g. Advocates for the profession and the healthcare needs of society

7. demonstrate ability to manage stress consistently during the clinical experience (PTA MACS skill 10) by (A)

- a. Recognizes stress in self and others
- b. Identifies probable source of stress in self and others
- c. Seeks assistance for self or others as needed

- d. Demonstrates effective stress management/coping mechanisms
- e. Prioritizes multiple commitments in personal and professional life

8. practice at all times during the clinical experience safely (PTA MACS skill 22) by: (A,B,C)

- a. Recognizes and remedies safety concerns during patient care.
- b. Asks for assistance when unable to independently manage patient safely.
- c. Uses appropriate body mechanics and guarding techniques.
- d. Demonstrates standard precautions (e.g., hand washing, clean techniques)
- e. Demonstrates safe handling of patient and equipment (e.g., catheters, IVs, O2 tanks, orthoses)
- f. Familiarizes self with and practices risk management policies of the facility and school (e.g., falls, burns, nosocomial infections, safety hazards, emergency procedures, disaster plans, and incident report procedures).

9. implements a PT plan of care (PTA MACS skill 13) by: (A, B)

- a. Understands the POC written for the individual patient
- b. Implements delegated interventions identified in the POC
- c. Monitors the patient status and progress toward STGs and LTGs and outcomes and reports to the supervising PT or CI

d. Selects and provides safe interventions competently based on the POC established by the supervising 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)

- a. professional behaviors. (MACS skills 1-11)
- b. plan of care (MACS skills 12-16)
- c. interventions (MACS skills 17-20)
- d. tests and measures (MACS skills 21.2-21.14)
- e. healthcare environment (MACS skills 22-26)
- f. site specific skills (MACS skills 27+)

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

Course Requirements

- The student must demonstrate entry level competency with the completion of all critical skills (1,2,3,4,6,9,10,13,and 22) in the PTA MACS documented as assessed by the clinical instructor.
- The student must demonstrate entry-level competency with the completion of at least 15 skills from the plan of care, interventions, and tests/measures sections of the PTA MACS document as assessed by the clinical instructor.
- The student must complete a minimum of 200 clinical practical hours

Course Grading:

Course grade will be based on:

1. completion (checking) of all critical skills in the PTA MACS with the exception only of those skills that were not available to address at a given site. Critical Skills must be re-addressed/re-assessed at every clinical site.

- a. Skill 1: Professionalism
- b. Skill 2: Commitment to Learning
- c. Skill 3: Interpersonal Skills
- d. Skill 4: Communication
- e. Skill 6: Use of Constructive Feedback
- f. Skill 9: Responsibility
- g. Skill 10: Stress Management
- h. Skill 13: Implementation of the Plan of Care
- i. Skill 22: Safety

2. progress toward at least 20 skills total from the PTA MACS.

3. completion (checking off) of a minimum of 15 skills total in the PTA MACS.

Adherence to College, Division and Program policies related to behavior and attendance, successful completion of the clinical affiliation including all required skills and any other assigned projects, along with return of the required documentation (pink Macs sheets, SECESCE Form, Final CI Evaluation Form, SECI Form and Site Report form) to the ACCE will constitute a passing grade. Failure to meet the above criteria will result in the student receiving no credit and failing grade for the course. Students are encouraged to take advantage of learning opportunities in the clinic and attempt any additional skills and/or key indicators that can safely be addressed with additional instruction/supervision of the CI.

Course Grading Scale:

Pass- completion of all course requirements; and completion of 200 clinical practice hours.

Fail- failure to complete all course requirements; or failure to complete 200 clinical practice hours

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 in described is 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.
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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.

Reviewed by K. Cox 11/22

PTAP 217—COMPREHENSIVE INTERVENTIONS FOR THE PTA

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 217

Credit Hours: 1

Course Title: Comprehensive Interventions for the PTA

Textbooks: Giles ,PTA Exam: The Complete Study Guide

Course Prerequisites: Selective admission to the Physical Therapist Assistant program.

Course Description:

Laboratory based course that utilizes guided self-study through the PTA Exam licensure prep text, utilization of the Guide to Physical Therapist Practice and APTA Evidence Based Practice sites, written case studies, lab competencies, and group activities to strengthen student skill in integrating information from across all courses within the program curriculum. Designed to prepare students for continued clinical practice competency and NPTE (licensure examination) success.

Learning Outcomes:

At the end of this course the student will:

- A. identify and describe for diagnoses/conditions related to multiple selected systems of the body the incidence/etiology, pathophysiology, common signs/symptoms, common medical/PT tests used, typical medical and PT management, and important precautions related to physical therapy care;
- B. appropriately select, justify, sequence, progress, and document interim assessments and interventions for a physical therapy patient or client with an orthopedic, neurological, or other system/medical diagnosis(es) based upon accurate interpretation of a written PT evaluation and plan of care
- C. demonstrate continued safe and correct technical performance of those common physical therapy clinical assessment and intervention skills appropriate for the entry-level PTA
- D. demonstrate test-taking skills and recall of cumulative fundamental content from PTA program curriculum sufficient to successfully pass the National Physical Therapy Examination for the PTA.
- E. demonstrate understanding and appropriate employment of evidence based practice principles including interpretation of professional literature/research

To achieve the learning outcomes, the student will:

1. describe the format, content outline, scoring, requirements/rules, and recommended strategies for preparing and testing related to the NPTE for the PTA. (D)
2. referencing the Guide to Physical Therapist Practice, describe the 4 major constructs/concepts that should inform physical therapy practice. (B)
3. use the ICF model and disablement models to identify and differentiate between a patient's pathologies (health conditions), impairments in body structure/function, functional (activities) limitations and disabilities (participation limitations) based upon a hypothetical PT case study. (A,B)
4. referencing the Guide to Physical Therapist Practice, identify the 6 basic components of patient/client management and correctly categorize definitions and examples of each. (B)
5. compare/contrast the terms measurement, goal, outcome and functional outcome as they are used in patient/client management (B,E)
6. identify and discuss the relevance of the level of evidence, type of research, type of data/measurement, validity, sampling, and descriptive statistics as those terms relate to understanding clinical research and standardized assessment tools/instruments (E)
7. locate and utilize the Guide to Physical Therapist Practice and other appropriate evidence based resources (including the APTA's Evidence Based Practice site) to support clinical decision-making for selection and progression of interim assessments and interventions for a patient based on a PT POC . (E)
8. review, recall, and apply knowledge of the normal anatomy/physiology and pathophysiology of selected systems of the body (including musculoskeletal, neuromuscular, cardiovascular, hematologic, respiratory, endocrine, integumentary, GI/GU) in describing normal system anatomy/processes of those systems, common diagnoses/pathophysiology affecting those systems, and identifying implications of those diagnoses related to provision of physical therapy care. (A,B,D)
9. identify pertinent information from an initial PT evaluation/case study for a patient with an orthopedic, neurologic, or general medical/other system diagnosis, and then select and justify interim assessments and interventions for patients based upon PT evaluation/POC. (A,B)
10. outline a plan for progression of therapeutic interventions consistent with the goals and plan of care to for a hypothetical PT case study. (A,B)
11. document hypothetical PT sessions including references to functional justification for interventions and reflection of PTA skills required to carry out treatment plan (A,B)
12. continue to demonstrate safe, entry-level competency/skill in performing selected clinical assessment and intervention skills from those covered throughout the PTA Program (summer/fall/spring semesters) (C)
13. apply knowledge of concepts from across the PTA Program curriculum to complete a minimum of 5 mock licensure examinations. (D)
14. analyze results of mock licensure examination performance to identify deficits in fundamental knowledge, investigate and locate learning resources, and create study guides on a minimum of 3 topics. (D)

15. successfully complete (pass) the PEAT exam, demonstrating adequate preparation for passing the NPTE for the PTA. (D)
16. identify categories and names (generic/brand) of common pharmacologic agents used in the management of diagnoses affecting multiple systems of the body and the impact of those agents on patient signs/symptoms and physical therapy care. (A)
17. discuss the application of concepts related to Maslow's Hierarchy of Needs, behavioral conditioning, adult learning principles, teaching/learning domains, and group dynamics to scenarios involving communicating with, motivating and teaching patients of a variety of ages/special populations. (B)
18. identify the importance of and steps involved in practicing evidence-based physical therapy (E)
19. compare and contrast the purpose and scope of Titles (1 through 5) of the Americans with Disabilities Act. (B,D)
20. identify ADA Accessibility Requirements appropriate for limiting architectural barriers for mobility in the home and community. (B,D)
21. apply vocabulary and concepts from Guide for Conduct of the Physical Therapist Assistant (APTA), Standards of Ethical Conduct (APTA), and Core Values for the Physical Therapist Assistant (APTA) to identify and discuss appropriate actions for a PTA in selected clinical scenarios. (B,D)

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.

