COLLEGE OF THE SEQUOIAS
PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT LAB MANUAL
2019-2020

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*This handbook is an addendum to College of the Sequoias Catalog of Courses and its Student Handbook. This handbook applies only to the Physical Therapist Assistant (PTA) Program and its students. Policies that are addressed in the College Catalog of Courses and the Student Handbook apply to the PTA Program and its students

PTA Lab Manual

Purpose

This Lab Manual is an addendum to your PTA Program Student Handbook. It defines and differentiates the specific purpose, expectations and learning outcomes of the two hands-on laboratory components of the PTA Program: Course Labs and PTA 400 Skills Lab. It explains grading criteria for the Laboratory Practical Examinations, including an example of a Lab Practical Rubric, along with the remediation process, should a student not pass any practically on the initial attempt.

Course Lab Instruction

The majority of the PTA Courses include a laboratory component. Course that have a laboratory have two laboratory sections, named Lab A & Lab B. Students must register for one section and attend lab during the day(s)/time(s) for that section, in addition to the lecture portion. The student to Faculty/Instructor ratio is no more than 14:1. Labs are held in one of three locations: HR 126, HR 113 and/or POTT 112.

Each laboratory component has a specific Skills Check Form, outlining material that students are expected to obtain competency in. The purpose of the course lab is to expose the students to the new skills, to allow students to learn & practice.

It is generally expected that students will need to devote significant practice outside of class time to obtain competency, refine their skills in order to perform correctly for practical exams. To verify competency, each skill must be observed and then initialed by the student (self), a peer (classmate) and an instructor (the Course Instructor or a Skills Lab Instructor).

Skills Lab Instruction

The PTA/400 Skills labs are a place for students to practice all the skill check off skills. Students are encouraged to perform the skill to *competency.* Competency includes, but is not limited to performing the skill correctly, within the appropriate time frame, using correct body mechanics, safety techniques, without cues or prompting from the instructors. Students are not to review skills within PTA/400 Skills Lab, until they receive exposure to the skills in their course labs. Students **can** review skills that are identical or similar if taught in a previous course or current course being taught.

First Year Courses with Labs:

PTA 125 Basic Principles of Patient Management/First Semester - HR126
- Lab A - 14 students
- Lab B - 14 students

PTA 128 Kinesiology/First Semester/HR126
- Lab A - 14 students
- Lab B - 14 students

PTA 130 Physical Agents and Modalities/Second Semester/HR126
Lab A - 14 students
Lab B - 14 students
PTA 148 Orthopedics /Second Semester/HR126 & POT112
Lab A - 14 students
Lab B - 14 students

Practical Finals in PTA/125, 128, 130 & 148 must be passed in order to progress to PTA/150 Clinical Education I

Second Year Courses with Labs:

PTA 145 Neurorehabilitation/Third Semester/HR126/POT112
Lab A - 14 students
Lab B - 14 students
PTA 152 Cardiopulmonary Rehabilitation/Third Semester/HR126
Lab A - 14 students
Lab B - 14 students
PTA 155 Therapeutic Exercise/Third Semester/HR126 & POT112
Lab A - 14 students
Lab B - 14 students

PTA/145, 152 & 155 share a combined final lab practical, Final Integrated Practical. This practical must be passed in order to progress to PTA/160 & PTA/161 Clinical Education II & III

Lab Grading

For each course with a lab component, the Lab will contribute 20% to the course grade. What is included in the Lab Score is determined by individual Course Faculty, but will contain at minimum, the Lab Practical Exam scores.

Midterm	25%
Final	40%
Lab Score	20%
Assignments and Quizzes	10%
Standard of Conduct	5%

ANY STUDENT WHO DOES NOT RECEIVE AT LEAST 72% OR C GRADE FOR ANY COURSE AND A PASS GRADE ON THE FINAL LAB PRACTICAL WILL FAIL THE PROGRAM

See Lab Practical Examination Grading Criteria section at the back of this manual for the Lab Practical Rubric, clarification of grading, the remediation procedures, as well as examples of plans/forms.

PTA/400 Skills Practice Lab

There are multiple sections of PTA/400 Skills Lab. Students must register for one section each semester, but may, and are encouraged attend multiple section(s). See course catalogue for the location of PTA/400 Skills Lab.

PTA/400 Skills Lab is an open lab. This allows students to take their new skills first learned and observed in the course lab and gain competency, if the student has not yet reached competency. Each PTA Lab course has a cut-off when specific skills must be signed off before Midterm Practical. All the course skills must be signed off by final practical. There is significant correlation between practice outside of "normal" course lab time and POSTITIVE performance on Lab Practical Exams.

The PTA/400 Skills Lab is often located in in Hospital Rock, room 113 or 126 or Potwisha 112. Lab time can be used for independent and small group study/practice, demonstration by faculty and peers to validate your learning. It IS a place to practice skills, it is NOT an alternative to the library. The Skills lab is reserved for PTA students with a lab instructor who is a licensed PT or PTA at the following times:

Monday	8:00-10:00 am	HR 113
Monday	7:00-9:00 pm	HR 126
Wednesday	7:00-9:00 pm	HR 126 (not offered in the Spring semester)
Thursday	4:00-6:00 pm	HR 126

Course Lab Instruction & Skill Introduction vs Competence

1. Students will be instructed to practice only those skills for which they have had prior instruction. This maybe a previous course, but students are not able to "get ahead" by attempting skills they have never been introduced in course lab.
2. Students are expected to come to lab appropriately prepared for each skill/technique to be learned (course lab) or practiced (skill lab).
3. Students should at all times practice safe techniques. Standard precautions should be followed at all times.
4. Students will be instructed in and are expected to use proper/safe body mechanics at all times.
5. Students are responsible for reporting to faculty any equipment problems/maintenance issues such as frayed electrical cords, cracked plugs, broken parts, missing parts, etc.

