PTA 107 Therapeutic Measurement
Summer 2015

Holly Beinert, PT, DPT
Course Director

SUMMER 2015 OFFICE HOURS:
Tuesdays and Thursdays 12:00-1:00 pm in MS 352

beinerth@mccc.edu
609-570-3478
MS 157

Course Syllabus:

<table>
<thead>
<tr>
<th>Course #:</th>
<th>PTA 107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Therapeutic Measurement</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>2</td>
</tr>
<tr>
<td>Contact Hours in Semester:</td>
<td>1/2</td>
</tr>
<tr>
<td>Number of weeks:</td>
<td>6</td>
</tr>
<tr>
<td>Number of Clinical weeks:</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Contact Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Pre-requisite Course(s):</td>
<td>PTA 101 Introduction to PTA, PTA 105 Kinesiology, BIO 104 LEC &amp; BIO 104 LAB with a grade of C+ or higher completed within the past 5 years</td>
</tr>
<tr>
<td>Co-requisite Course(s):</td>
<td>PTA 112 Pathology</td>
</tr>
</tbody>
</table>

Course Grading:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Assessment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Written Exam #1 in Testing Center</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Written Exam #2 in Testing Center</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>8 Written Quizzes in class Φ</td>
<td>15</td>
</tr>
<tr>
<td>Psychomotor</td>
<td>4 Competency Tests**</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1 Practical Examination*</td>
<td>25</td>
</tr>
<tr>
<td>Affective</td>
<td>Generic Abilities Assessment</td>
<td>30</td>
</tr>
</tbody>
</table>

* In the event that a student/learner is unsuccessful in passing the Practical Examination, the student/learner will not receive a passing score for the course. Please refer to the “Practical Examinations” section of the PTAP Student/Learner Handbook

** Please note competency tests are scheduled outside of regularly scheduled class time

Φ Missed quizzes will receive a grade of “0” and will not have the opportunity to be “made up”
Generic Abilities Assessment

The Generic Abilities Assessment is worth 30% of the overall course grade (or 30 points).

**Attendance and Punctuality (11 points)**
PTA 107 is a course that meets 11 times prior to the Practical Examination. An absence will result in a one point deduction per class. A late arrival or early exit will result in a half point deduction per class.

**Preparation (8 points)**
Preparing for class each week is a vital component to successfully participating in the class and understanding the course material. Upon entry to the classroom, each student/learner will be required to approach the course instructor to sign in on the sign-in sheet. At that time, each student/learner will show evidence of preparation for the class. If a student/learner is unable to show evidence of preparation for each part of the body, this will result in a one point deduction topic area.

**Communication (11 points)**
Communicating effectively and respectfully in class is very important for lecture and lab based classroom activities. Demonstrating interest and respect are vital skills for healthcare providers. Likewise, disruptive communication hinders the ability of the entire class to achieve the goals of the classroom. Class disruptions and other inappropriate communication will result in a one point deduction per class.

### Expectations of Preparation Prior to Class

1. It is expected that all materials that have been outlined in the course handbook have been read prior to the class meeting time.
2. You are responsible for filling out all “blanks” in the Goniometry PowerPoint Handouts located in your Lab Manual PRIOR TO the applicable class. This starts Thursday 6/4/15. When you enter the lab, you will need to bring your lab manual to the course instructor to show evidence of preparedness, in order to be “signed in” for the class.
3. For all lab classes (and clinical affiliations), fingernails must not extend past the tips of the fingers, hair must be pulled back, body of the sternum must be covered, closed toed shoes must be worn, and appropriate clothing to expose the joints being measured. Please refrain from chewing gum during all lab activities.

### PTAP Policy: COURSE GRADING

One of the goals of the MCCC PTAP is to prepare students to practice as PTAs. In New Jersey, as in many other states, PTAs are required to be licensed. Licensure is granted following the successful completion of a standardized licensing exam, with a score of 75 or higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
</tbody>
</table>

Grades below 77 are not considered passing grades for PTAP courses, and are therefore considered unacceptable. All PTAP courses must be completed with a grade of “C+” or higher.
**Written Assignments**

Grading Criteria for all written assignments will be provided with the assignment.

*Please note that a penalty of 5 points per day may be imposed for late submission of assignments.*

**Recommendation**

It is highly recommended that you put your name on your goniometers as well as your text books. We do not recommend that you rent these textbooks or sell them back. These are foundational textbooks that will be used as resources throughout the clinical education component of the program.

