

ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPIST ASSISTANT (PTA AAS)

1820 clock hours/ 81 weeks (Total time to complete the program may vary based on school holidays and breaks)
64 weeks Theory/Lab (18-19.5 hours per week) + 17 weeks externship (40 hours per week)

The **Mission of the Physical Therapist Assistant program** is to graduate entry level physical therapist assistant practitioners who practice in a safe, legal and ethical manner under the supervision of a physical therapist and seek to advance their competence through the pursuit of lifelong learning.

The **ultimate goal** of CBD College's PTA Program is to educate its students with the knowledge and skills to function within the physical therapist assistant scope of practice, as defined by the American Physical Therapy Association and the laws of the State of California, and advance their competence through the pursuit of lifelong learning.

The Physical Therapist Assistant Program is a comprehensive course of study that combines theory and clinical practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes, and skills which will enable them to become safe and competent practitioners as Physical Therapist Assistants. Upon successful completion of the program, the graduate is eligible to take the National Physical Therapy Examination (NPTE) and the California Law Examination (CLE), which relates to the practice of physical therapy in California, to obtain licensure as required for the practice as a Physical Therapist Assistant.

The program retains a qualified faculty who prepare students for entry-level positions leading to careers or career advancement in a number of health care facilities including hospitals, medical centers, skilled nursing facilities, outpatient clinics and private practices. The program includes 680-hours of clinical experience that must be completed prior to graduation.

Philosophy:

We believe that the education process should provide every student with an opportunity to develop the knowledge, skills, professionalism and values needed to successfully pursue a productive and fulfilling career as a Physical Therapist Assistant. To that end, we seek to admit individuals who enjoy interacting with people in a caring and compassionate manner, can manage the demands of a rigorous learning process, and demonstrate the integrity and adaptability needed to practice in a rapidly changing health care environment. As faculty, we recognize that our students are adult learners who possess diverse thinking styles and bring a variety of past experiences to the educational process. We strive to build on those past experiences and utilize their strengths as learners to provide them with opportunities for new learning experiences using a variety of interactive instructional methods such as classroom lectures, media presentations, laboratory practice, web-based applications, simulations and supervised patient care experiences.

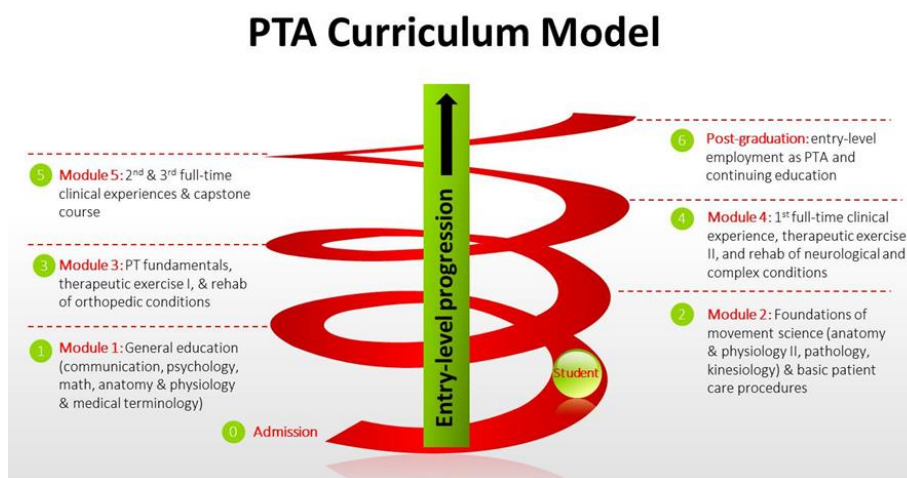
Our primary goal is to prepare a caring and competent entry-level practitioner who works effectively as a member of the health care team to deliver physical therapy interventions that are grounded in scientific evidence and sound ethical judgment. To accomplish this goal, we believe the curriculum must begin with the introduction of foundational knowledge and skills that can be progressively applied and integrated in a clinical context that focuses on the prevention and treatment of illnesses/disabilities which impair functional movement in people of all ages and lifestyles. This progression and integration occurs in a spiral fashion (see figure on following page) which allows the learner to review and reflect on past experiences as he or she prepares to apply them to more complex, novel situations. In addition to facilitating the achievement of clinical competence, the faculty is committed to modeling professionalism to our students and serving as advocates for the physical therapy profession and the patients we serve. Finally, we embrace education as a lifelong process that enables physical therapist assistants to maintain and advance their clinical competence in order to meet the future challenges of an evolving profession and health care system.