- The student must achieve 75% or higher on at least **5 aligned assignments** that require college-level reading, interpretation of a PT Evaluation and POC, application of foundational knowledge related to the patient diagnosis, clinical reasoning supported by utilization of evidence based resources, treatment planning/progression and written documentation skill for a patient with an orthopedic, neurological, or other system/medical diagnosis(es).
- The student must achieve a passing score of 75% or higher on all lab competency tests indicating entry-level performance with safety, communication (oral & written), and affective/cognitive/psychomotor aspects of each skill as indicated.
- The student must earn a 75% or higher on the **self-assessment of mock licensure exam** performance assignment.

Course Grading Scale:

- A. 90% or more of total possible points including the comprehensive final exam; and completion of all course requirements.
- B. 80% or more of total possible points including the comprehensive final exam; and completion of all course requirements.

- C. 70% or more of total possible points including the comprehensive final exam; and completion of all course requirements.
- D. 60% or more of total possible points including the comprehensive final exam; and completion of all course requirements.
- F- less than 60% of total possible points including the comprehensive final exam; or failure to complete all course requirements

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 Therapist Assistant program is described in the PTA Student and Clinical Handbook.

Nondiscrimination Statement

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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

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Reviewed by K. Cox 11/22

PTAP 226—CLINICAL PRACTICE III

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: PTAP 226

Credit Hours: 7

Course Title: Clinical Practice III

Course Prerequisites: Selective admission to the Physical Therapist Assistant program. 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

- A. demonstrate entry-level competency in all those affective skills necessary for effective and appropriate practice in the 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 final (clinical) rotation;
- C. demonstrate consistently the ability to identify and comply with those policies and procedures governing expectations for student/employee behavior in a clinical setting;
- D. prepare and deliver clinical in-services to an audience of healthcare professionals;
- E. 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

F. participate usefully in the process of performance improvement (CQI/PI) in a clinical environment.

To achieve the learning outcomes, the student will:

1. behave at all times during the clinical experience professionally (PTA MACS skill 1) including: (A,C)

- a. Introduces self as student
- b. Adheres to legal practice standards, including all federal, state and institutional regulations and APTA core ethics documents.
- c. Confirms informed consent from patient or responsible party
- d. Projects professional image at all times (e.g., dress and behavior)
- e. Maintains patient/client confidentiality in accordance with best practices and legal standards
- f. Manages personal affairs in a manner that does not interfere with professional responsibilities
- g. Respects authority and complies with decisions of those in authority
- h. Implements, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values
- i. Participates in profession-related organizations/ activities

2. exhibit consistently a commitment to learning throughout the clinical experience (PTA MACS skill 2) through: (A)

- a. Demonstrates willingness to evaluate own performance
- b. Identifies problems and information/learning needs
- c. Seeks and utilizes appropriate resources to facilitate learning
- d. Incorporates new knowledge into clinical performance

3. utilize appropriate and effective interpersonal skills consistently during the clinical experience (PTA MACS skill 3) by: (A)

- a. Maintains professional demeanor in all interactions
- b. Demonstrates respect for patients'/clients' differences, values, preferences (including but not limited to differences in age, gender, race, nationality, religion, ethnicity, sexual orientation, social or economic status, lifestyle, health or disability status, or learning style).
- c. Responds appropriately to unexpected situations
- d. Interacts appropriately to establish rapport and trust with others

- e. Demonstrates understanding, acceptance, and appropriate execution of multiple roles of the student PTA
- f. Delegates tasks to personnel utilizing effective and appropriate interpersonal skills

4. effectively and appropriately communicate consistently both in oral format and written format throughout the clinical experience (PTA MACS skill 4) by: (A)

- a. Initiates and completes verbal and written communication in a timely manner
- b. Chooses appropriate time, place, topic, and audience for communication
- c. Uses English language effectively
- d. Writes legibly
- e. Communicates effectively with all stakeholders (including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers)
- f. Adjusts verbal and non-verbal communication to each person and situation
- g. Listens actively (including restating, reflecting, and clarifying messages)

5. appropriately receive and utilize constructive feedback during the clinical experience (PTA MACS skill 6) by: (A)

- a. assesses own performance accurately
- b. seeks feedback
- c. demonstrates positive attitude toward feedback
- d. incorporates feedback into future experiences
- e. provides appropriate feedback to others, including modification of feedback according to recipient's need.

6. consistently accept responsibility during the clinical experience (PTA MACS skill 9) by: (A)

- a. Completes regular duties and assignments accurately and in a timely manner.
- b. Arrives prior to the start of all scheduled activities
- c. Accepts responsibility for own actions and outcomes
- d. Recognizes need for help and seeks assistance
- e. Offers assistance to others as appropriate
- f. Reports to appropriate authorities suspected cases of abuse of vulnerable populations and/or cases of fraud and abuse related to utilization of payment.
- g. Advocates for the profession and the healthcare needs of society

7. demonstrate ability to manage stress consistently during the clinical experience (PTA MACS skill 10) by (A)

- a. Recognizes stress in self and others
- b. Identifies probable source of stress in self and others
- c. Seeks assistance for self or others as needed
- d. Demonstrates effective stress management/coping mechanisms
- e. Prioritizes multiple commitments in personal and professional life

8. practice at all times during the clinical experience safely (PTA MACS skill 22) by: (A,B,C)

- a. Recognizes and remedies safety concerns during patient care.
- b. Asks for assistance when unable to independently manage patient safely.
- c. Uses appropriate body mechanics and guarding techniques.
- d. Demonstrates standard precautions (e.g., hand washing, clean techniques)
- e. Demonstrates safe handling of patient and equipment (e.g., catheters, IVs, O2 tanks, orthoses)
- f. Familiarizes self with and practices risk management policies of the facility and school (e.g., falls, burns, nosocomial infections, safety hazards, emergency procedures, disaster plans, and incident report procedures).

9. implements a PT plan of care (PTA MACS skill 13) by: (A, B)

- a. Understands the POC written for the individual patient
- b. Implements delegated interventions identified in the POC
- c. Monitors the patient status and progress toward STGs and LTGs and outcomes and reports to the supervising PT or CI
- d. Selects and provides safe interventions competently based on the POC established by the supervising 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)

- a. professional behaviors. (MACS skills 1-11)
- b. plan of care (MACS skills 12-16)
- c. interventions (MACS skills 17-20)
- d. tests and measures (MACS skills 21.2-21.14)
- e. healthcare environment (MACS skills 22-26)

11. as available in specialized clinical practice settings, practice and work toward entry-level competency on Site-Specific skills (MACS skills 27-35)
12. research and discuss selected Clinical Facility policies and the process by which those policies/procedures are updated and disseminated to staff. (C)
13. identify the 3rd party payors commonly involved with reimbursement for physical therapy services in the clinical facility assigned. (E)
14. describe the role of the PTA in the billing of and reimbursement for physical therapy services in the clinical facility assigned. (E)
15. identify the persons responsible for the CQI/PI process in the clinical facility assigned. (F)
16. describe the process of PI in the clinical facility assigned including: (F)
 - a. the methods used to identify processes needing improvement.
 - b. the way in which information is gathered to research the problem.
 - c. how potential process changes are proposed and decided upon.
 - d. how the effectiveness of the change is evaluated and to whom the whole process is reported.
17. give an example of a problem/process in the clinical facility assigned that has improved through the CQI/PI process. (F)
18. prepare and present two inservice presentations on assigned physical therapy topics. (D)

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

- The student must demonstrate entry level competency with the completion of all critical skills (1,2,3,4,6,9,10,13,and 22) in the PTA MACS documented as assessed by the clinical instructor.
- The student must demonstrate entry-level competency with the completion of all skills from within the professional behaviors, plan of care, interventions, tests and measures and healthcare environment sections of the PTA MACS document as assessed by the clinical instructor.
- The student will satisfactorily complete all items/questions in the Policy and Procedure Manual assignment.

- The student will demonstrate entry level competency with the completion of Skill #25 in the PTA MACS, or satisfactorily complete all questions on the Fiscal Aspects of PT Practice Assignment in canvas.
- The student will demonstrate entry level competency with the completion of Skill #26 in the PTA MACS, or satisfactorily complete all questions on the CQI/PI Assignment in canvas.
- The student will satisfactorily complete 2 inservice presentations with required documentation submitted to ACCE
- Completion of 350 clinical practice hours

Course Grading Scale:

Pass- completion of all course requirements; and completion of 350 clinical practical hours;

Fail- failure to complete all course requirements; or failure to complete 350 clinical practical hours;

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 in described is 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.