PTA/400 Lab Skills Practice

1. The PTA program maintains a practice laboratory which is open to students and instructors, and which has the following functions:
    a. Enhances the PTA curriculum by providing learning activities which reinforce lab skills and objectives.
    b. Provides an environment within which students can practice lab skills prior to performing these skills in actual patient-care settings.
    c. Provides a mechanism for the remediation of lab skills when students need extra training opportunities.
2. The skills lab provides the following resources for students and instructors:
    a. Lab equipment and supplies for practicing procedures (i.e. BP cuff, goniometers, modalities, transfer equipment, gait training equipment, etc.)
    b. Anatomical and clinically-focused models, charts, and diagrams
    c. Computer-assisted instruction (CAI) programs/iPads
    d. Skills lab instructors to provide assistance, refinement & clarification of techniques and/or skills.
3. Skills lab activities, equipment, and supplies are coordinated by the PTA Program Director and the Skills Lab Instructor.

Resources Available

The PTA Skills lab houses a variety of equipment and supplies to assist the student in practicing and mastering skills and knowledge. Each PTA student is required to purchase a "PTA Student Kit" from the COS bookstore in order to have the basic tools to practice in lab as well as outside of lab. Students are encouraged to use instruments to practice measuring ROM, blood pressure, reflexes and sensation. Models and lab supplies are available for your use. PTA 400 Skills lab instructors, Course Faculty and Program Director/Lab Coordinator are available to facilitate student learning.

Competency Verification (Passing Practical Exams)

PTA Students are required to have their competency in performing their lab skills. Competency includes, but is not limited to performing the skill correctly, within the appropriate time frame, using correct body mechanics, safety techniques, without cues or prompting from the instructors. Students first receive instruction in the form of exposure and initial practice of the skills their course lab instructor. Students are then responsible to practice the skill in the course lab. In order to receive a complete skill check, the student must self-check, obtain a peer check along with a course or lab instructor check off. All must be initiated. In order to obtain skill competency, the student must practice these skills outside of course lab time. PTA/400 Skill Lab offers this opportunity, but students may practice on their own outside of class time as well.

- Practical examinations are graded on a Pass/Fail on established criteria.
- All patient safety and crucial elements much be completed at 100 %
- Skill elements at 72% level or better.

See Lab Practical Examination Grading Criteria in the back of this manual

Dress Code for Lab

COS PTA Students participating in skills lab practice or lab practical examinations are required to wear appropriate clothing such as shorts for men and shorts and sports bra/halter top for women. This is necessary to access body parts necessary while preserving modesty. One student will be role-playing as the patient and the other the Student PTA. Warmer clothing may be worn while not in the patient role. Please dress for lab prior to coming. There is a restroom for changing in Hospital Rock building. There are NOT locker facilities in the Allied Health Skills lab. A small gym bag for your personal clothes and hand towel is recommended.

The dress code provides for an effective learning environment and promotes the safety of students and their lab partners. Students are required to dress in an appropriate manner for all class and laboratory sessions. The intention of this code is that students be neat and clean. Attire should not be visually distracting to others or disruptive to the educational experience. Fingernails must be trimmed sufficiently to allow you to practice techniques of physical therapy without risking damage to the skin of your lab partner or patients. Jewelry should be limited to one ring per hand, medical alert bracelets, watches, and only one pair of small stud earrings. Hair must be clean and neat and not interfere with patient care.

General Guidelines

1. COS policy does not allow food or drinks in the classroom or labs.
2. Students will practice only skills for which they have had prior instruction.
3. Students will be instructed and expected to use proper body mechanics.
4. Students are responsible for reporting to faculty equipment issues or safety concerns.
5. Labs will be locked when not under direct supervision of an instructor.
6. All lab equipment must remain in the lab & stored in designated places when not in use.
7. Student must be knowledgeable of care/handling & use of equipment prior to use
8. The student should report any illness, injury, disability or pregnancy to the lab instructor before the lab begins. The lab instructor will determine in the student can safely participate in the lab or if they need to make up the session during PTA 400. A doctor's note may be required for special accommodations.
9. Beds must be remade with clean linen at the end of the lab session.
10. Tables, chairs, or desks that are moved, must be returned to their original position
11. Do not place any audiovisual or computer equipment on the floor.
12. If equipment is not working or supplies run low, please contact the lab instructor who will notify the PTA office.
13. Students are required to purchase a Skills lab kit at the beginning of their first semester. Kits have been custom designed to development of psychomotor skill procedures and to facilitate classroom and laboratory learning. By each student having their own Skills lab kit, they can practice these skills independently as well as in the lab.
14. PTA 400 is a busy learning center and labs will start and end on time. Please arrive 5 minutes early so that you can be ready to participate when lab starts.
15. PTA 400 is intended for laboratory practice. The volume of students using the space requires that the space be used for laboratory skill practice and not other academic or social activities.

Safety Guidelines

1. Students will be consistently monitored by faculty for practice of safety skills.
2. If students are not following safe practices in the lab, it will be brought to the student's attention and re-instructed if necessary. IF the student continues to act in an unsafe manner, they will be asked to leave the lab and will be counted as absent. The student is responsible for making up the lab time as remediation in PTA 400.
3. Students who show repeated disregard for the safe laboratory behavior will not be permitted to participate in the lab practical, which will ultimately lead to failure of the class and removal from the PTA program.
4. Manuals for each piece of equipment are stored in the PTA cabinet in HR 113 or PTW 112. It will be easily accessible to users.
5. All electrical equipment in the PTA labs is inspected annually in and calibrated in August/September. The company will provide the documentation of the equipment testing and calibration and labels are placed on each piece of equipment to verify such testing. Repairs recommend will be done before students are allowed to use the equipment.
6. Wheelchairs and other non-electrical equipment will be inspected each semester by the PTA faculty and repairs or replacements will be ordered as necessary.
7. Standard OSHA workplace inspections will occur as part of the COS campus policy. MSDS manual is present in the PTA cabinet in HR 113 and PTW 112.
8. Unauthorized personal are not allowed in the PTA 400 Skills lab or computer lab.
9. Emergency information and evacuation maps are posted in each lab.