CBD College strives to provide a physical therapist assistant curriculum that allows students to experience physical therapy at different clinical sites in the community. This also exposes the students to diversity not only amongst the patients at all age levels, but also to the diversity of the different health care delivery systems. The students give care learning to incorporate the patient's family, environment and cultural factors in the most safe and effective way while under the supervision of the Physical Therapist (PT).

Graduates of the program in Physical Therapist Assistant will meet the following program objectives:

1. Practice in safe, competent, legal and ethical manner, under the supervision of a physical therapist.
2. Students will have the capability to be successful on the PTA licensure exam, and acquire an entry-level position as a PTA.
3. Provide competent and compassionate patient care.
4. Demonstrate ability to implement interventions as developed by the supervising physical therapist for all patients in their care.
5. Demonstrate appropriate problem solving and critical thinking within the scope of work as a Physical Therapist Assistant.
6. Seek to advance their competence through the pursuit of lifelong learning.

Program Objective:



The Physical Therapist Assistant Program provides students with the theory, laboratory and clinical experiences that will prepare them to assume the role of competent and safe entry-level physical therapist assistants, to work under the supervision of a licensed physical therapist, providing services to patients and clients of all ages who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. Physical Therapy treatments are rendered in a variety of healthcare settings, including hospitals, skilled nursing facilities, school systems, outpatient clinics, and private practices.

Upon successful completion of the program, the graduate is eligible to take the National Physical Therapy Examination (NPTE) and apply for licensure or registration in any state or jurisdiction. Passing the NPTE and the California Law Exam (CLE) are both required to become licensed and to work as a physical therapist assistant in the state of California.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for a PTA license in any state or jurisdiction is available through the Federation of State Board of Physical Therapy (FSBPT) at <https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/Applying-for-State-License>.

The qualifications and requirements for licensure in the state of California are reprinted here, and available through the Physical Therapy Board of California (http://www.ptbc.ca.gov/applicants/how_to_apply.shtml).

Every applicant for a PTA license, at the time of application, must be a person over 18 years of age, not addicted to alcohol or any controlled substance, have successfully completed the education and training required under applicable law, and not have committed acts or crimes constituting grounds for denial of licensure under applicable law. Additionally, no person shall receive a license under without first successfully passing the following examinations, where success is determined based on the examination passing standard set by the board:

- (1) An examination under the direction of the board to demonstrate the applicant's knowledge of the laws and regulations related to the practice of physical therapy in California. The examination shall reasonably test the applicant's knowledge of these laws and regulations.

- (2) The physical therapy examination for the applicant's licensure category. The examination for licensure as a physical therapist shall test entry-level competence to practice physical therapy. The examination for licensure as a physical therapist assistant shall test entry-level competence to practice as a physical therapist assistant in the technical application of physical therapy services.
- (b) An applicant may take the examinations for licensure as a physical therapist or for licensure as a physical therapist assistant after the applicant has met the educational requirements for that particular category of licensure.
 - (c) The examinations required by the board for a license may be conducted by the board or by a public or private organization specified by the board. The examinations may be conducted under a uniform examination system and, for that purpose, the board may make arrangements with organizations furnishing examination materials as may, in its discretion, be desirable.

The instructional delivery of the PTA program is blended (residential and distance learning).