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Reviewed by K. Cox 11/22

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 send a completed Disciplinary Referral Form to the Office of Student Services, along with 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 records are collected (a) electronically through student submissions in Canvas/MyBPCC (immunizations, certifications, release forms, etc) or (b) electronically as scanned/pdf documents (background check/drug screen results). Those files are maintained on a secure server while the student is enrolled in the clinical program but are not maintained post-graduation. No hard-copy clinical records files are collected or maintained on clinical students.

Emergency Notification System

The College will alert the college community in various ways in the event of imminent weather emergencies, including Bossier Parish Community College Alarm System, CAVS ALERT and Facebook or Twitter. In addition, local law enforcement may notify the college community through vehicle sirens and public address systems.

College decisions to cancel or modify classes and work schedules because of emergency weather conditions will be announced through outlets that may include the following Shreveport/Bossier Television stations: KTBS, KSLA, KTAL, KMSS.

For information on how to register for the CAVS ALERT system visit <https://www.bpcc.edu/current-students/emergency-notification-system>

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

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 clinical rotations, will be educational in nature. Students are not to be paid employees of clinical facilities during clinical education experiences. Students *are* allowed to accept (are not prohibited from receiving) nominal student stipends, housing, meals, or the like from a clinical facility during a clinical experience but are not to be substituted for hired staff personnel within the clinical institution, in the capacity of a PTA or tech. If a student (outside of a clinical education experience) works in any facility while enrolled in the program, she/he may not legally function as an SPTA/PTA. A student employed under these conditions may only function as a PT Aide/Tech according to regulations of the Louisiana State Board of Physical Therapy (LA PT Board).

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:

- Professionalism
- Commitment to Learning

- Interpersonal Skills
- Communication Skills
- Effective Use of Time & Resources
- Use of Constructive Feedback
- Problem Solving
- Clinical Decision Making
- Responsibility
- Stress Management

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 ACCE 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 of these 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, Instagram, Snapchat
- Video and photo sharing websites such as YouTube, Instagram, Snapchat, TikTok, etc
- Microblogging sites such as Twitter, Instagram, or any other outlet
- 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.

Complaints From External Sources

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 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.

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.

Complaint records will remain confidential unless permission is given by the parties involved to release such information. Any type of retaliation, direct or indirect, against any person who, in good faith, files a complaint against the BPCC PTA Program or its students is prohibited.

CLINICAL 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.

Didactic PTA Course	Total Contact Hours	15% of course content
PTAP 200	60 hours	9 hours
PTAP 201	15 hours	2.25 hours
PTAP 202	120 hours	18 hours
PTAP 203	75 hours	11.25 hours
PTAP 204	75 hours	11.25 hours
PTAP 205	75 hours	11.25 hours
PTAP 212	30 hours	4.5 hours
PTAP 213	75 hours	11.25 hours
PTAP 214	75 hours	11.25 hours
PTAP 215	60 hours	9 hours
PTAP217	45 hours	6.75 hours

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. Shawndreka Jelks (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

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 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 SCCE
- 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 Site Coordinator of Clinical Education (SCCE) 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 any scheduled clinical instructor meetings
 - receipt of the biannual PTA Program clinical education newsletter
 - accessing the clinical instruction page of the PTA program website at <https://www.bpcc.edu/academics/nursing-and-allied-health/physical-therapist-assistant>
 - joining the BPCC Allied Health Clinical Educators Facebook group

The Clinical Instructor (CI) is the physical therapist or physical therapist assistant selected by the SCCE 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 SCCE 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 behaviors, plan of care, interventions, tests and measures, healthcare environment, 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 SCCE 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:
 - personal communication with ACCE
 - attending any scheduled clinical instructor meetings
 - receipt of the biannual PTA Program clinical education newsletter
 - accessing the clinical instruction page of the PTA program website at <https://www.bpcc.edu/academics/nursing-and-allied-health/physical-therapist-assistant>
 - 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..)
- a color code indicating the “setting” category of the facility with “Acute” = red, “Rehab/Neuro” = green, “Outpatient” = blue and “Specialty” = yellow

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, (managing patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care) ;
- 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 Performance Evaluation

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.

<p>PTAP 206 (Clinical Practice I)- fall rotation</p>	<p>Student is expected achieve “entry-level” skill with: Skill 1 – Professionalism Skill 2 – Commitment to Learning Skill 3 – Interpersonal Skills Skill 4 - Communication Skill 6 – Use of Constructive Feedback Skill 9 – Responsibility Skill 10 – Stress Management Skill 13 – Implementation of PT POC Skill 22 - Safety</p> <p>During the clinical experience student is expected to achieve entry-level competency on at least 10 skills and gain documented experience with at least 15 skills from the following PTA MACS areas :</p> <ul style="list-style-type: none"> • professional behaviors. (MACS skills 1-11) • plan of care (MACS skills 12-16) • interventions (MACS skills 17-20) • tests and measures (MACS skills 21.2-21.14) • healthcare environment (MACS skills 22-26)
<p>PTAP 216 (Clinical Practice II) – spring rotation</p>	<p>Student is expected achieve “entry-level” skill with (be re-checked on): Skill 1 – Professionalism Skill 2 – Commitment to Learning Skill 3 – Interpersonal Skills Skill 4 - Communication Skill 6 – Use of Constructive Feedback Skill 9 – Responsibility Skill 10 – Stress Management Skill 13 – Implementation of PT POC Skill 22 - Safety</p> <p>During the clinical experience student is expected to achieve entry-level competency on at least 15 skills and gain documented experience with at least 20 skills from the following PTA MACS areas :</p> <ul style="list-style-type: none"> • professional behaviors. (MACS skills 1-11) • plan of care (MACS skills 12-16) • interventions (MACS skills 17-20) • tests and measures (MACS skills 21.2-21.14)

	<ul style="list-style-type: none"> healthcare environment (MACS skills 22-26) 																					
<p>PTAP 226 (Clinical Practice III) – summer rotation</p>	<p>Student must be “checked” (deemed entry-level) on ALL skills from the MACS (Site Specific Skills are optional).</p> <p>On Skills with <i>multiple applications</i> the following criteria are required for completion of those skills:</p> <table border="1" data-bbox="443 520 1404 1837"> <tr> <td data-bbox="443 520 927 716"> <p>Skill 21.8 (Muscle Testing – Strength, Power, Endurance) -minimum of 5 joints/regions required</p> </td> <td data-bbox="927 520 1404 716"> <p>Skill 17.9 (Motor Development Training) -at least one required</p> </td> </tr> <tr> <td data-bbox="443 716 927 821"> <p>Skill 21.10 (ROM measurement) -minimum of 5 joints required</p> </td> <td data-bbox="927 716 1404 821"> <p>Skill 17.10 (Posture Awareness) -at least 1 required</p> </td> </tr> <tr> <td data-bbox="443 821 927 926"> <p>Skill 17.1 (Aerobic conditioning) -minimum of 2 required</p> </td> <td data-bbox="927 821 1404 926"> <p>Skill 17.11 (Range of Motion) -at least 2 different methods/techniques</p> </td> </tr> <tr> <td data-bbox="443 926 927 1031"> <p>Skill 17.2 (Balance activities) -minimum of 1 required</p> </td> <td data-bbox="927 926 1404 1031"> <p>Skill 17.12 (Stretching) -minimum of 3 required</p> </td> </tr> <tr> <td data-bbox="443 1031 927 1136"> <p>Skill 17.3 (Coordination activities) -minimum of 1 required</p> </td> <td data-bbox="927 1031 1404 1136"> <p>Skill 18 (Functional Training) -at least 1 per category with the exception of</p> </td> </tr> <tr> <td data-bbox="443 1136 927 1241"> <p>Skill 17.4 (Breathing Exercises) -at least one required</p> </td> <td data-bbox="927 1136 1404 1241"> <p>18.4 Gait (need 2 checked) and 18.6 Transfers (need 2 checked)</p> </td> </tr> <tr> <td data-bbox="443 1241 927 1346"> <p>Skill 17.5 (Inhibition/Facilitation) -at least 1 required</p> </td> <td data-bbox="927 1241 1404 1346"> <p>Skill 20 (Physical Agents) -minimum of 9 modalities total required</p> </td> </tr> <tr> <td data-bbox="443 1346 927 1451"> <p>Skill 17.6 (Relaxation) -at least 1 required</p> </td> <td data-bbox="927 1346 1404 1451"> <p>-AND at least 1 modality per category unless not available at any rotation</p> </td> </tr> <tr> <td data-bbox="443 1451 927 1556"> <p>Skill 17.7 (Manual Strengthening) -at least one required</p> </td> <td data-bbox="927 1451 1404 1556"></td> </tr> <tr> <td data-bbox="443 1556 927 1661"> <p>Skill 17.8 (Mechanical Strengthening) -at least 2 required</p> </td> <td data-bbox="927 1556 1404 1661"></td> </tr> </table>		<p>Skill 21.8 (Muscle Testing – Strength, Power, Endurance) -minimum of 5 joints/regions required</p>	<p>Skill 17.9 (Motor Development Training) -at least one required</p>	<p>Skill 21.10 (ROM measurement) -minimum of 5 joints required</p>	<p>Skill 17.10 (Posture Awareness) -at least 1 required</p>	<p>Skill 17.1 (Aerobic conditioning) -minimum of 2 required</p>	<p>Skill 17.11 (Range of Motion) -at least 2 different methods/techniques</p>	<p>Skill 17.2 (Balance activities) -minimum of 1 required</p>	<p>Skill 17.12 (Stretching) -minimum of 3 required</p>	<p>Skill 17.3 (Coordination activities) -minimum of 1 required</p>	<p>Skill 18 (Functional Training) -at least 1 per category with the exception of</p>	<p>Skill 17.4 (Breathing Exercises) -at least one required</p>	<p>18.4 Gait (need 2 checked) and 18.6 Transfers (need 2 checked)</p>	<p>Skill 17.5 (Inhibition/Facilitation) -at least 1 required</p>	<p>Skill 20 (Physical Agents) -minimum of 9 modalities total required</p>	<p>Skill 17.6 (Relaxation) -at least 1 required</p>	<p>-AND at least 1 modality per category unless not available at any rotation</p>	<p>Skill 17.7 (Manual Strengthening) -at least one required</p>		<p>Skill 17.8 (Mechanical Strengthening) -at least 2 required</p>	
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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.