Infection Control

All students and lab instructors will practice proper hand washing technique and hand hygiene while using the lab. Clean linens will be provided on the linen cart. Soiled linen should be placed in the hamper. Tables are to be cleaned with disinfectant spray at the end of each lab session. Cleaning supplies are located in the storage closet in HR 113, HR 126 and PTW 112.

Infection Control Precautions

1. Handle the blood and body fluids of all clients as potentially infectious.
2. Wash hands before and after all client or specimen contact.
3. Wear gloves for potential contact with blood or body fluids.
4. Wear gloves if splash with blood or body fluids is anticipated.
5. Wear an agency-approved filtration mask if airborne transmission is possible.
6. Wear protective eye wear if splatter with blood and body fluid is possible. Wear gown if clothing apt to be soiled.
7. Place used syringes immediately in nearby impermeable sharps container. Do not recap or manipulate needles in any way.
8. Treat all linen soiled with blood/body secretions as potentially infectious.
9. Process all laboratory specimens as potentially infectious.
10. Follow agency policy regarding resuscitation during respiratory arrest.

OSHA Guidelines following Percutaneous or per mucosal Exposure

A significant occupational exposure is defined as:

- A needle stick or cut caused by a needle or sharp that was actually or potential contaminated with blood/body fluid.
- A mucous membrane exposure to blood or body fluids (i.e. splash to the eyes, ears, mouth)
- A cutaneous exposure involving large amounts of body fluid or prolonged contact with body fluid, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis, or compromised/broken in any way.

Procedure following exposure:

1. Wound care/first aid should occur immediately following exposure:
    a. All wounds should be vigorously cleansed with soap and water immediately.
    b. Mucous membranes should be flushed with water or normal saline solution immediately.
    c. Other treatment will be rendered as indicated.
2. Following immediate wound care/first aid measures:
    a. The student will immediately report to the clinical instructor any incident of exposure.
    b. The clinical instructor will complete a Notice of Accidental Exposure form and submit it to the PTA Program Director (form available from the Division secretary).
    c. Clinical instructor or student will notify the Infection Control Officer of the clinical agency involved.
    d. Specific recommendations will be made according to the type of exposure and infectious agent involved.

INFORMED CONSENT (Sample only)

Student to Act as Simulated Patient

I understand that PTA practice includes being touched by my fellow classmates and instructors. I understand that as part of the academic and clinical education to become a PTA (Physical Therapist Assistant) I am required to participate in various lecture and lab classes as simulated patient. Instructors and other students will have opportunities to demonstrate and practice on me those skills learned in various classes. These skills include but are not limited to a variety of: mobility, therapeutic exercises, testing and measurements, and physical agents.

I understand that there is some risk of injury resulting from my participation in these skill training classes. I further understand that the college cannot ensure that other students will properly apply skills learned in class nor can the college be held responsible for any pre-existing conditions or injuries that I may have which make me susceptible to injury.

If I have any pre-existing conditions or injuries that may make me susceptible to injury from skills training, I will report such conditions or injuries to my instructor, or, if appropriate, to the Disability Resource Center.

In the unlikely event that I become injured it must immediately be reported to the instructors of the class and the appropriate college incident report must be filled out. If necessary, appropriate medical intervention and payment for those services are solely my responsibility. I have read and understand the above information.

Student Name_____
Student Signature_____
Date_____

THIS FORM MUST BE SIGNED AND ON FILE IN THE PTA OFFICE IN ORDER TO PARTICIPATE IN ANY PTA LAB.

Guidelines for Prevent the Transmission of Infectious Disease

The management of issues related to infectious diseases is of primary concern to PTA faculty and administration. The rapid increase of blood borne diseases has caused an awareness of the need for policies and guidance. This policy is designed to balance the protection from risk for students, faculty, and clients, with the individual rights of privacy and equal opportunity. Each PTA student will be provided with information regarding protection from infectious diseases to which the student may be exposed during his/her education.

Control of microorganisms which cause disease in humans is vital in the health care environment. Although the risk of infection transmission exists, that risk can be minimized by appropriate education and actions taken to avoid transmission. It is the policy of this agency that:

1. All students will receive specific information regarding the chain of infection and measures which prevent the transmission of infection before engaging in clinical laboratory experience.
2. This information will be repeated and will increase in depth as the student encounters more complex situations.
3. All students will be required to acknowledge in writing that they have been provided with information regarding:
    a. The risk of transmission of infectious disease encountered in the allied health field.
    b. Infection control measures consistent with Centers for Disease Control (CDC) and OSHA guidelines.

GUIDELINES:

1) Use of Universal precautions is an effective means of preventing transmission of infectious disease. "Since health care workers are unable to identify all clients with blood-borne disease, blood and body fluid precautions should be consistently used for all clients. This approach, recommended by the CDC is referred to as 'universal precautions' or 'universal blood and body fluid' precautions". (Federal Register 12/06/91)

2) Instruction in universal precautions and CDC recommended infection control measures will be given before the student begins clinical experience and will be reinforced at regular intervals throughout the program.

3) The student will be asked to review current information regarding universal precautions and CDC recommended infection control measures each semester and acknowledge receipt of the information by signing the form referred to in this policy.

Occupational Exposure Control Protocol

Students are advised that working in a health profession does expose them to the risk of coming into contact with hazardous substances. The COS PTA program complies with all standards, rules, and regulations issued by the Occupational Safety and Health Administration (OSHA) and the recommendations of the Center for Disease Control (CDC). Students should consistently follow all safe work place practices. The following practices are designed to eliminate or reduce your exposure to blood borne pathogens and other hazardous material. The following standards have been set for the COS PTA program:

1. Students are required to either obtain the Hepatitis B vaccination series or sign a declination statement.
2. Students will be required to pass a test covering universal standard precautions for dealing with blood and other potentially infectious materials.
3. Personal Protective Equipment must be worn when engaged in all activities where exposure is possible.
4. Material Safety Data Sheets (MSDS) are maintained in all areas where potentially hazardous chemicals are utilized.
5. Sharps containers & biohazard disposal containers are located in laboratory & clinical areas.
6. First aid stations are available in each laboratory.