Upon successful completion of the program, graduates may obtain employment as

- Physical Therapist Assistants (CIP # 51.0806; O-NET # 31-2021.00)

Module #	Module Title	Week #	Clock Hours
I	General Education	01-16	296
II	Foundations	17-32	304
III	Orthopedic	33-48	312
IV	Rehabilitation	49-64	318
V	Clinical Education	65-81	590
Total:			1820

Note: one clock hour is defined as a 60-minute span of time in which 50 minutes is devoted to actual class instruction, with the remaining portion being designated as a break.

Program Curriculum:

Course Number	Course Title	Lecture	Lab	Externship	Total Hours
ENG 100	Written and Oral Communication	48	0	0	48
BIO 100	Anatomy and Physiology	144	0	0	144
MTH 100	College Math	48	0	0	48
PSY 100	Introduction to Psychology	32	0	0	32
MT 100	Medical Terminology	24	0	0	24
PTA 200	Introduction to Physical Therapist Assisting	56	0	0	56
PTA 210	Physical Therapy Procedures	32	56	0	88
PTA 220	Pathophysiology	48	0	0	48
PTA 230	Kinesiology	64	48	0	112
PTA 300	Physical Therapy Fundamentals	48	48	0	96
PTA 310	Therapeutic Exercise	64	64	0	128
PTA 320	Health Conditions I	48	0	0	48
PTA 330	Physical Therapist Assistant Practice I	40	0	0	40
PTA 400	Clinical Experience I	0	0	120	120
PTA 410	Physical Rehabilitation	48	72	0	120
PTA 420	Health Conditions II	48	0	0	48
PTA 430	Physical Therapist Assistant Practice II	30	0	0	30
PTA 500	Clinical Experience II	0	0	280	280
PTA 510	Physical Therapist Assistant Capstone I	10	0	0	10
PTA 520	Clinical Experience III	0	0	280	280
PTA 530	Physical Therapist Assistant Capstone II	20	0	0	20
TOTAL		852	288	680	1820

PTA AAS Course Descriptions:

MODULE I ENG 100 – WRITTEN AND ORAL COMMUNICATIONS

Prerequisite: None, *Co-requisite:* Concurrent Module I courses

Total clock hours: 48

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I BIO 100 – ANATOMY AND PHYSIOLOGY

Prerequisite: None, *Co-requisite:* Concurrent Module I courses

Total clock hours: 144

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Interactions between systems, common human disease processes, and normal changes across the lifespan are introduced.

MODULE I MTH 100 – COLLEGE MATH

Prerequisite: None, *Co-requisite:* Concurrent Module I courses

Total clock hours: 48

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills, and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE I PSY 100 – INTRODUCTION TO PSYCHOLOGY

Prerequisite: None, *Co-requisite:* Concurrent Module I courses

Total clock hours: 32

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE I MT 100 – MEDICAL TERMINOLOGY

Prerequisite: None, *Co-requisite:* Concurrent Module I courses

Total clock hours: 24

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II PTA 200 – INTRODUCTION TO PHYSICAL THERAPIST ASSISTANT

Prerequisite: None, *Co-requisite:* Concurrent Module I courses

Total clock hours: 56

This course serves as an introduction to the history and development of the profession of physical therapy, the role of a physical therapist assistant, as well as the legal, ethical and behavioral expectations for a physical therapist assistant. The course also introduces students to the American Physical Therapy Association (APTA), and the concepts of teaching and learning.

MODULE II PTA 210 – PHYSICAL THERAPY PROCEDURES

Prerequisites: Module I, **Co-requisite:** Concurrent Module II Courses

Total clock hours: 88

This course introduces the clinical environment of physical therapy. The course includes instruction, demonstration, and practice in patient care procedures, including positioning and draping patients, hand washing, universal precautions, use and applications of personal protective equipment, sterile technique, wound care basics, body mechanics, passive range of motion, transfers, gait training, bed mobility, and wheelchair mobility. Students also receive instruction in cardiopulmonary resuscitation (CPR) for healthcare providers, vital signs, and the Heimlich maneuver.