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.

Per HIPAA guidelines, PTA students should wear their BPCC name badges (or facility badges that identify them as "student") and should introduce themselves as such to patients prior to treatment (with patients having the right to refuse student participation in 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 a 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 Clinical Experiences

During PTA clinical rotations, in the event of an accident resulting in student injury the student should immediately notify the supervising clinical instructor 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 clinical rotation are covered by the student's personal health insurance, which must be maintained throughout the PTA program.

Patient/Client Injury During Clinical Experiences

In the event of an accident resulting in patient injury during a clinical rotation, the student should immediately notify the clinical instructor 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 clinical 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

STUDENT RESOURCES

Equal Opportunity Statement

The Bossier Parish Community College equal opportunity statement is located in the general catalog and on the BPCC website. It may be accessed at: <https://www.bpcc.edu/about-bpcc/statements>

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 (<https://www.bpcc.edu/current-students/student-services/index>).

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 <https://www.bpcc.edu/current-students/student-handbook/student-services-general-policies-and-procedures> . 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 *BPCC Student Handbook* and that if the policy is violated, they will be subjected to disciplinary sanctions listed in the *BPCC Student Handbook*.

Academic Appeal Policy and 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://catalog.bpcc.edu/content.php?catoid=5&navoid=369#academic-appeal-procedures> .

Student Grievances

Students with a complaint that falls outside of due process (who alleged unfair or inequitable treatment with respect to the application of college or program policy, procedure, or regulation) should follow the Student Grievances procedure available for reference in the BPCC Student Handbook at <https://www.bpcc.edu/current-students/student-handbook/index>

Counseling and Career Services

For information on Campus Counselor/Personal Crisis Intervention visit

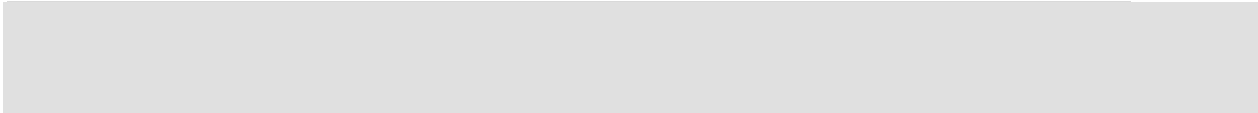
<https://www.bpcc.edu/current-students/student-services/campus-counselor-personal-crisis-intervention>

Mission of the Career Services Office is to provide a variety of services designed to assist Bossier Parish Community College students find employment and reach career goals. This personal and professional growth of our students is attained through improved job search skills, employment, the gathering of career information, and the involvement of the surrounding community.

For information regarding the career services offered through the college visit

<https://www.bpcc.edu/career-services>

Professional Behavior/Affective Skills Self-Assessment



	B = Beginning Level	D = Developing Level	E = Entry Level
1. Professionalism	◆	◆	◆
	B	D	E
2. Commitment to Learning	◆	◆	◆
	B	D	E
3. Interpersonal Skills	◆	◆	◆
	B	D	E
4. Communication	◆	◆	◆
	B	D	E
5. Use of Time and Resources	◆	◆	◆
	B	D	E
6. Use of Constructive Feedback	◆	◆	◆
	B	D	E
7. Problem Solving	◆	◆	◆
	B	D	E
8. Clinical Decision Making	◆	◆	◆
	B	D	E
9. Responsibility	◆	◆	◆
	B	D	E
10. Stress Management	◆	◆	◆
	B	D	E

Student Signature Date

Clinical Coordinator Signature Date

Estimated Cost for Physical Therapist Assistant Students

Projected Costs (to student) of the 2022-2023 BPCCC PTA Program (*Clinical Program Year*)

	1 st Summer (3 cr. Hours)	Fall (16 cr. Hours)	Spring (15 cr. Hours)	2 nd Summer (7 cr. Hours)	Annual
*Tuition and Fees	\$417	\$ 2271	\$ 2120	\$ 973	\$ 5781
Clinical Fee		\$300	\$ 300	\$300	\$ 900
Science & Allied Health Lab Fee	\$25	\$25	\$25		\$ 75
Allied Health Lab Insurance	\$6	\$6	\$6		\$18
Drug Screen Fee	\$30 (to occur a <i>minimum</i> of once randomly)				\$30
**Physical Exam and required vaccinations, titers, boosters	Up to \$350	N/A	N/A	N/A	Up to \$350
**Clinical Facility Specific Requirements (additional lab tests, additional background check/drug screens, uniforms, etc.)	N/A	Up to \$150	Up to \$150	Up to \$150	Up to \$450
**Uniform (Scrubs, Lab Jacket, Etc.)	N/A	~\$ 100	~\$ 50	N/A	~\$ 150
**Books	~\$150	~\$450	~\$50		~\$650
Health Insurance (maintained throughout program)	\$ varies				\$ varies
APTA Membership	\$80				\$80
Professional Fees (see breakdown below)	∅	∅	∅	\$1072	\$1072
Semester Totals:	\$1058	\$3302	\$2701	\$2495	\$9556

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**** Estimate**

PROFESSIONAL FEES

PTA Student in the final summer semester should plan for these additional Professional Expenses:

FSBPT Licensure Exam Registration Fee	485.00
Testing Site Fee for FSBPT Licensure Exam	82.00
Louisiana Board of Physical Therapy Fees: Licensure Application Fees \$390.00 for 2-year license Background Check \$40.00 Fingerprinting \$40.00 Passport Photo \$15.00 Official Transcript Request \$20.00	505.00
Total	\$1,072

Tuition costs include mandatory enrollment fees. Those fees are listed/described at <https://www.bpcc.edu/finance/tuitionfees>

For information on scholarships and grants available *through BPCC*, refer to <https://www.bpcc.edu/admissions/financial-aid/scholarships>

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 should be aware of and abide by the following:

- 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.
- Students should 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 and accessible on the BPCC website at <https://www.bpcc.edu/about-bpcc/campus-security-reports>) related to severe weather, fire, or civil disobedience.
- Any chemical materials will be handled in the manner outlined in the MSDS (located on the B drive).
- Students exposed to bodily substances will follow standard precautions (covered during required OSHA training and posted on the lab bulletin board).
- Students will report all accidents to the instructor immediately, completing the appropriate incident report (located on safety bulletin board in PTA lab).
- Students will follow all written and oral instructions carefully and not begin a laboratory exercise without an understanding of fundamental safety procedures.
- Students are to 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.
- Visitors are not allowed in the PTA class/lab without faculty permission and individuals who are not enrolled in the Program may not participate in any laboratory activity or utilize any equipment without written permission from Program faculty.
- Students may 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.
- Students should keep all work areas 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.
- Students are to participate fully during laboratory activities both in the practice of skills and by serving as a patient simulator (following the Program's "Students as Subjects and

Patient Simulator” policy). 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 assessment and intervention skills such as goni/MMT, massage, manual stretching, transfers/lifting of patients, etc
 - Utilizing therapeutic modalities such as heat, cold, electrical stimulation, compression, traction, etc
- All electrical equipment owned and used by the PTA program will be annually inspected by qualified biomedical engineers. This company will provide annual testing and calibration, labelling that verifies calibration, documentation of testing results and repair as needed.
 - Wheelchairs and treatment mats are inspected at a minimum annually by faculty. Repairs are made or arranged for as needed.
 - Any real or potential safety concerns discovered by a student should be immediately reported to a PTA faculty member and the equipment should be labelled and taken out of use until deemed safe.
 - Students are to interact with classmates and instructors in the PTA laboratory professionally at all times.
 - Cell phones are to be silenced and out of view while in BPCC classrooms/labs. Students may not capture photographs or videos of class/lab activities without faculty permission. Ear phones (blue tooth) are not allowed to be worn in the classroom and text messaging is not allowed in the classroom without faculty permission.
 - The ADL kitchen area and kitchen equipment/tools are to be utilized 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

Register for classes, make payments, update your personal information, print your current schedule or your unofficial transcript, check for documents needed for financial aid, and more.