Any PTA student who sustains a needle stick or other occupational injury resulting in exposure to blood, bodily fluids, or other hazardous substance should follow the following protocol:

1. Immediately wash the affected area with soap and water.
2. Cover the area with a dressing, if possible.
3. Ocular exposure, flush thoroughly with water/eye wash that is available.
4. Inform the instructor immediately.
5. Complete an incident report to be filed in the PTA/Allied Health Division office
6. It is highly recommended that the student see a healthcare provider who is trained in assessing the risk of the exposure immediately, but certainly within 48 hours.

Recommendations for appropriate healthcare providers can be obtained from the Student Health Center. All expenses related to testing and treatment incurred as a result of a needle stick or other occupational exposure will be the responsibility of the student. Therefore, it is highly recommended that the student acquires and/or maintain a health insurance policy to cover these expenses,

Based on the below professional/employment behaviors, would you hire this person today as a PTA in the clinical setting?

- Yes | Yes, but reservations in this area _____ | Maybe, but after work in this area: _____ No

Performance Criteria	Highly Professional	Professional	Participating	Unprofessional
Time Management Attendance Promptness Responsibility	Always arrives on time & stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class or college policies except institutional excuses	Late to class only 1x or 2x; almost never misses a class; no unexcused absences. Usually takes responsibility for material & work missed; no more than one deadline missed; does not seek exceptions from class or college policies except institutional excuses	Late to class more than once every month (averaged) & regularly attends class; or misses more than one deadlines; seeks exceptions to class or college policies, that are not including institutional excuses	Late to class more than twice/month or does not regularly attend class; has missed multiple deadlines; demands or expects to have exceptions to class or college policies not including institutional excuses
Respect Social Skills	Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire); never uses electronic devices inappropriately (social media/YouTube) in class; is respectful towards peers, faculty, &	Has exhibited behavior that distracts others 1x or 2x at MOST during the semester or has used electronic devices to check social media, instead of a respectful & appropriate manner; is almost always respectful towards peers, faculty, & the learning environment both in & out of class	Recurring behavior that distracts others; or recurring use of electronic devices to distract self or others, but not useful for learning; or is not consistently respectful of peers, faculty, & the learning environment both in & out of class	Has been asked to leave class due to behavior that distracts others; is often extremely disrespectful to peers, faculty, & the learning environment both in & out of class
Preparedness Motivation Contribution	Almost always participates in class discussions; contributions reflect exceptional preparation & are always substantive, well supported, & persuasively presented; **does not dominate discussion**	Regularly participates in class discussions; contributions reflect good preparation & are generally substantive, fairly well substantiated, & moderately persuasive; when called upon, can usually answer questions & refer to readings; occasionally dominates discussion	Rarely participates in class; contributions reflect adequate or less than satisfactory preparation & are occasionally substantive, somewhat substantiated & occasionally persuasive; when called upon, often cannot answer questions in depth or refer to readings; may dominate discussion	Never participates in class; no evidence of preparation; when called upon, can't answer questions in depth or refer to readings; any comments or questions made are usually irrelevant
Quality of Work Persistence Integrity	Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; is always honest & encourages other to do the same; always adheres to class & college academic dishonesty policies	Provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behavior; is always honest; always adheres to class & college academic dishonesty policies	Provides work that reflects a good effort & occasionally needs to be checked or redone; rarely shows negative behavior; is honest; does not knowingly violate class & college academic dishonesty policies	Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class or college academic dishonesty policies
Teamwork	Makes obvious & significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to	One or two complaints from team members about lack of contribution; occasionally takes leadership role	A few complaints from team members about lack of contribution	More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work
Impression for Employment	Professionalism at its best Would hire immediately & without reservation	Professionalism consistently exhibited. Would hire without reservation	Professionalism is inconsistent. Would only hire with history checks	Lack of professionalism Would not hire

LAB PRACTICAL EXAMINATION GRADING CRITERIA

- **This Grading Criteria applies to all Lab Practical Exams for any course with a lab.**
- **The Critical Safety Elements are identified in each course Syllabus & Lab Skill Check Off.**
- **Note that Critical Safety Elements identified in any course are expected to be carried forward into all future courses.**

FAILURE OF LAB PRACTICAL EXAM AT MID-TERM WILL RESULT IN THE ESTABLISHMENT OF A PRACTICAL/CLINICAL REMEDIATION PLAN.

FAILURE OF LAB PRACTICAL EXAM AT FINAL WILL RESULT IN SUBSEQUENT FAILURE OF THE COURSE AND DISMISSAL FROM THE PROGRAM.

The following is an example of a Lab Practical Exam Grading

Note: Courses/Faculty may have a varied grading system, but it is based on the one outlined below.

- **5: Pass (100%) - Exceptional Expectations:** Student correctly verbalizes, setup, initiation and sequencing of techniques. Student is able to perform technique correctly through combination of verbal, visual and/or tactile cues. Student acts as a guide, not through force. Student & patient demonstrate correct and proper body mechanics for such activity.
- **4: Pass (90%) - Exceeds Expectations:** Student demonstrates skilled & consistent function safely and efficiently at level that exceeds expected performance, including use of cues, techniques and body mechanics not simply with skill, but also efficiency.
- **3: Pass (80%) - At Expectation:** Student functions safely & effectively at a 75% level that reflects expected performance.
    - Example: Consistency or efficiency; however, patient & student remain safe.
- **2: Pass (72%) – Successful Remediation:** This category is the *minimum* passing, of a 70%. This score is opted for student who successfully repeat their practical.
- **1: Fail (<72%) – Below Expectations:** Student has neglected item(s) that require(s) improvement to meet criteria at the 70% level.