**TEXT(S): (BRING TO ALL CLASSES)**

**Required:**


**Recommended:**


ISBN: 978-0-9777006-7-7

**check the program website before selling books back**

**COURSE DESCRIPTION:**

Laboratory practice of measurement skills for joint range of motion (ROM), muscle length, and muscle strength. Includes volumetric, circumferential and postural assessments; manual muscle tests; and range of motion measurements using a goniometer. Competencies evaluated throughout the course.

**COURSE GOALS:**

Following the successful completion of this course with a grade of C+ or higher, the learner will be able to:

1. Observe the available range of motion in a specified joint of a classmate and verbally report whether or not the motion looks like it is within normal limits, functional limits or is limited and then objectively measure the motion with a goniometer and document the range of motion.

2. Observe the size of a peripheral extremity and compare it with the opposite extremity and assess whether or not there is a size differential in girth and length and then objectively measure the area to determine whether or not there is a difference.

3. Manually assess the strength of a peripheral muscle group against gravity and in gravity eliminated positions to determine how much muscle strength is present in the prime movers for that muscle group and whether or not the test position needs to be changed.
Cognitive/Knowledge
The student/learner will be able to successfully:
1. identify synergistic muscle groups that initiate and continue motion for the peripheral joints
2. differentiate between gravity assisted, gravity resisted and gravity eliminated testing positions for MMT
3. identify muscles that will try to substitute for weak muscles to maintain or perform a specified motion
4. differentiate between the advantages & disadvantages of various measurement techniques for strength, ROM and extremity size or volume
5. identify the components of measurements that need to be documented in a patient chart
6. recognize normal and abnormal joint movement, as well as commonly accepted “normal” values
7. describe the difference between active ROM, passive ROM, and active assisted ROM
8. describe the normal end feel during joint ROM for a specific joint
9. differentiate between the various muscle grades using “5/5” terminology
10. identify which anatomical plane each motion of the peripheral joints occur within
11. identify alignment of the fulcrum, stationary arm and moving arm of a goniometer using bony landmarks for all motions of the peripheral joints
12. identify proper stabilization, clinician hand placement, and patient instruction for all motions of the peripheral joints
13. identify recommended (standard) patient positions for all motions of the peripheral joints for both goniometry and manual muscle testing
14. recognize and define medical terminology
15. differentiate between the uses for different sizes of goniometers
16. describe the purpose of a volumetric assessment for edema
17. contrast and compare a tape measure with a volumeter for edema assessment

Psychomotor
The student/learner will be able to successfully:
1. perform manual muscle tests for all grades for the prime movers
2. perform goniometric measurement of joint range of motion for all peripheral joints
3. perform a volumetric measurement for the hand and foot/ankle
4. perform circumferential measurements for an upper extremity
5. perform a postural assessment for a seated and standing patient
6. document objective measurements in the patient chart
7. recognize normal and abnormal muscle length
8. demonstrate MMT utilizing the principles of mechanical advantage
9. demonstrate documentation of measurements taken with a goniometer, a tape measure and a volumeter

Affective
The student/learner will be able to successfully:
1. Display communication styles utilized in the clinical setting
2. Demonstrate a commitment to learning by attending class consistently and showing up on time
3. Demonstrate a commitment to learning by preparing for each class
4. Demonstrate responsibility and professionalism by completing assignments in a timely manner
COURSE OUTLINE:

I. Posture
II. Bony Landmarks
III. Measurement Tools
IV. Edema
V. Introduction to Goniometry
VI. Introduction to MMT
VII. Cervical
VIII. Thoracic & Lumbar
IX. Shoulder
X. Elbow
XI. Wrist
XII. Hip
XIII. Knee
XIV. Ankle
XV. Hand & Foot

Confidentiality Expectations

Patients:
During the academic preparation to become a physical therapist assistant, there will be instances when you will be expected to collect data regarding a patient that you have seen or are seeing. This data is intended to be used for educational purposes only. Under NO circumstances, should this data be identified with a particular patient or individual by the use of proper names.

Sample acceptable data for collection:
- diagnosis
- prescribed medications
- age, gender
- overall medical condition of the patient
- previous medical history
- physical therapy plan of care
- record of PT visits
- physical therapy documentation

Classmates:
Periodically during the course of the semester, individuals among your classmates may be asked to share physical anomalies or previous injuries and treatments with the PTAP class. If an individual chooses to share this information with the class, it is NOT to leave the classroom. If an individual does not wish to share a personal diagnosis or anomaly with the class, it is within their rights not to do so.