MODULE II PTA 220 – PATHOPHYSIOLOGY

Prerequisites: Module I, **Co-requisite:** Concurrent Module II Courses

Total clock hours: 48

This course is a systems overview of the changes in body tissues and organs that cause or result from common health conditions. The course focuses on the disease processes; medical and pharmacological treatments; the implications for the movements system and physical therapy interventions; and the impairments associated with health conditions related to the immune, integumentary, endocrine, cardiovascular, hematologic, respiratory, gastrointestinal, renal, hepatic, pancreatic, metabolic, and psychological body systems.

MODULE II PTA 230 – KINESIOLOGY

Prerequisites: Module I, **Co-requisite:** Concurrent Module II Courses

Total clock hours: 112

This course introduces the student to the science of human movement. Students evaluate biomechanical forces on the body; concepts of locomotion, forces and levers. Topics include origins, insertions, innervations and actions of prime movers of the musculoskeletal system, and related data collection.

MODULE III PTA 300 – PHYSICAL THERAPY FUNDAMENTALS

Prerequisites: Module I, Module II, **Co-requisite:** Concurrent Module III Courses

Total clock hours: 96

This course teaches the application of physical, chemical and mechanical agents that are appropriate interventions for impairments of the musculoskeletal, neuromuscular, integumentary and cardiopulmonary systems. Emphasis is placed on safe use of equipment and application of modalities; patient safety with awareness of indications, contraindications and patient responses; and accurate documentation.

MODULE III PTA 310 – THERAPEUTIC EXERCISE

Prerequisites: Module I, Module II, **Co-requisite:** Concurrent Module III Courses

Total clock hours: 128

This course teaches the concept of therapeutic exercise and examines the principles of various types of exercise, the stages of tissue healing, and exercise considerations associated with each stage. Students receive instruction in and develop exercise programs for medical and surgical conditions that affect the trunk, neck, and extremities. This course is designed to prepare students to implement therapeutic exercise with consideration of its effect on all body systems.

MODULE III PTA 320 – HEALTH CONDITIONS I

Prerequisites: Module I, Module II, **Co-requisite:** Concurrent Module III Courses

Total clock hours: 48

This course covers the musculoskeletal, cardiopulmonary, and reproductive health conditions encountered in the practice of Physical Therapy with patients across the lifespan. The course focuses on the disease processes or mechanisms of injury; medical, surgical and pharmacological treatments; associated impairments; and the implications for the movements system and physical therapy interventions.

MODULE III PTA 330 – PHYSICAL THERAPIST ASSISTANT PRACTICE I

Prerequisites: Module I, Module II, **Co-requisite:** Concurrent Module III Courses

Total clock hours: 40

Students learn the essentials of safe, ethical, legal and value-based behaviors needed by a student PTA. Emphasis is placed on teaching and learning, documentation, billing and reimbursement, evidence based practice, and self-

assessment. Students will utilize all previously learned PTA skills and knowledge to demonstrate clinical reasoning, competence and readiness for PTA 400 Clinical Experience I.

MODULE IV PTA 400 – CLINICAL EXPERIENCE I

Prerequisites: Module I – Module III, **Co-requisite:** None

Total clock hours: 120

This course is an introduction to the clinical environment that immediately follows Module 3. Students are expected to apply selected skills, knowledge and behaviors learned in the classroom while providing direct patient care under the supervision of a licensed physical therapist and/or physical therapist assistant.

MODULE IV PTA 410 – PHYSICAL REHABILITATION

Prerequisites: Module I – Module III, **Co-requisite:** Concurrent Module IV Courses *Total clock hours: 120*

This course provides instruction in the techniques and procedures used in physical rehabilitation of neurological and genetic health conditions across the lifespan. There is a focus on functional activities for adult and geriatric patient populations with an emphasis on patient safety, treatment planning, clinical problem solving, documentation, and communication as a member of the intraprofessional and interprofessional team.