A STUDENT WHO DOES NOT PASS A PRACTICAL ON THEIR FIRST ATTEMPT WILL RECEIVE A REMEDIATION FORM. THE TYPES OF REMEDIATIONS ARE AS FOLLOWS:

- **REMEDIATION: SKILL:**
    - **Single Skill Competency failure results in a practical remediation**
        - **Student must repeat the skill and demonstrate correct performance**
        - **Instructor will complete the skill remediation form & submit it to the student. The form must indicate how this will be completed.**
        - **Instructor may defer this skill to be done by PTA/400 Instructor, with the course instructor or any combination.**
        - **The student must seek out 3 peers to initial their performance ensuring it is correct *before* seeking for sign off. These initials maybe obtain from the peers outside of normal lab or class time.**

- **REMEDIATION: CASE:**
    - **Multiple Skill Competency failures or overall excessive time results in a practical remediation. No gross safety violations occurred.**
    - **Failure to identify the PTOR would invoke an automatic Remediation: Case**
        - **Based on performance, the student may be required to** Remediation: Practical **(see below)**
    - **Student must repeat the same sets of skills & demonstrate correct performance of the original case.**
    - **Instructor will complete the form & submit it to the student**
    - **Instructor may encourage the student to practice during PTA/400 with or without the skill instructor, but ultimate sign off must be performed by course instructor.**
    - **Student will only have one attempt for a Remediation: Case**

- **REMEDIATION: PRACTICAL:**
    - **Multiple Skill Competency failures or overall excessive time with emphasis on safety to the treating student or safety to the patient will result in a** Remediation: Practical**. The primary concern is a Red Flag Error or Safety Error, see below.**
    - **Student must repeat the same sets of skills & demonstrate correct performance of the original case**
    - **Student will receive an additional case, selected at random.**
    - **Instructor will complete the form & submit it to the student**
    - **Instructor may encourage the student to practice during PTA/400 with or without the skill instructor, but ultimate sign off must be performed by the course instructor.**
    - **Student will only have one attempt for a Remediation: Practical**

LAB PRACTICAL GRADING:

- **Student MUST pass the course FINAL Lab Practical Exam with a score of ≥72% in order to move on in the Program, regardless of didactic course grade.**
- **Didactic Course grade must be ≥ 72% including calculations of the Final Lab Practical Exam grade prior to moving forward.**
    a. **Remediation: Skill**
        i. **A single competency/skill that is passed will result in that competency/skill being awarded the minimum point level to pass that skill according to that specific lab practical rubric**
    b. **Remediation: Case**
        i. **Repeat of the same a lab practical case that is passed will result in the score the student would have originally obtained.**
        ii. **Student will repeat the same case with same criteria**
    c. **Remediation: Practical**
        i. **Retake of a Lab Practical Exam that is passed will result in a score of 72%**
        ii. **Student will repeat the same case with the same criteria**
        iii. **Student will be assigned an additional case selected at random**

- **Red Flag Errors / Safety Errors:**
    - **These are errors that place the patient at risk**
    - **These are errors which may place the student at risk**
    - **Common Examples:**
        - **Lack to don a gait belt, even though a gait belt was donned it was not used, leaving the patient unattended, failure to assess vitals, failure to identify a change in status.**
        - **These above examples are not all inclusive but are the most common missed by students. See Course Syllabi for details.**

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PRACTICAL REMEDIATION: SKILL

COURSE # - MIDTERM/FINAL

FIRST & LAST Name **Date:**

Competency Criteria Below Expectation

(Completed by Course Instructor)

Instructor Signature: **Instructor**

Required Remediation Activities

(Describe specific learning activities)

(Completed by Course Instructor)

Comments:

( ) The student achieved competency in the area(s) requiring Re-Mediation

( ) The student could not achieve competency

Skills Instructor Signature_____ Date_____

Signed Copy to Course Instructor; CC: Student File and Student

Student is expected to print this form *prior* to attendance of PTA/400.
The initials of three (3) different students prior to seeking the signature of the PTA/400 instructor is required.
The student initials do not need to come from PTA/400, it can come from any practice environment.

Student Initials: _____ Student Initials: _____ Student Initials: _____

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PHYSICAL THERAPIST ASSISTANT PROGRAM
PRACTICAL REMEDIATION: CASE
COURSE # - MIDTERM/FINAL

FIRST & LAST Name **Date**

Competency Criteria Below Expectation
(Completed by Course Instructor)

Instructor Signature: **Instructor**

Required Remediation of Case Activities
(Describe specific learning activities, ***Completed by Course Instructor)***

( ) The student achieved competency in the area(s) requiring Case Remediation
( ) The student could not achieve competency

Course Instructor Signature_____ Date_____

Signed Copy to Course Instructor; CC: Student File and Student

Practice is encouraged with the PTA/400 Instructor but must be signed off by the **COURSE** Instructor. Please contact the **COURSE** Instructor by email to verify the date/time. This will involve the same case only.

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PRACTICAL REMEDIATION

COURSE # - MIDTERM/FINAL

FIRST & LAST Name **Date**

Competency Criteria Below Expectation

(Completed by Course Instructor)

Instructor Signature: **Instructor**

Required Remediation of Practical Activities

(Describe specific learning activities, ***Completed by Course Instructor)***

( ) The student achieved competency in the area(s) requiring Practical Remediation

( ) The student could not achieve competency

Course Instructor Signature_____ Date_____

Signed Copy to Course Instructor; CC: Student File and Student

Practice is encouraged during PTA/400 and highly recommended to review with the PTA/400 Instructor, however it is NOT required. Sign off must be performed by the **Course** Instructor. Please contact the **Course** Instructor by email to verify the date/time of remediation. This will involve the same case, in addition to another case, selected at random.

COLLEGE OF THE SEQUOIAS
CRITICAL SAFETY ELEMENTS for PTA courses with Lab Practicals

PTA 125 – BASIC PRINCIPLES OF PATIENT MANAGEMENT

A. Preparation for Patient Care Activities/ Safety
1. List a minimum of 2 people responsible for patient safety.
2. Describe the role of Joint Commission in regard to patient safety.
3. List 4 safety recommendations for patient care.