Volunteers will be solicited for laboratory demonstrations. Information obtained during these lab exercises is intended for demonstration purposes only. It is the right of every individual NOT to volunteer for a demonstration. However, all students are expected to volunteer to be a patient for their classmates. This may involve the removal of minor articles of clothing. In the event that clothing is removed, draping techniques will be employed to preserve patient dignity.

Faculty:
Any and all individuals who elect to allow themselves to be the patient during class and lab activities can expect that all information gained during the activity will remain confidential. This extends to all MCCC faculty and MCCC staff, who elect to be “patients”.

Policy: Student Injuries during Clinical &/or Lab:

1. Advise your Clinical Instructor and Course Instructor (ACCE Holly Beinert) immediately of the.
2. Prepare an Injury Report and an Insurance Claim Form. Copies of both of these forms can be obtained either in the nursing office on the first floor of the MS building, or from your ACCE (Holly Beinert: MS 157). Submit completed copies of the forms to the ACCE (Holly Beinert). Keep the originals for your records.  
3. Attach a copy of the incident report to the insurance claim form and follow the instructions on the form to file a claim. Students are responsible for filing all claims and for any follow up necessary, directly with the insurance company.

Expectations for Lab Sessions

- Student/learners are to come to lab sessions prepared to perform the lab activities assigned for that day.
- Student/learners are expected to be appropriately attired to participate fully in the lab activities scheduled for that day. Comfortable clothing that allows for full and unrestricted ease of movement, and protects the dignity of the individual (e.g. clothing that does not compromise an individual’s modesty nor expose unnecessary parts of the body) is strongly recommended. These include but are not limited to: sweat pants, gym shorts, tank tops, halter tops, sports bras, sneakers, and rubber soled closed-toe shoes. Tops must cover the entire body of the sternum.
- Student/learners will have locker facilities available for storage of lab clothing and supplies. Student/learners must provide their own combination lock for the lockers.
- Student/learners are expected to act the role as both clinician and as patient with lab partners for each scheduled lab session.
- Gum chewing is not allowed during all laboratory activities.
- Hair must be tied back during lab and nail polish must be neutral or light.

Class Philosophy:

Participants will be expected to accept responsibility for their learning, and as such will be considered learners.

Learners will identify:
- topic areas that are of particular interest to them for the purpose of paper assignments
- topic areas that present challenges to them
- strategies for meeting his or her individual needs to master the information

Learners will also:
- actively participate in the presentation/discussion of course materials
- actively participate in the negotiation of a class schedule that meets the objectives for the course and for the learners
- respect the interests and needs of other learners or faculty
- work together toward a meaningful understanding of the materials presented.
Reasonable Accommodations

On July 26, 1990, the President of the United States signed the Americans with Disabilities Act (P.L. 101-336). The ADA is intended to remove barriers against the more than 43 million people with disabilities in the United States. If you have a documented learning disability, psychological disability, physical disability, or other hidden disability that requires an accommodation, it is your responsibility to make an appointment to meet with the course director and potentially the PTA program coordinator prior to the due date for any course examinations or assignments to discuss what accommodations might be necessary.

A list of Essential Functions for the PTA program students and graduates is available to all students by request, from any PTA program faculty member or through the program’s website.

Mercer County Community College & the Americans with Disabilities Act

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson’s office is LB221, and she can be reached at (609) 570-3525.

Exams in the Testing Center

Mercer County Community College has an Academic Testing Center on campus in the Student Center which makes it possible for exams to be administered outside of class time, allowing student/learners the ability to schedule their own time for testing. This also permits more judicious use of class time for lectures and labs rather than testing. The following list represents some things to remember when using the (ATC)

1. Anyone taking "Scantron" exams in the testing center will need to keep the “Testing Center Report Form” that is provided at the completion of the exam.
   a. This form indicates the grade that was earned and which test questions were incorrect.
   b. This form should be retained as a record of the exam.
2. Anyone taking an exam in the testing center is required to present a current Mercer ID
   a. one that has a sticker on it indicating the current semester
   i. issued by the security office in the student center
3. The Academic Testing Center typically is open on the West Windsor Campus as follows:
   **Fall and Spring Semesters**
   M-R 9am-7:30pm and Saturdays 9am-2:30pm closed on Fridays
   and during the **Summer Sessions**
   M-R 9am-7:30pm and Saturdays 9am-12:30pm closed on Fridays
   a. It is the responsibility of the student/learner to make sure that he/she has verified the operating hours for the Academic Testing Center
   i. This is subject to change from semester to semester
Recording the Instructor

1. Audio recording of the instructor during lecture and lab will only be permitted for those students who have documentation stating that audio recordings are a reasonable accommodation for that student. Audio recording under these circumstances will be permitted once the documentation has been provided to the instructor.