MODULE IV PTA 420 – HEALTH CONDITIONS II

Prerequisites: Module I – Module III, **Co-requisite:** Concurrent Module IV Courses *Total clock hours: 48*

This course covers health conditions associated with the neurological system and the associated disorders of body systems and development across the lifespan. The course focuses on the disease processes or mechanisms of injury; comorbidities, medical, surgical and pharmacological treatments; associated impairments and functional limitations; and the implications for the movements system and physical therapy interventions.

MODULE IV PTA 430 – PHYSICAL THERAPIST ASSISTANT PRACTICE II

Prerequisites: Module I – Module III, **Co-requisite:** Concurrent Module IV Courses *Total clock hours: 30*

This course is a continuation of PTA 330. Students expand their knowledge, skill and ability in providing the safe, ethical, legal and value-based behaviors needed for effective patient care within the context of the current healthcare system. Emphasis is placed on understanding the U.S. healthcare models, government influences and jurisdiction practice acts; duty to patients, employers and the profession; as well as the use of technology in effective written, oral and visual communication. Students will utilize all previously learned PTA skills and knowledge to demonstrate clinical reasoning, competence and readiness for PTA 500 Clinical Experience II.

MODULE V PTA 500 – CLINICAL EXPERIENCE II

Prerequisites: Module I - Module IV, **Co-requisite:** None

Total clock hours: 280

This course is the second clinical experience. Students apply skills, knowledge and behaviors by providing physical therapy services under the supervision of a licensed physical therapist and/or physical therapist assistant. Students have completed all didactic courses and are expected to demonstrate near entry-level competence of a PTA at the conclusion of the experience.

MODULE V PTA 510 – PHYSICAL THERAPIST ASSISTANT CAPSTONE I

Prerequisites: Module I - Module IV, PTA 500, **Co-requisite:** None

Total clock hours: 10

This course initiates the process of student preparation for graduation, licensure/registration, and employment as a Physical Therapist Assistant.

MODULE V PTA 520 – CLINICAL EXPERIENCE III

Prerequisites: Module I - Module IV, PTA 500-510, **Co-requisite:** None

Total clock hours: 280

This course is the culminating clinical experience. Students are expected to demonstrate competence in the skills, knowledge and behaviors expected of an entry-level physical therapist assistant by providing physical therapy services under the supervision of a licensed physical therapist and/or physical therapist assistant.

MODULE V PTA 530 – PHYSICAL THERAPIST ASSISTANT CAPSTONE II

Prerequisites: Module I - Module IV, PTA 500-520, **Co-requisite:** None

Total clock hours: 20

This course continues the process of student preparation for graduation, licensure/registration, and employment as a Physical Therapist Assistant.

TECHNOLOGY REQUIREMENT

Each student must have daily access both on and off campus to a portable personal computing device with the specifications described for the distance education curriculum. PTA program students access all course materials, complete all testing, and submit most assignments through the Moodle learning management system that requires the ability to access the internet, create word and PDF documents, and to read and store a variety of learning resources.

PTA EVALUATION/PROGRESSION POLICY

The CBD PTA program is a modular program. All students are admitted as a cohort and the curriculum is designed so students complete all of the required courses within 5 Modules. A student must pass all courses in Module I to progress to Module II, must pass all courses in Module II to progress to Module III, etc. A student must pass all Modules to graduate with the PA AAS degree. Each didactic course in Modules I, Module II, Module III and Module IV must all be passed with a 75% or higher. The Capstone and Clinical Experience courses in Module IV and Module V are graded pass or fail as detailed in the course syllabus. A student who fails a course at any point in the sequence has one (1) opportunity to retake a module (see Readmission Procedures).