B. Basic exercise: Passive and Active
1. List precautions to be considered for revision or cessation of active exercise.
2. Describe how you would monitor an exercise patient with cardiopulmonary dysfunction.

C. Approaches to Infection Control
1. Demonstrate procedure for hand rubbing and washing.
2. Isolation Precautions
3. Demonstrate competency in determining need for personal protective equipment and adhering to isolation precautions.
4. Demonstrate competency in don/doff personal protective equipment.
5. Describe and demonstrate safe disinfection, decontamination and disposal of items related to patient care including: needles, linen, equipment, surfaces, protective clothing, and infectious waste products.

D. Assessment of Vital Signs
a. Identify when a patient's vital signs are abnormal & describe appropriate action.

E. Body Mechanics
a. Describe 3 guidelines to reduce stress–producing positions or activities including lifting, pushing, pulling, reaching and carrying activities.

F. Positioning and Draping
1. Identify bony prominences that may cause pressure injuries.
2. Outline the precautions you would use if it were necessary to position a patient who is elderly with decreased sensation, mental confusion and is unable to move independently.

G. Bandages, Dressings, Girth and Volumetric Measurements
1. Describe and demonstrate proper application and removal of a bandage and dressing.

H. Transfer Activities
1. Demonstrate how to organize and prepare a patient and environment for safe transfer.
2. Teach a patient with low back dysfunction a transfer to and from floor.

I. Special equipment and patient care environments
1. Describe various monitoring devices including vital signs, oximeter, pulmonary artery catheter, intracranial pressure, and arterial lines and identify if intervention can be performed and list any precautions.

2. Describe minimum percent of oxygenation level that must be maintained to continue treatment.
3. Differentiate between nasogastric tube, gastric tube, and intravenous feeding & identify precautions for implementing PT intervention for each.

J. Incidents and Emergencies

1. Describe appropriate responses to an emergency situation.
2. Describe signs and symptoms of autonomic hyperreflexia.
3. Differentiate between an insulin reaction and acidosis.
4. Describe responsibilities, obligations and actions for a patient that is injured as a result of treatment.
5. Describe activities performed to monitor a patient's response during treatment.

K. Ambulation Aids, Patterns, and Activities

1. Demonstrate how to properly fit a patient for a cane, axillary crutches, and walker.
2. Demonstrate how you would guard patient ambulating on a level surface, on stairs, and when moving form sitting to standing.
3. Demonstrate competency in reassessing patient's pain throughout treatment.

L. Features and activities of Wheeled Mobility Aids

1. List components of wheelchair a new user should be taught for proper operation.
2. Describe how you would confirm proper wheel chair fit.

PTA 128 – KINESIOLOGY

PART I: Basic Clinical Kinesiology and Anatomy

A. **Articular System and Arthrokinematics**
   1. Identify and describe end feels of a joint.

B. **Nervous System**
   1. List signs and symptoms of autonomic dysreflexia.

C. **Shoulder Complex**
   1. Accurately position patient and PTA and perform MMT.

D. **Elbow Joint and Forearm**
   1. Accurately position patient and PTA and perform MMT.

E. Wrist and Hand
   1. Accurately position patient and PTA and perform MMT.

F. Neck and Trunk
   1. Accurately position patient and PTA and perform MMT.

G. Trunk, Lumbar Spine/Pelvic Girdle
   1. Describe and demonstrate pelvic girdle motions.
   2. Define and differentiate between common vertebral column pathologies including: Thoracic outlet syndrome, torticollis, cervical sprains, whiplash, sciatica, lordosis, kyphosis, spondylosis, spondylolysis, spondylolisthesis, ankylosing spondylitis spinal stenosis, herniated discs, ruptured disc and osteoporosis.
   3. Accurately position patient and PTA and perform MMT.

H. **Posture**
   1. Describe and demonstrate the correct alignment of the spine during lifting techniques.
   2. Analyze the factors that contribute to safe and unsafe lifting techniques. Recommend how to properly lift items from the ground, waist height and lower items from overhead.

I. Hip
   1. Accurately position patient and PTA and perform MMT.

J. Knee
   1. Accurately position patient and PTA and perform MMT.

K. Ankle/Foot Complex
   1. Accurately position patient and PTA for muscle to be tested.

L. Gait
   1. Identify the normal and abnormal gait cycle.
   2. Define and describe characteristics of common gait deviations due to muscular weakness, paralysis, joint or muscle limitation, neurological involvement, pain and leg length discrepancies.

PTA 130 – MODALITIES

A. Soft Tissue Mobilization /MFR
   1. Describe and demonstrate correct body mechanics while performing therapeutic massage.
   2. Explain, discuss and demonstrate competency in critical safety skills, contraindications of STM.
   3. Discuss and demonstrate competency in critical safety skills, contraindications
   4. Demonstrate competency in differentiating muscle tone and explaining tone abnormalities.
   5. Explain critical safety skill and contraindications of myofascial release.
   6. Discuss and demonstrate competency in critical safety skills, contraindications

Motion Restrictions
1. Demonstrate PROM and discuss the contraindications and precautions to consider when performing range of motion techniques.

Heat and Cold/Diathermy
1.Demonstrate competency in application of the Heat and Cold.

Ultrasound
1. Explain and discuss the contraindications and precautions for the use of Ultrasound
2. Propose, explain and demonstrate competency in critical safety skills as well as the contraindications to Ultrasound/phonophoresis.

Electrical Current
1. Explain and discuss contraindications and precautions for the use of electrical currents
2. Propose, explain and demonstrate competency in critical safety skill

Wound Care

1. Recognize normal and abnormal integumentary changes.
2. List the contraindications for Debridement
3. Identify precautions for wound dressing removal

Compression

1. Explain and discuss the contraindications and precautions for the use of external compression
2. Hypothesize the adverse effects of external compression
3. Propose, explain and demonstrate competency in critical safety skills and contraindications

Traction

1. Explain and discuss the contraindications and precautions for the use of spinal traction
2. Identify the adverse effects of spinal traction
3. Propose, explain and demonstrate competency in critical safety skills and contraindications.