- 1 Log in to **my.lctcs.edu**
- 2 Click on **I don't know my password** under **Help**
- 3 Click on **Verify Personal Information**
- 4 Type in your social security number and your birthdate, then click **Next**
- 5 Once your username appears, click **Next**
- 6 Create a password using the instructions provided, then click **Next**

myBPCC | Questions? Email mybpcc@bpcc.edu or call Educational Technology at 318.678.6023

Students can utilize myBPCC for announcements, assignments, grades, and other important information. Students taking courses for the first time at BPCC are encouraged to complete the myBPCC orientation prior to the start of class.

- 1 Go to **my.bpcc.edu** or click the **myBPCC icon** on the BPCC homepage
- 2 Username: your LOLA username
- 3 Password: your LOLA password

If you do not know your LOLA credentials, you can attempt to recover them from LOLA. You will need to provide your social security number and date of birth. Once the system provides your username, you will be prompted create a new password using the instructions provided.

NOTE: After three failed attempts your account will be locked for approximately 15-30 minutes. To prevent this, please ensure you are using proper login credentials.

BPCC STUDENT EMAIL | Questions? Email studentmail@bpcc.edu or call Computer Services at 318.678.6418

Students are assigned a BPCC student email once enrolled in classes. It will be available approximately one week prior to the start of semester. If enrolled less than a week prior to the start of semester or during the semester, then student emails will be available 24 hours after enrollment date.

- 1 Go to **bpcc.edu**, click the **email icon** at top of the page, then click on **Student Email Portal**
- 2 Username: LOLA username@student.bpcc.edu *EXAMPLE: johnsmith@student.bpcc.edu*
- 3 Password: First 3 letters of your last name (lowercase), last 4 numbers of your student ID, and + symbol (If your last name is less than 3 letters it will be letters followed by -symbol)

Example1: Last name = Smith Student ID=L00012345 Password= smi2345+

Example2: Last name=So Student ID=L00012345 Password: so-2345+

- 4 Click **Sign IN** You will be required to reset password at initial login.
- 5 Click the **Outlook Icon**

BPCC COMPUTER

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

- 1 Username: Your BPCC username
- 2 Password: First 3 letters of your last name (lowercase), last 4 numbers of your student ID, and + symbol If your last name is less than 3 letters it will be letters followed by -symbol

Example1: Last name = Smith Student ID=L00012345 Password= smi2345+

Example2: Last name=So Student ID=L00012345 Password: so-2345+

BPCC WI-FI

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

- 1 Username: Your BPCC username
- 2 Password: First 3 letters of your last name (lowercase), last 4 numbers of your student ID, and + symbol If your last name is less than 3 letters it will be letters followed by -symbol

Example1: Last name = Smith Student ID=L00012345 Password= smi2345+

Example2: Last name=So Student ID=L00012345 Password: so-2345+

Bossier Parish Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bossier Parish Community College. • 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, 6220 East Texas Street, Bossier City, LA 71111 - (318) 678-6511 - acao@bpcc.edu - 8:00 a.m.–4:30 p.m. M-F, excluding holidays and weekends. • Equity/Compliance Coordinator: Teri Bashara, Director of Human Resources - Human Resources Office, 6220 East Texas Street, Bossier City, LA 71111 - (318) 678-6056 - 8:00 a.m.–4:30 p.m. M-F, excluding holidays and weekends.

REVISED 06-16-22

Pre-Clinical Competency Checklist

BPCC PTA Program

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 skill is 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 as applicable:

- Selection of appropriate techniques (assessment or intervention) based upon review and interpretation of PT evaluation, goals and POC.
- Patient interview and assessment prior to skill execution
- Effective patient education/instruction
- Appropriate patient positioning/preparation/set-up
- Consideration of environment limitations and resources
- Selection and use of equipment/devices/supplies
- Accuracy of assessments (interrater reliability for example)
- Effective collaboration with members of the patient care team
- Observation and correct interpretation of patient response to the applied technique

- Overall *safety of patient and practitioner during skill execution
- Overall quality of technique (hand placement, application of force, direction of movement, etc)
- Overall time management/efficiency in the delivery of the technique
- *Professionalism, confidence, and other affective skills
- Foundational knowledge related to the skill utilized (anatomy, pathology, indications/contraindications, etc)

while errors related to **any of these indicators can result in lab competency assessment failure, deficits in **safety** or **professionalism** are automatic grounds for the re-comp requirement (see individual course syllabi and Program Handbook policy on Laboratory Skills Testing for more information)*

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	
<i>Skills with extensive lab practice & lab competency testing performed</i>	Faculty Initials
Palpation of selected muscles, tendons and bony landmarks (neck/ trunk, shoulder, elbow/forearm, wrist/hand, hip, knee, ankle/foot)	
ROM assessment: goniometry (neck/ trunk, shoulder, elbow/forearm, wrist/hand, hip, knee, ankle/foot)	
ROM assessment: CROM & BROM devices and inclinometer methods for neck/trunk	
Manual muscle testing (neck/trunk, shoulder, elbow/forearm, wrist/hand, hip, knee, ankle/foot)	
Selected interim special tests and muscle length tests (Ober's, Thomas, Ely's, SLR, vertebral artery test, Homan's)	
Reflex, myotome, and dermatome/sensory testing	
Exercises for ROM (PROM, AAROM, AROM): selection and application/demonstration based on PT eval, individual goals, and/or components of a POC	
Exercises for stretching (manual & self, static/LLLD/hold-relax): selection and application/demonstration based on PT eval, individual goals, and/or components of a POC	
Exercises for strengthening: selection and application/demonstration based on PT eval, individual goals, and/or components of a POC	
Selection and application/demonstration of peripheral joint mobilization techniques based on PT eval, individual goals, and/or components of a POC	
Donning/doffing selected orthotic devices (Miami J collar, TLSO's, knee braces, etc)	
Heat Modalities: hydrocollator packs, ultrasound, fluidotherapy, paraffin, diathermy	
Cold Modalities: ice pack, ice massage, cold compression	
Electrical Stimulation: NMES/VMS, TENS, High-volt, Interferential, Russian, US/Estim Combo	
Intermittent Compression	
Girth and volumetric assessment	
Light Therapies: monochromatic infrared therapy (Anodyne or MIRE)	
Mechanical Traction: cervical and lumbar	
Therapeutic Massage	

Gait training with assistive devices (for varying patient presentations, levels of assistance, devices, and surfaces)	
Bed mobility and transfer training (for varying patient presentations and levels of assistance)	
Patient positioning for contracture prevention and skin integrity	
Vital sign assessment and response to changes in vital signs: BP, HR, respiration, O2sat	
Review a patient record, and recognize when subjective patient reports, lab values or vital signs would warrant changes to the interventions in the POC.	
Patient mobility with equipment/line recognition and safe management specific to the ICU and Acute environment	
Simulated patient interventions and case studies including orthopedic, cardiac, pulmonary and med/surg diagnoses	
Donning/doffing PPE for standard precautions, transmission-based precautions and infection control in simulated patient care	
Documentation (primarily in-SOAP narrative formats, with EHR forms introduced)	
<i>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)</i>	
Selected assessment skills: pain assessment/scale, wheelchair fit assessment, posture assessment, grip dynamometer	
Selected intervention skills: biofeedback, iontophoresis, Hivamat, integumentary/wound (assessment, cleansing, dressing change), wheelchair management skills, postural awareness/body mechanics/ergonomics training, home/work/community environment assessment	
<i>Students received primarily lecture on the skill with minimal to no hands-on practice with it (comprehension evaluated through written exam)</i>	
Selected assessment skills: regional orthopedic special tests (that are diagnostic in nature)	
Selected intervention skills: Light Therapy: Ultraviolet & LASER; isokinetic exercise	