SKILLS CHECKLISTS

Lab classes are designed to teach specific psychomotor skills that are needed throughout one's career as a PTA. Passing each PTA lab course requires each student to demonstrate competence in **ALL** of the listed skills. Students are provided with the Skills Check Packet and passing requirements during the first lab class. Students have one (1) attempt at a skill check during regular class hours; remediation and repeats must be completed during open lab times. Failure to pass **ALL** Skill Check competencies prior to the end of the module will result in a maximum 74% grade in the course. Students that do not demonstrate skill competency in all concurrent lab courses are not permitted to sit for the associated practical exam.

ACADEMIC SUCCESS

PTA Program faculty monitor the academic progress of each student throughout the PTA Program and provide feedback, remediation, and tutoring when appropriate to promote student success. The Student Advisement Form is used by faculty to document academic progress, success planning, and any areas of academic concern. When submitted, the Student Advisement Form is emailed to the student and becomes a part of the student's academic record at CBD College. Any student earning below a 78% course grade is considered a potential risk and required to develop a success plan with the course instructor and/or program director.

BASIS FOR CLINICAL GRADING

Grading: The Director of Clinical Education (DCE) assigns a grade of Pass or Fail for the course. The DCE, in consultation with the Program Director, Center Coordinator of Clinical Education (CCCE), and Clinical Instructor (CI), determines if the student has achieved the expected course objectives, and therefore meets the minimum academic standards to pass the course and progress in the PTA curriculum.

The DCE determines a Pass or Fail grade based on the assessment of the Clinical Performance Instrument (CPI) and the following components:

- a. Course objectives.
- b. Satisfactory clinical competency as described in the course syllabus.
- c. Clinical setting and complexity of the environment.
- d. Experience with patients in the clinical setting.
- e. Expectations of the clinic site and academic program.
- f. Progression of performance from initial to final clinical experience.
- g. Indication of "significant concerns" or "with distinction" on the clinical evaluation.
- h. Congruence between the CI's written evaluation, comments, and performance dimensions and ratings.
- i. Congruence between CI, student and DCE assessment of student performance.

- j. Completion of all clinical assignments (e.g., project, assessments, weekly journal, student evaluation of instruction, etc.).
- k. Additional verbal or written information from the CI and student.

The Director of Clinical Education makes the final grade determination.

Note: Clinical education experiences are based on a voluntary collaborative relationship between the student and Clinical Instructor (CI). Any student asked not to return to a clinic site, for any reason, will receive an automatic failure of the course. When a student asks not to return to a clinic site, the DCE, in consultation with the Program Director, will consider the circumstances prior to determining if the student receives a failing grade or is provided an alternate clinic site.

GENERAL CLINICAL EDUCATION POLICIES:

1. Students must be familiar with and follow the policies and procedures of the clinical site.
2. Students must be familiar with and follow the CBD College policies and rules of conduct as detailed in the College Catalog.
3. **Clinic hours** are those established by the facility. The student is not expected to work a longer day than any one staff Physical Therapist Assistant.
4. The CBD College **dress code** is to be followed unless the DCE approves facility specific requirements.
5. Students must maintain copies of their **clearance documentation** and provide it to the clinic site on or before day one. Clearance documentation must include: current background check, CPR certification, HIPAA training certification, medical clearance, and immunization records.
6. **Student supervision** by at least one licensed Physical Therapist or Physical Therapist Assistant is required during all times when the student is providing direct patient care. A supervising PT/PTA must be located in the same premises as the student at all times.
7. The clinical instructor has the authority to make **assignments** outside of patient care hours to enhance the Clinical Education Component.
8. Students must follow HIPAA guidelines and respect patient rights at all times, which includes the right to refuse treatment from a student.
9. **Consult the DCE** immediately if any problems, questions or concerns occur during the affiliation. DO NOT wait until a clinic visit, return to school, or assume things will improve.
10. CBD College students are responsible for their own health coverage and medical care throughout the program. This includes accidents, injury, or illness that may occur on-campus or off-site during field trips and clinical education experiences.
11. A **progress visit** is completed by the DCE, or another faculty member, at least once during the Clinical Education Component. These visits consist of at least one conversation with each student and clinical instructor, either in person or by phone. The purpose of the visit is to assess student performance, confirm the educational opportunities available at the clinic site, and provide guidance to enhance the student/CI relationship.