Hydrotherapy

1. Explain and discuss the contraindications and precautions for Hydrotherapy
2. Correlate and predict safety issues including infection control for whirlpools and exercise pools.
3. Propose, explain and demonstrate competency in critical safety skills and contraindications.

Aquatic Therapy

1. Explain and discuss the contraindications and precautions for Hydrotherapy
2. Hypothesize and appraise the adverse effects of Hydrotherapy
3. Correlate and predict safety issues including infection control for whirlpools and exercise pools.

Electromagnetic Radiation and Laser

1. Explain and discuss contraindications and precautions for Lasers and Light
2. Explain and discuss the contraindications and precautions for the use of Ultraviolet Radiation
3. Propose, explain and demonstrate competency in critical safety skills and contraindications.

PTA 148 – ORTHOPEDIC MANAGEMENT

1. **Demonstrate systems assessments related to orthopedic pathologies and implement appropriate tests based upon presenting limitations/impairments according to the Plan of Care established by the Physical Therapist.**
   a. *Differentiate the role of the Physical Therapist Assistant and supervising Physical Therapist in the care of orthopedic patients/clients and their role in assessment (edema/swelling, ROM, MMT, muscular atrophy, alignment, etc.).*
2. **Demonstrate safe, appropriate and complete interventions for the patient with orthopedic pathologies emphasizing strength, flexibility and aerobic training according to the Plan of Care established by the Physical Therapist.**

a. Perform objective scales of measurement used to communicate changes in a patient status to the supervising physical therapist.
b. Demonstrate ability to identify and monitor patient response to treatment including: temperature, edema, vital signs, pain and fatigue.
c. Demonstrate ability to assess musculoskeletal structures for data collection and response to intervention.

3. **Flexibility**
    a. List 3 beneficial effects of warm-up.
    b. Examine, compare and contrast clinical applications for stretching soft tissue contractures.
4. **Strength**
    a. Discuss muscle response to exercise.
    b. Identify clinical features of delayed onset of muscle soreness.
    c. Differentiate between goals and applications of strength training programs for the elderly and young populations.
5. **Review of Tissue Healing and Composition and Function of Connective Tissue**
    a. List the five cardinal signs of inflammation.
4. **Fundamentals of Gait**
    a. Demonstrate the appropriate fit and use of assistive devices.
5. **UE, LE, Spinal Orthotics, Prosthetics, Bracing and Supports**
    a. Demonstrate competency in appraising the fit, rationale and disadvantages in the use of UE and LE orthotics/supports. (LAB)
    b. Demonstrate safety and basic skills in rehabilitation techniques used in orthotics, prosthetics, bracing and supports as outline in supervising PT plan of care
6. **Orthopedic Management of the Ankle, Foot, Toes**
    a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of common foot and ankle injuries/conditions as outline in supervising PT plan of care
7. **Orthopedic Management of the Knee**
    a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of injured meniscus, ligament sprains/post-surgery, patellofemoral, and knee arthroplasty as outlined in supervising PT plan of care.
8. **Orthopedic Management of the Hip and Pelvis**
    a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of hip/pelvis fractures, soft tissue injuries and hip arthroplasty as outlined in supervising PT plan of care.
9. **Orthopedic Management of the Lumbar, Thoracic, and Cervical Spine**
    a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of cervical, thoracic, and lumbar conditions as outlined in supervising PT plan of care.
10. **Orthopedic Management of the Shoulder**
    a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of shoulder impingement, rotator cuff tears, fractures and arthroplasty as outlined in supervising PT plan of care.

11. Orthopedic Management of the Elbow

a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of elbow soft tissue injuries and fractures/dislocations as outlined in supervising PT plan of care.

12. Orthopedic Management of the Wrist and Hand

a. Demonstrate safety and basic skills in rehabilitation techniques used in the treatment of wrist and hand neuropathies, ligament and tendon injury/post-surgical and fractures as outlined in PT plan of care.

PTA 145 – NEUROREHABILITATION

1. Demonstrate systems assessments related to neurological pathologies and implement appropriate tests based upon presenting limitations and impairments and within the plan of care (POC) as established by the physical therapist.

- Cognition
- Sensation
- Motor
- Coordination
- Cranial Nerves
- Balance
- Standardized Tests of Impairment & Function

2. Demonstrate safe, appropriate, thorough interventions for the patient with neurological pathologies according to the plan of care (POC) established by the physical therapist. Understand and implement pathology for specific diagnosis.

- To include patients with Spinal Cord Injury (SCI), Traumatic Brain Injury (TBI), Cerebral Vascular Accident (CVA), Amyotrophic Lateral Sclerosis (ALS), Guillan-Barre Syndrome (GBS), Multiple Sclerosis (MS), Parkinson's Disease (PD), Cerebral Palsy (CP), Other Neurological Disorders in Children
- Demonstrate competency in implementing and assessing the outcomes of a plan of care for the neurological patient.
- Explain and demonstrate competency in choosing and assessing the use of adaptive equipment for the neurologically involved patient.
- Identify environmental safety and barrier concerns and recommend appropriate adaptations.
- Demonstrate Vitals Systems Assessment
- Demonstrate Skin Integrity

PTA 152 – CARDIOPULMONARY REHABILITATION

1. **Principles of Aerobic Conditioning**
   a. Demonstrate teaching the patient signs and symptoms of exercise intolerance and indications for terminating exercise.

b. Perform pre-participation screening tests recommended prior to beginning exercise program.
c. Demonstrate appropriate supervision during aerobic conditioning program.
d. Demonstrate fit for various aerobic conditioning devices including: recumbent bike, stationary bicycle, Nu-step recumbent stepper, stair climber, treadmill, total-body system and upper body ergometer.