SPRING SKILLS	
<i>Skills with extensive lab practice & lab competency testing performed</i>	Faculty Initials
Interpreting a PT evaluation/POC to select appropriate objectives, assessments and interventions for a treatment session with a neurological patient. (Student perform multiple case studies and simulations that include a variety of diagnoses and acuity levels including developmental delay, CP, CVA, TBI, SCI, PD, MS, MD)	
Video-based observational task and movement analysis with the neurological patient population	
Progression of patient interventions using motor control and motor learning principles	
Application of PNF patterns, elements and techniques	
Application of NDT handling techniques	
Functional mobility assessments and interventions.	
Balance/Coordination standardized assessments and interventions.	
Spinal cord injury functional training and mat activities (for varying levels of injury and independence)	
Residual limb wrapping (transtibial and transfemoral)	
<i>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)</i>	
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 GG scoring) , home/work/community environment assessment	
Selected interventions: prosthetic/orthotic training, cardiorespiratory conditioning, pediatric exercise interventions	
<i>Students received primarily lecture on the skill with minimal to no hands-on practice with it (comprehension evaluated through written exam)</i>	
Selected interim assessments: cranial nerve integrity, cognitive status, communication status	
Selected interventions: pulmonary hygiene techniques	

Clinical Instructor Evaluation of Student Performance

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.



Bossier Parish Community College
 PTA Program/ Attn: Kim Cox
 6220 East Texas Street
 Bossier City, LA 71111
 Kim Cox, PT, ACCE
 Phone: 318-678-6107
 Fax: 318-678-6199
 kcox@bpcc.edu

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 hold a clinical specialist certification
- I have less than 1 yr. experience in clinical practice
- I have 1-10 years experience in clinical practice
- 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=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree	
1. Student is knowledgeable of the State Practice Act :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
2. Student is respectful of patient confidentiality :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
3. Student follows facility standards for dress, behavior, professionalism, etc..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
4. Student practiced safely in this environment:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
5. Student communicated effectively with patients, family, PT staff and other healthcare staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
6. Student demonstrated a strong motivation to learn and improve his/her skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
8. Student considered psychosocial, cultural and age-related issues in the delivery of patient care and physical therapy services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Not applicable
9. Student used good critical thinking skills in the analysis of unfamiliar patient situations or incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 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)

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

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)**

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

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****

- | | |
|---|---|
| <input type="radio"/> basic information on being a clinical instructor | <input type="radio"/> modifying instruction based on student learning style |
| <input type="radio"/> tips for working with difficult/challenging students | <input type="radio"/> expectations for a beginning/developing/graduating PTA student |
| <input type="radio"/> collaborative learning in the clinical environment (effectively working with >1 student at a time) | |
| <input type="radio"/> Practice Act, APTA guidelines and Medicare reimbursement concerns in the supervision of PT/PTA students | Other information wanted? <div style="border: 1px solid black; width: 300px; height: 40px; display: inline-block; vertical-align: middle;"></div> |

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!!

Print Form

Submit Form

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.

Bossier Parish Community College
PTA Program
6220 East Texas Street
Bossier City, Louisiana
71111
Phone: 318-678-6107
Fax: 318-678-6199
www.bpcc.edu

Rotation

Student Name (last name, first name)

Clinical Site:

Name of Primary CI (last name, first name):

My primary CI is a:

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	<input type="text"/>	an ambulatory/OP setting	<input type="text"/>
a SNF/ECF/subacute setting	<input type="text"/>	a home health setting	<input type="text"/>
an inpatient rehab setting	<input type="text"/>	a wellness/fitness setting	<input type="text"/>

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.

Skill 13 - History and chart review	<input type="text"/>	Skill 14.8 - Measuring (assessing) muscle strength, power & endurance (MMT)	<input type="text"/>
Skill 14.1 - Measurement for Edema	<input type="text"/>	Skill 14.9 - Measuring neuromotor function (reflexes, tone, etc..)	<input type="text"/>
Skill 14.2 - Other anthropometric measures (posture, leg length, etc.)	<input type="text"/>	Skill 14.10 - Measuring joint ROM (goniometry)	<input type="text"/>
Skill 14.3 - Measuring arousal, mentation, cognition	<input type="text"/>	Skill 14.11 - Assessing self-care/home management (measures ability to perform ADL's)	<input type="text"/>
Skill 14.4 - Measuring (assessing) the appropriateness & use of an adaptive/assistive device	<input type="text"/>	Skill 14.12 - Measures sensation/pain response (touch, temp, sharp-dull, pain scale)	<input type="text"/>
Skill 14.5 - Measuring (assessing) gait, locomotion & balance	<input type="text"/>	Skill 14.13 - Measures ventilation, respiration, circulation (monitors vital signs)	<input type="text"/>
Skill 14.6 - Measuring (assessing) integumentary integrity	<input type="text"/>		
Skill 14.7 - Measuring (assessing) joint integrity & mobility (arthrokinematics)	<input type="text"/>		

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

Skill 15.1 - Implementing a Plan of Care	<input type="text"/>	Skill 17.1-adaptive device training	<input type="text"/>
Skill 15.2 - Modifies the POC as needed/appropriate	<input type="text"/>	Skill 17.2 - bed mobility	<input type="text"/>

Skill 15.3 - Provides instruction to patients/families	<input type="text"/>	Skill 17.3 - body mechanics, ergonomics	<input type="text"/>
Skill 15.4 - Participates in discharge planning	<input type="text"/>	Skill 17.4 - gait training	<input type="text"/>
Skill 16.1 - aerobic conditioning/exercise	<input type="text"/>	Skill 17.5 - tilt table	<input type="text"/>
Skill 16.2 - balance activities	<input type="text"/>	Skill 17.6 - transfer training	<input type="text"/>
Skill 16.3 - coordination activities	<input type="text"/>	Skill 17.7 - wheelchair mobility	<input type="text"/>
Skill 16.4 - breathing exercises	<input type="text"/>	Skill 18 - therapeutic massage	<input type="text"/>
Skill 16.5 - Inhibition/Facilitation	<input type="text"/>	Skill 19 - manual therapy	<input type="text"/>
Skill 16.6 - relaxation activities	<input type="text"/>	Skill 20 - wound management	<input type="text"/>
Skill 16.7- manual strengthening	<input type="text"/>	Skill 21.1 - biofeedback	<input type="text"/>
Skill 16.8 - mechanical strengthening exercise	<input type="text"/>	Skill 21.2 - Continuous Passive Motion (CPM)	<input type="text"/>
Skill 16.9 - motor development	<input type="text"/>	Skill 21.3 - cryotherapy	<input type="text"/>
Skill 16.10 - posture awareness	<input type="text"/>	Skill 21.4 - electrotherapeutic modalities	<input type="text"/>
Skill 16.11 - Range of Motion	<input type="text"/>	Skill 21.5 - hydrotherapy	<input type="text"/>
Skill 16.12 - Stretching	<input type="text"/>	Skill 21.6 - compression therapies	<input type="text"/>
		Skill 21.7 - superficial thermal	<input type="text"/>
		Skill 21.8-deep thermal	<input type="text"/>
		Skill 21.9 - traction	<input type="text"/>

Evaluate how frequently the staff (CI, 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.	<input type="text"/>	CI and staff were sensitive to individual differences (race, age, sex, etc..)	<input type="text"/>
CI and staff provided effective role models for problem solving, communication and teamwork.	<input type="text"/>	CI and staff used evidence to support clinical practice	<input type="text"/>
CI and staff demonstrated high morale and harmonious working relationships	<input type="text"/>	CI and staff were involved in professional development activities	<input type="text"/>
CI and staff adhered to ethical codes and legal statutes and standards (Medicare, HIPAA, APTA, etc..)	<input type="text"/>	CI and staff were involved in professional organizations (APTA/LPTA)	<input type="text"/>

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)

- | | |
|---|--|
| <input type="radio"/> presented inservices/educational programs | <input type="radio"/> worked collaboratively with other disciplines in providing patient/client interventions (co-treated) |
| <input type="radio"/> attended special "clinics" | <input type="radio"/> participated in administrative or business management activities |
| <input type="radio"/> attended team meetings, conferences or "grand rounds" | <input type="radio"/> participated in service learning (community service activities) |
| <input type="radio"/> observed surgery | <input type="radio"/> participated in data collection as part of an investigative study (research, QA/PI project, etc..) |
| | <input type="radio"/> 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?*

Submit Form

Student Evaluation of Clinical Instructor

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**

Rotation

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Fax: 318-678-6199
www.bpcc.edu