PTA TESTING & GRADING PROCEDURES

Examinations – Midterm and final examinations are the primary method of assessing student learning in a course and readiness to progress to the next PTA Module.

- ALL examinations are cumulative and proctored on campus. PTA courses are sequential, building on previously passed courses, therefore examinations may test content previously learned in other PTA courses.
- Examinations are normally given electronically in a specific timeframe and submitted automatically, whether complete or not.
- No student is permitted to begin an exam after the first student has submitted their exam and left the classroom (see missed examinations).
- Missed examinations earn a grade of zero and cannot be made up unless there are extenuating circumstances with documentation (medical, legal, or military) provided to the Program Director.
- The Program Director in consultation with the Dean of Education and PTA faculty determines if there are extenuating circumstances that warrant a make-up exam.

- Make-up examinations are an alternate test version scheduled at the discretion of the instructor.
- A student who misses a final written or practical exam due to extenuating circumstances must take the exam within 7 days or the end of the module. Incomplete grades are converted to zero five days prior to the start of the next module.

Quizzes – Quizzes are regular comprehension knowledge checks scheduled throughout the course.

- Quizzes are proctored on-campus at the beginning of most classes.
- Quizzes may or may not be scheduled, and are given in a designated timeframe as determined by the instructor.
- Late students are not permitted to begin a quiz after the first student has submitted the quiz and left the classroom.
- Students who are late must submit their quiz at the specified end time, regardless of when they began the quiz.
- **No make-up quizzes are permitted. NO exceptions.** The lowest quiz score is dropped before calculating the 25% course quiz grade.

Assignment: A variety of assignments, including homework, group projects, and in-class activities provide opportunities to apply learned concepts, practice new skills, and prepare students for specific learning activities.

- Instructors may schedule assignments at any time throughout the course.
- Students are given details of the assignment, expected outcomes, grading, and due dates at the time the assignment is made.

Practical Examinations – Midterm and final practical examinations are the primary method of assessing student skill competence and readiness to progress to the next PTA Module.

- PTA courses are sequential, building on previously passed courses, therefore practical exams may test content learned in previous and concurrent PTA courses.
- Practical examinations are individual mock patient treatment sessions that last about one hour. The testing schedule is published at least one week in advance and may require student attendance outside of the normal course schedule.
- Prior to sitting for a practical examination, all course specific skill checks must be passed. Cancellation of a practical due to incomplete skill checks is graded as a failed practical.
- Skills learned in Module 2 and 3 are assessed in the PTA 330 Practical Exam. Skills learned in Module 2, 3, and 4 are assessed in the PTA 430 Practical Exam.

REVIEW OF TESTS/ASSIGNMENTS

All grades are normally posted in Moodle within 48 hours of the due date with feedback on performance. Review of exams, quizzes and assignments is available with the instructor after all students have completed the test or assignment. Written and practical examinations are retained by the PTA program.

ACADEMIC DISHONESTY

Any student who engages in academic dishonesty (including, but not limited to: plagiarizing another person's work, cheating on an examination or assignment, distributing copies of examinations, assignments, or answer sheets to other students, passing off another's work as one's own, and/or aiding one or more other students in committing the same or similar acts of academic dishonesty) will be given a grade of zero for the exam or assignment in which the infraction occurred. If a student commits a second (2nd) act of academic dishonesty, he or she will be dismissed from the college. All acts of academic dishonesty will be recorded on a Notice of Deficiency form and placed in the student's permanent academic file.