2. **Principles of Cardiac Rehabilitation**
   a. Demonstrate the pretreatment assessment performed by PTA for inpatient cardiac rehabilitation as established in the PT plan of care.
3. **Hard Chart, Lines, Tubes, Procedures, & Lab Values**
   a. Demonstrate location, indications, precautions, and contraindications for movement of the following lines/tubes: Arterial Line, Central Line, Chest Tubes, ECG Telemetry, Endotracheal Tubes, Nasogastric, Percutaneous Endoscopic Gastrostomy (PEG Tube), Orogastric, Foley Catheter, Hickman Catheter, Triple Lumen Catheter, Intravenous Line, Nasal Cannula, Pacemaker, Peripherally Inserted Central Catheter (PICC), Swan Ganz Pulmonary Artery Catheter, Ventimask, Yankauer Suction. [Lecture Review] + [Lab Demonstration]
   b. Demonstrate importance of pre-treatment setup by arranging environment in an effective, efficient manner that is conducive for therapy along with safe for the patient & for treatment.
   c. Student will confirm with RN prior to assisting patient with tasks that involve food or drink, to ensure patient is not NPO or is unable to swallow. [Lab]
4. **Enhancement of Breathing and Pulmonary Function**
   a. Recognizes signs and symptoms of cyanosis.
   b. Demonstrate activities that alleviate edema, pain, dyspnea or other symptoms
   c. Integrate psychosocial issues into implementation of intervention as established in physical therapist plan of care.(Case scenarios)
   d. Demonstrate ability to discern when intervention written in the PT POC should not be provided due to changes in the patient's status; communicates these changes to the supervising physical therapist.

PTA 155 – THERAPEUTIC EXERCISE

1. **Demonstrate safe implementation, modifications, progression of therapeutic exercise interventions across the lifespan.**
   a. Recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant or beyond the personal scope of the individual.
   b. Demonstrate monitoring of patient response to intervention, identify status changes and determine need to consult physical therapist, develop modifications as appropriate to interventions to meet the STGs and LTGs within physical therapist (PT) plan of care (POC)

c. Monitor patient during treatment and adjust and progress interventions within the plan of care established by the physical therapist in response to patient clinical indications and/or changes in the patient's status.
d. Demonstrate precautions to be observed with patients taking multiple medications.
e. Students will be expected to demonstrate competency in appraising the fit, rational and disadvantages in the use of prosthetics and orthotics, and other assistive devices and equipment as indicated.

2. Compose patient education and demonstrate ability to communicate patient education through demonstration, verbal and written communication.

3. ROM

a. Demonstrate monitoring of patient during treatment adjusting and progressing ROM interventions within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status.
b. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.

4. Stretching activities for increasing Muscle flexibility

a. Demonstrate monitoring of patient during treatment adjusting and progressing stretching interventions within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status.
b. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.

5. Joint Mobilization

a. Identify indications and contraindications of joint mobilization

6. Principles of resistance training

a. Demonstrate monitoring of patient during treatment adjusting and progressing interventions within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status.
b. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.
c. Demonstrate age related modifications of exercise for pediatric and geriatric populations. (Lab)

7. Developmental Skills: Stages of Motor Control and Motor Learning

a. Demonstrate monitoring of patient during treatment adjusting and progressing stretching interventions within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status. (Lab)
b. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.

8. Proprioceptive Neuromuscular Facilitation

a. Demonstrate PNF and adjust and progress interventions within the plan of care established by the physical therapist in response to patient clinical indications and/or changes in the patient's status.

9. Functional Progression for the Extremities

a. Demonstrate monitoring of patient during treatment adjusting and progressing exercises within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status. (Lab)
b. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.

10. Reactive Neuromuscular Training

a. Demonstrate monitoring of patient during treatment adjusting and progressing interventions within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status. (Lab)
b. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.

11. Amputations and Prosthetics

a. Recognize a patient's level of functional status and implement task specific developmental training interventions for the purposes of improving patient function, mobility, and safety, as established in the plan of care.
b. Measure changes in sensory response to pressure on the limbs before gait training when using a lower extremity prosthetic device.
c. Demonstrate competency in appraising the fit, rational and disadvantages in the use of prosthetics and orthotics.
d. Monitor patient during treatment and adjust and progress interventions within the plan of care established by the physical therapist in response to patient clinical indications and/or changes in the patient's status.

12. Functional Progression for the Spine

a. Apply to clinical practice proper observation skills and education techniques concerning body mechanics within established plan of care. (Lab)
b. Demonstrate monitoring of patient during treatment adjusting and progressing exercises within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status. (Lab)
c. Demonstrate knowledge in identifying and reporting changes in the patient's status or treatment interventions to the supervising physical therapist.

13. Functional Progression for the Extremities

a. Demonstrate monitoring of patient during treatment adjusting and progressing exercises within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status. (Lab)

14. Pediatric and Geriatric Patient Interventions

a. Apply pediatric and geriatric modifications to posture spinal stabilization exercises. (Lab)
b. Identify and apply age related modifications to stretching, ROM, resistive exercises and balance training as established in plan of care. (Lab)
c. Identify and apply geriatric issues pertaining to strengthening. (Lab)
d. Identify and apply basic guidelines for resistance exercise progression in children. (Lab)
e. Demonstrate monitoring of patient during treatment adjusting and progressing exercises within the plan of care established by the physical therapist and in response to patient clinical indications and/or changes in status. (Lab)

15. Treating the Complex Patient

a. Recognize a patient's level of functional status and implement task specific developmental training interventions for the purposes of improving patient function, mobility, and safety, as established in the plan of care.
b. Demonstrate monitoring of a complex patient during treatment, adjusting and progressing interventions within the plan of care established by the physical therapist in response to patient clinical indications and/or changes in the patient's status.

16. Home Health Environment

a. Describe the major environmental assessments to be performed for a residence, workplace and community and be able to locate specific requirements for an accessible environment.
b. Recognize home and environmental barriers and make recommendations for modification to improve patient function and safety.