Student Name (last name, first name)

Clinical Site:

Name of Primary CI (last name, first name):

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

Clinical Site Report Form

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



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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): _____

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: _____ Medical conditions that may require attention during academic attendance, laboratory practice, or clinical rotations: _____ _____ _____
Ears: _____ Hearing with correction: Right _____ Left _____ Hearing without correction: Right _____ Left _____ Nose & throat: _____ Teeth & gums: _____	Lower Extremities: _____ Varicose Veins: _____ Location: _____ Upper Extremities: _____ Wrist range of motion: Right _____ Left _____ Skin: _____
Heart: _____ Hypertrophy: _____ Arrhythmia: _____ Blood pressure S ____ /D ____ Murmurs: _____ Pulse: _____	Reflexes: Patellar: _____ Romberg: _____
Lungs: _____ Abdomen: _____ Spine: _____	Apparent Mental Illness: _____ Any Evidence of Trauma: _____ Deformities: _____

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

HANDBOOK CONSENT FORMS

Student Information Sheet

Date: _____ Program: _____

Name: _____

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

Mailing Address: _____

City, State, Zip: _____

Cell Phone Number: _____

Home Phone Number: _____

BPCC Student Email Address: _____@student.bpcc.edu

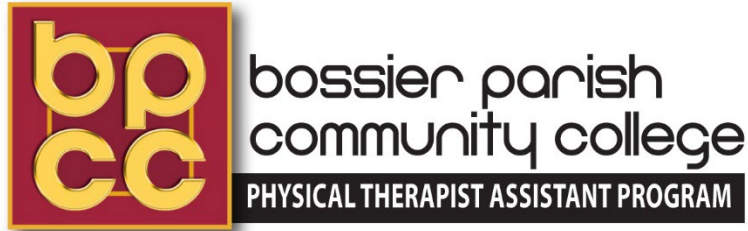
Email Address (other than BPCC email): _____

Student ID number: _____ Date of Birth: _____

Last 4 of Social Security Number: _____

Name of Emergency Contact: _____

Emergency Contact Number(s): _____



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Student Program Handbook Acknowledgement

I, _____, acknowledge receipt of a *BPCC PTA Program Student and Clinical Handbook* for the Physical Therapist Assistant Program. I accept the responsibility of abiding by the rules and procedures contained in the *BPCC PTA Program Student and Clinical 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



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Background Checks

Background checks are a required prerequisite for BPCC’s clinical (fieldwork) affiliates. Students enrolled in a program requiring clinical (fieldwork) 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 law¹ before, during, or after the background check. Any above referenced activities shall result in immediate disclosure of said information to current or potential clinical (fieldwork) affiliates and potentially an additional background check being performed with all results disclosed to the clinical (fieldwork) sites. Omission of and/or failure to disclose information will be regarded as an intentional falsehood and shall be reported to the clinical sites and may result in disciplinary action.

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 (fieldwork) affiliate. It is the clinical (fieldwork) affiliate’s decision to permit a student to perform a clinical rotation in their facility.

Clinical (fieldwork) affiliates may run additional background checks. If that background check results in positive findings, BPCC has the right to disclose and will disclose those positive findings to other clinical (fieldwork) affiliates prior to placing a student at a clinical (fieldwork) site.

Should a student be unable to complete all required rotations or assignments due to refusal of a clinical (fieldwork) 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 Shawndreka Jelks, Program Coordinator, (sjelks@bpcc.edu) room B105 for further information.

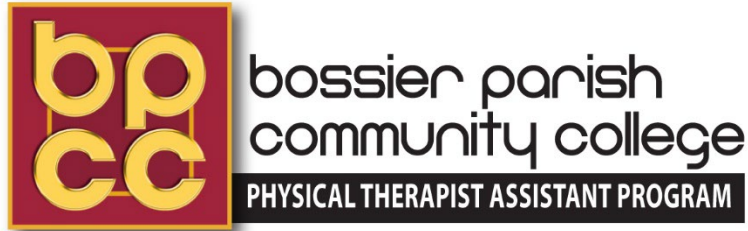
By signing and dating the bottom of this policy, the signor acknowledges that they have read, agree to comply with, and understand the policy above.

Signature

Date

Printed Name

¹ Excluding moving and nonmoving traffic violations, except DWI and DUI



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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.

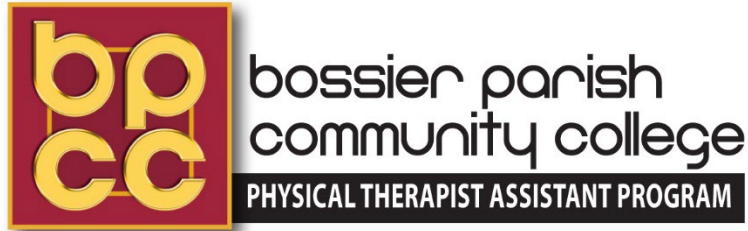
Student Name (print)

Student Signature

Date

Information may be released to the following:

Bossier Parish Community College: Shawndreka Jelks, Program Coordinator
Dean
Office of Student Services
Program Director
Clinical Faculty
Clinical Affiliates



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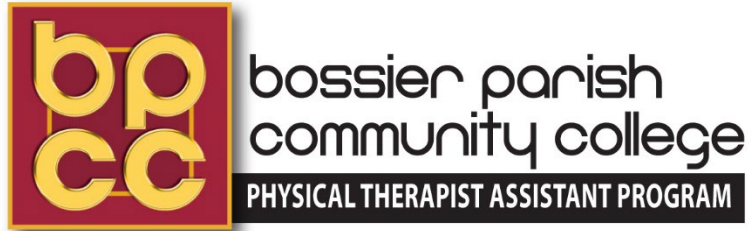
Consent for Information Release in Preparation for Clinical Assignment

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



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BPCC Under No Obligation

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



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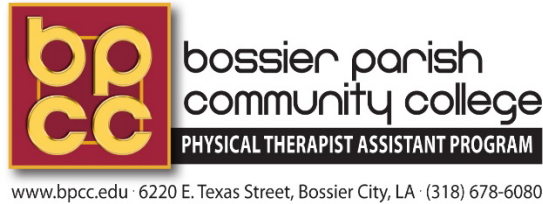
Memorandum of Understanding

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 *BPCC PTA Program Student and Clinical Handbook*.

Signature of Student

Date

Patient Simulator/Human Subject Release Form



Consent Form for Lab Activities: Patient Simulator/Human Subject

As a student enrolled in the BPCCTA program, I have been reminded of the need to practice physical therapy related skills on classmates/instructors and to have classmates/instructors practice physical therapy related skills on me during supervised laboratory sessions.

As a **patient simulator/human subject** used for demonstration and practice for educational purposes, my rights and responsibilities are:

1. To receive education regarding the contra-indications and precautions associated with each procedure.
2. To inform the instructor of any known or perceived contraindications or precautions for a treatment procedure or skill.
3. To have my instructor explain the purpose of the lab activity and the procedures/skills to be practiced during demonstration.
4. To have the opportunity to ask questions.
5. To notify the instructor of any perceived participation limitations due to medical or protected reasons.

As a student **practicing or demonstrating** physical therapy related skills on a human subject my responsibilities are:

1. Gain consent prior to initiating the activity/skill.
2. To immediately stop the administration of a procedure upon any verbal or physical signal from the human subject or instructor.
3. To request assistance from the supervising instructor if needed.
4. To respect the dignity of the human subject (maintaining professional demeanor, verifying patient/classmate comfort, protecting patient/classmate modesty, etc)

I have read and understand the above responsibilities and guidelines. I agree to serve as a human subject for the practice and demonstration of physical therapy related skills in supervised laboratory settings. I hereby release Bossier Parish Community College and my instructors from any and all liability and/or responsibility for physical responses resulting from my service as a human subject.

Name of Student (Please print)

Signature of Student

Date

Witness Signature

Date



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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.

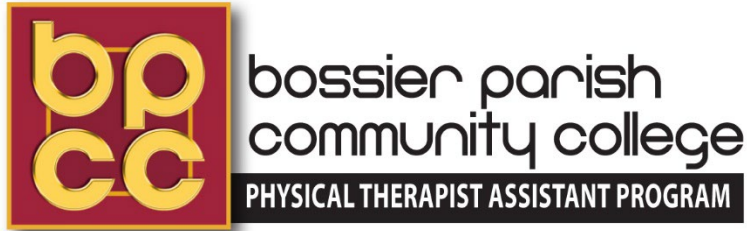
I further understand that I must use discretion when discussing patient/client information with other *appropriate* individuals to assure that the nature of the discussion remains professional and pertains only to information clinically relevant. I will make every effort to assure that such conversations 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



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Computer Usage

I, _____, understand that when I utilize the
Student's Printed Name
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



bossier parish
community college
PHYSICAL THERAPIST ASSISTANT PROGRAM

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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, SCCEs, 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.