2. Video recording of the instructor during lecture and lab are not permitted.

Attendance for PTA program Courses:

1. Mercer County Community College does not have a "cut system." **Student/learners in PTA program courses are required to attend all lecture, lab, competency testing and clinical affiliation sessions.** Attendance records will be maintained.

2. If you are going to be absent from a scheduled class, it is your responsibility to notify the course instructor in writing to inform him or her of the absence and how you will be making up the work for that day. Copies of any class handouts that might have been distributed will be available in the course folders within the classroom. It is your responsibility to check the folder for the class that you would have missed to see if there was a new handout. It is not your instructor’s responsibility to attempt to keep track of what you might have missed.

3. Official college closings or delayed openings are announced on local radio stations, the college radio station WWFM, 89.1 and Mercer County Community College TV Channel 23. On other stations the college may be referred to by name or Code #922. It is the student/learner’s responsibility to listen and act accordingly. Notices of emergency closings are also announced on the college website at [www.mccc.edu](http://www.mccc.edu).

**Continued matriculation following acceptance in the PTA program indicates that the student/learner has agreed to accept and uphold his or her commitment to these policies.**

Academic Integrity Statement:

**ACADEMIC INTEGRITY**

**OMB 210**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

**A. Uses or obtains unauthorized assistance in any academic work.**

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

**B. Gives fraudulent assistance to another student.**

- completing a graded academic activity or taking an exam for someone else.
• giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
• sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
• submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
• using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
• presenting another individual's work as one's own.
• submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment.
• falsifying bibliographic entries.
• submitting any academic assignment which contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage.
• inappropriately or unethically acquiring material via the Internet or by any other means.
• using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY
For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation.
In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS
The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved by the MCCC Board of Trustees March 18, 2004
Summer Practical Exam Instructions

Preparing for Practical Day

LEARNERS:
- Come prepared with 2 outfits. One should be appropriate attire while in the role of clinician. If you have long hair, you will need to come prepared to put it up while you are the clinician. Wear your MCCC ID as a nametag. You should also bring attire to be a patient. You should have shorts, tank tops, etc. Bring a black pen.

Your first arrival to the lab

CLINICIANS:
- Enter the room 6 minutes prior to your scheduled time with your lab coat and name tag in place. Store your belongings in the front of the lab by the coat hooks. It is your responsibility to enter the lab on time.
- At five of, sign in on the sign in sheet, (which will be just inside the classroom door on the clipboard) and choose your practical scenario. Otherwise, this will result in a one point per minute deduction from your final practical grade for each class.

PATIENTS:
- Be in the hallway at least 10 minutes prior to your scheduled time.
- Enter the lab 5 minutes prior to your scheduled time, sign in on the sign in sheet, (which will be just inside the classroom door on the clipboard) and have a seat in one of the wheelchairs in the waiting room. Otherwise, this will result in a one point per minute deduction from your final practical grade for each class. It is your responsibility to enter the lab on time.

5 minute Preparation

CLINICIANS:
- After you select your patient problem, take 5 minutes to read the scenario, make any notes you need to, and prepare yourself, your patient and your treatment area. You may not leave MS 352 once you have selected your patient problem.
- You can take this time to ask your patient to put on a gown, to roll a pant leg up, put on shorts, tie something around a limb, etc.
- You will need to give the practical scenario card back prior to getting up from the table.
- After you are done preparing yourself, your patient, and the treatment area, YOU MUST inform your proctor that you are starting. This must happen BEFORE you perform a hand hygiene technique.

PATIENTS:
- Your clinician may ask you to don a hospital gown, a pair of shorts, a tank top, roll up a pant leg, etc.

Treatment Time

CLINICIANS:
- You have 30 minutes to perform your skill, clean up the treatment area, and document the session.