PTA PROFESSIONAL BEHAVIOR

The PTA program requires each student to consistently *demonstrate behaviors that meet the academic and professional standards* of safe, responsible, respectful, legal and ethical conduct as described in these documents. Blatant violation of these expectations or repeated behavioral remediation will result in a Recommendation for Termination from the PTA Program.

- a. *The CBD College Catalog*
- b. *The [laws and regulations of any jurisdiction](#) in which a CBD student is participating in a clinical education externship. In California, physical therapy is governed by the PT Board of California (www.ptbc.ca.gov)*
- c. *A.P.T.A. Standards of Ethical Conduct for the Physical Therapist Assistant (www.apta.org/PTA/PatientCare)*
- d. *A.P.T.A. Value Based Behaviors for the PTA. (www.apta.org/ValuesBasedBehaviors)*

PTA EQUIPMENT AND MATERIALS

<ul style="list-style-type: none"> ● Aesthesiometer ● Anatomy Models ● Balance Boards ● BAPS Balance Board ● Bikes ● Body Blades ● Bolsters ● BOSU Balls ● Canes ● Cervical Traction ● Cold Packs ● Compression Unit ● Crutches ● Dumbbells and Ankle Weights ● Electrical Stimulation Units ● EMG / Biofeedback Units ● Foam Rollers ● Foam Rolls ● Functional Grid ● Goniometers ● Grip Dynamometer ● Hi/Lo Tables ● Hot Packs ● Hydrocollator ● Inclinometers ● Iontophoresis Units ● Light Therapy ● Lumbar Traction ● Mat Tables ● Orthotic Devices ● Paraffin Bath ● Parallel Bars ● Positioning Bolsters ● Positioning Wedges ● Posture Grid ● Progressive Resistive devices ● Pulley Weight Systems ● Pulse Oximeter 	<p><u>Books:</u></p> <ul style="list-style-type: none"> ● <i>Role of the PTA</i> ● <i>Mobility in Context: Principles of Patient Care Skills</i> ● <i>Documentation Basics: A Guide for the Physical Therapist Assistant</i> ● <i>Measurement of Joint Motion</i> ● <i>Pathology for the PTA</i> ● <i>Physical Rehabilitation</i> ● <i>Kinesiology in Action with Foundation in Kinesiology and Biomechanics</i> ● <i>Daniels & Worthingham's Muscle Testing: Techniques of Manual Examination</i> ● <i>Physical Agents in Rehabilitation from Research to Practice</i> ● <i>Therapeutic Exercises: Foundations & Techniques</i> ● <i>Clinical Decision Making for Physical Therapist Assistant</i> ● <i>Patient Practitioner Interaction</i> ● <i>Scorebuilders Two-Day On-Campus Review Course with Book and Mock Exam</i> <p><u>Software:</u></p> <ul style="list-style-type: none"> ● <i>Visible Body Muscle Premium</i> ● <i>Exercise Pro Live</i> ● <i>PTA CPI Web</i> ● <i>PEAT (2 PTA Practice Examinations and Assessment Tool)</i> ● <i>Scorebuilders PTA Exam 1 & 2 Combo (Academic Version)</i> <p><u>General Education:</u></p> <ul style="list-style-type: none"> ● <i>College English and Business Communication</i> ● <i>Hole's Human Anatomy & Physiology</i> ● <i>Basic College Mathematics – ALEKS 360</i> ● <i>Psychology and Your Life with P.O.W.E.R. Learning</i> ● <i>Essentials of Medical Language</i>
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| <ul style="list-style-type: none">● Rebounder Trampoline● Reflex Hammers● Rolling Mirrors● Rolling Stools● Sensory Testing● Skeleton Model● Sphygmomanometers● Stair set with Handrails● Step Exercise Equipment● Stethoscope● Swiss Balls● TENS/NMES Units● Total Gym with Attachments● Traction Units● Transfer Boards● Treadmills● Treatment Tables● Ultrasound Units● Upper Body Ergometer● Volumetric Gauges● Walkers● Weighted Balls & Bars● Wheelchairs | |
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