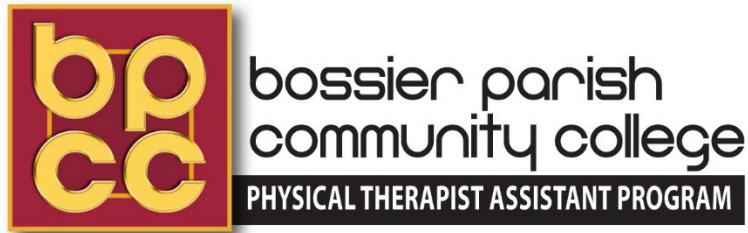
_____ Additionally, I give permission to call my emergency contact listed below if I cannot be contacted, or in the event of an illness or accident.

Emergency Contact Relationship contact phone #

Student signature Date

Witness Date

Witness Date



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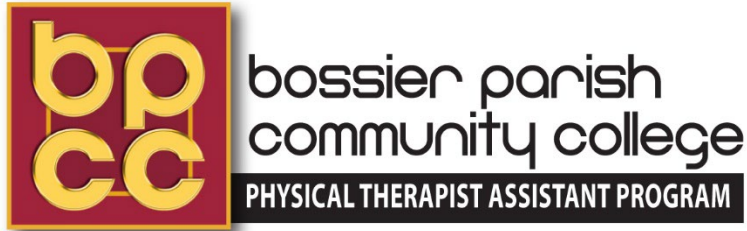
Authorization for Imaging Release

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:** _____



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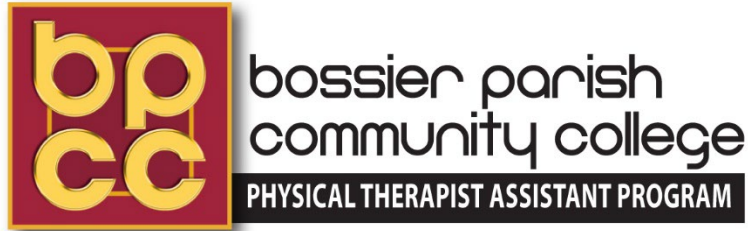
Bossier Parish Community College Waiver

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



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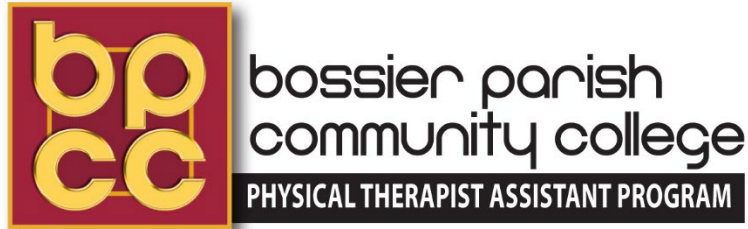
Acknowledgement of Social Media Policy

My signature below indicates that I have read and will follow the Social Media Policy as described in the *BPCC PTA Program Student and Clinical Handbook*. 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



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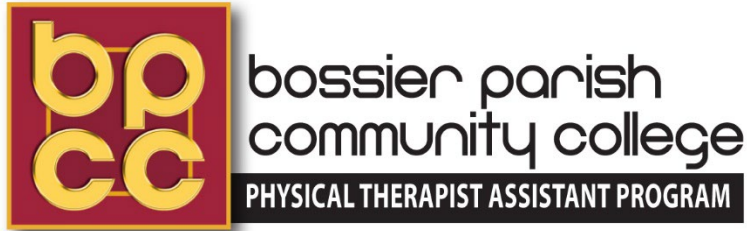
Acknowledgement of Essential Requirements

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



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COVID-19 vaccine policy

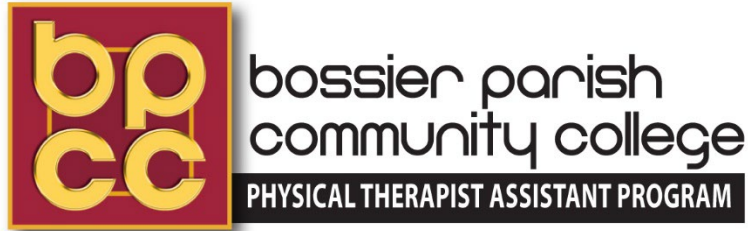
Clinical (fieldwork) affiliates may require students to be fully vaccinated before attending a Clinical (fieldwork) rotation at the facility. Should a student be unable to complete all required rotations or assignments due to the inability to comply with Clinical (fieldwork) affiliate COVID-19 guidelines, the student may be unable to complete the clinical (fieldwork) course and may ultimately be unable to complete the clinical program. Contact Mrs. Spearman, Program Coordinator, (sspearman@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



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COVID-19 vaccination informed Consent & election form

Bossier Parish Community College's Nursing & Allied Health programs provide required clinical education through partnerships with private medical facilities. These private facilities establish requirements for faculty and students who enter their private facilities. All affiliated clinical facilities have strongly recommended that I receive the COVID-19 vaccination to protect the faculty, staff, students, and patients I serve in their clinical settings, and many of them require the COVID-19 vaccination in order to enter their facility for clinical training.

Based on the foregoing, I acknowledge that I am aware of the following:

COVID-19 is a serious disease that has resulted in critical illness and death of hundreds of thousands of persons in the United States since the start of the pandemic.

All affiliated clinical facilities have strongly recommended that I receive the COVID-19 vaccination to protect the faculty, staff, students, and patients I serve in their clinical settings, and many of them require the COVID-19 vaccination in order to enter their facility for clinical training.

President Biden announced on August 18, 2021 that the Secretary of Health and Human Services will be establishing a requirement that all workers in nursing homes must be vaccinated for the facility to participate in the Medicare and/or Medicaid program. Therefore, it is anticipated that such nursing homes will soon require vaccination for clinical participants.

The Pfizer COVID-19 vaccine is FDA approved.

The Moderna and Johnson & Johnson COVID-19 vaccines are currently utilized pursuant to the FDA's Emergency Use Authorization while being evaluated for full FDA approval.

The American Nurses Association has issued the following statement:

The American Nurses Association (ANA), representing the interests of the nation's 4.2 million registered nurses, supports health care employers mandating nurses and all health care personnel to get vaccinated against COVID-19 in alignment with current recommendations for immunization by public health officials.

Increasing circulation of new variants, lagging COVID-19 vaccination rates, and continued public skepticism calls for nurses to uphold their professional and ethical obligations to model the same prevention measures as their patients. For our nation to maintain the momentum of recovery efforts from this persistent pandemic, enough

individuals and communities must get vaccinated to reduce the risk of further infections, hospitalizations, and deaths.

The American Hospital Association has issued the following statement:

To protect all patients, communities and personnel from the known and substantial risks of COVID-19, the American Hospital Association (AHA) strongly urges the vaccination of all health care personnel. COVID-19 vaccines protect health care personnel when working both in health care facilities and in the community. They provide strong protection against workers unintentionally carrying the disease to work and spreading it to patients and peers.

I understand that, if I contract COVID-19, I can shed the virus before symptoms appear. Even if my symptoms are mild or non-existent, I can spread it to others who can become seriously ill and result in death.

I understand that the college will attempt to place students in clinical settings, if available, based on their vaccination status. However, I also understand that, for any student that is denied entry by a private facility due to their non-vaccinated status and for which alternative clinical settings are not available, make-up hours and program progression cannot be guaranteed.

I understand that, regardless of my decision regarding receipt of a COVID-19 vaccination, I agree to fully adhere to the policies of the college and/or clinical site where I receive my clinical education instruction. Regardless of vaccination status, all students may be required to wear N-95 or KN95 masks in clinical facilities. All students may be required to participate in periodic COVID-19 testing based on their vaccination status according to the policies of the clinical setting.

Having been informed of these facts, I make the following election:

_____ I elect/have elected to receive the COVID-19 vaccination (attach proof of vaccination to the COVID-19 vaccination assignment).

_____ I elect to decline the COVID-19 vaccination for the following reason(s):

_____ Medical reason (complete the COVID-19 exemption assignment)

_____ Written Dissent/other (complete the COVID-19 exemption assignment)

I understand that, should I change my election and receive the COVID-19 vaccination, I should immediately notify my clinical instructor or departmental dean.

I have read and fully understand the information on this COVID-19 Vaccination Informed Consent & Election Form.

Signature: _____ Date: _____

Name (print): _____ LoLA#: _____