PATIENTS:
- You will be graded for being a patient. DO NOT assist the clinician with decision making skills, DO NOT give any hints, and stick to the scenario that you read.

Wrap-Up

CLINICIANS:
- Your SOAP note documentation is due by the end of your 30 minute practical examination time slot. All patient related documentation must be handed in to your tester (this means all paper that you took any notes on).

PATIENTS:
- When you have been released, you are to quietly retrieve your things and leave the lab.

Reflections
- Reflections are to be completed and either placed in the bin in the lab, or emailed to Holly (Holly only!) or beinerth@mccc.edu by 4 pm.
PTA 107 Practical Examination Grading Rubric

Learner: ________________________________ Date: ________________
Patient: ________________________________ Scenario: ________________________________

INSTRUCTIONS: The learner will have one of the possible test scenarios that he or she will need to perform with an assigned patient. The selection will take place approximately __5___ minutes before the actual testing time. During that time notes may be made on a separate piece of paper that may be used during the testing. All papers must be turned in at the completion of the practical. Each test will take a total of __30___ minutes to complete.

Abbreviations:

ROM Range of Motion
MMT Manual Muscle Test
Rx Treatment
SPTA Student Physical Therapist Assistant
PTAP Physical Therapist Assistant Program

The tester will be looking for the following: (from the individual being tested)
1. preparation of the treatment area for the patient (before and after the session)

Scores:

<table>
<thead>
<tr>
<th>107</th>
<th>Equivalent to:</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Entry level performance for a PTA</td>
<td>Set up with appropriate equipment/supplies (plinth, sheets, pillows, towels, bolsters, goniometers and/or tape measures, foot stools, chairs, pen and paper), all were put away at end of the treatment session</td>
</tr>
<tr>
<td>4</td>
<td>Competent for a PTA learner at this level</td>
<td>Set up was mostly appropriate with minor exceptions, the learner needed to leave the patient to get something, but the patient was safe &amp; supported</td>
</tr>
<tr>
<td>3</td>
<td>Nervous but safe</td>
<td>Set up was appropriate with minor exceptions, learner forgot several things and left patient several times, but patient was supported &amp; safe</td>
</tr>
<tr>
<td>2</td>
<td>Inappropriate</td>
<td>Did not use a sheet on the treatment plinth during the treatment session</td>
</tr>
<tr>
<td>2</td>
<td>Unsafe</td>
<td>Left the patient unsupported when going to retrieve something needed for treatment or while documenting</td>
</tr>
<tr>
<td>1</td>
<td>Disrespectful to the patient</td>
<td>Did not speak to the patient to explain where/why leaving patient to retrieve something and/or left a patient in the treatment area at the conclusion of treatment</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>Forgot to clean up treatment area before starting to document</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:

2. preparation of the clinician, hand-hygiene before touching a patient, lab coat donned, professional attire and name tag visible

Scores:

<table>
<thead>
<tr>
<th>107</th>
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<tbody>
<tr>
<td>10</td>
<td>Entry level performance for a PTA</td>
<td>Complete and appropriate hand-hygiene performed, name tag visible, lab coat buttoned &amp; neat, professional attire</td>
</tr>
<tr>
<td>9</td>
<td>Competent for a PTA learner at this level</td>
<td>As above, but lab coat may not be buttoned or neat</td>
</tr>
<tr>
<td>8</td>
<td>Nervous but safe</td>
<td>As above, but may have needed to start hand-hygiene process over</td>
</tr>
<tr>
<td>7</td>
<td>Inappropriate</td>
<td>Incomplete and/or inappropriate hand-hygiene procedure, name tag missing or not visible, lab coat donned (but may be unbuttoned or not neat); minor unprofessional attire (includes hair, nails, jewelry, clothing and footwear), continually touched self and left the patient to perform additional hand-hygiene.</td>
</tr>
<tr>
<td>6</td>
<td>Unsafe</td>
<td>As above, but did not re-wash hands after touching oneself</td>
</tr>
<tr>
<td>5</td>
<td>Fraudulent</td>
<td>Wrong name or professional designator on name tag</td>
</tr>
<tr>
<td>3</td>
<td>Disrespectful to the patient</td>
<td>No lab coat, name tag missing or not visible, exposed tattoos, significantly unprofessional clinical attire (includes hair, nails, jewelry, clothing and footwear)</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>Did not perform hand-hygiene before touching the patient, forgot lab coat and/or name tag forgotten or not visible</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:
3. to see how the clinician introduces him/herself to the patient (name & title), (clarity and speed)

Scores:

<table>
<thead>
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</tr>
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</table>
| 5   | Entry level performance for a PTA | My name is "NAME." I am a Physical Therapist Assistant Student from Mercer County Community College and I will be working with you today."
Slow, clear, easily audible, looked for acknowledgment by patient by using appropriate eye contact at eye level |
| 4   | Competent for a PTA learner at this level | As above but the volume, speed or clarity could be improved |
| 3   | Nervous but safe | As above, but "Physical Therapy Assistant Student" |
| 2   | Inappropriate | As above, but “Physical Therapy Assistant Student” and the volume, speed or clarity could be improved |
| 1   | Fraudulent | As above, but “Physical Therapy Assistant” or “Physical Therapist Assistant” or “Physical Therapist Student” or “Physical Therapist” |
| 1   | Disrespectful to the patient | No eye contact, utilization of poor grammar “Hi, I’m goin’ to be working with you today” |
| 0   | Forgotten or incomplete task performance | No introduction |

Circle observation(s) above and additional comments:

4. to see that the dignity of the patient is respected by making eye contact when talking to the patient, gathers appropriate patient information/discusses treatment plan/results in the treatment area,

Scores:

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<tr>
<td>5</td>
<td>Entry level performance for a PTA</td>
<td>The SPTA gathered patient history and discussed the Rx plan in Rx area and not the waiting room, maintained appropriate eye contact while talking to the pt. and gathered appropriate subjective information by avoiding leading questions and asking appropriate follow up questions to quantify subjective information</td>
</tr>
<tr>
<td>4</td>
<td>Competent for a PTA learner at this level</td>
<td>As above, but did not quantify subjective information by asking appropriate follow up questions and/or asked one leading question</td>
</tr>
<tr>
<td>3</td>
<td>Nervous but safe</td>
<td>As above, but asked minimal subjective questions or asked multiple leading questions or did not quantify subjective information by asking appropriate follow up questions</td>
</tr>
<tr>
<td>2</td>
<td>Inappropriate</td>
<td>The SPTA gathered patient history and/or discusses Rx plan in the waiting room,</td>
</tr>
<tr>
<td>1</td>
<td>Disrespectful to the patient</td>
<td>The SPTA never made eye contact with the patient and/or never shared the ROM/MMT results with the patient</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>The SPTA never gathered subjective information from the patient and/or never discussed the Rx plan with the patient</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:

5. to see that the patient is positioned appropriately for what is being done with them

Scores:

<table>
<thead>
<tr>
<th>107</th>
<th>Equivalent to:</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Entry level performance for a PTA</td>
<td>When performing ROM, the joint and appropriate bony landmarks were appropriately exposed and the proximal segment of the joint being measured was stabilized. Also, the SPTA provided verbal and tactile cues as necessary to minimize the patient’s compensatory movements during MMT.</td>
</tr>
<tr>
<td>4</td>
<td>Competent for a PTA learner at this level</td>
<td>When performing ROM, the joint and appropriate bony landmarks were appropriately exposed. If the proximal segment of the joint being measured (ROM) was not stabilized, the SPTA still aligned the goniometer correctly. Also, the SPTA provided verbal and tactile cues as necessary to minimize the patient’s compensatory movements during MMT.</td>
</tr>
<tr>
<td>3</td>
<td>Nervous but safe</td>
<td>As above, but the SPTA’s verbal and tactile cues to minimize compensatory movements during MMT were not entirely effective.</td>
</tr>
<tr>
<td>1</td>
<td>Disrespectful to the patient</td>
<td>The SPTA exposed appropriate bony landmarks in preparation for ROM, but did not first explain this to the patient</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>The SPTA did not attempt to expose the joint or bony landmarks during ROM and/or compensatory movements during MMT were not addressed</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:
6. to see that the clinician is demonstrating appropriate concern for the patient and him/herself during the treatment session as manifested in the treatment environment and the observation and practice of body mechanics that represent good habits and an awareness of the principles for self and others

Scores:

<table>
<thead>
<tr>
<th>107</th>
<th>Equivalent to:</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Entry level performance for a PTA</td>
<td>The SPTA practiced safe body mechanics techniques throughout the Rx session. The SPTA selected a Rx area that was conducive to both the patient’s needs and clinician’s needs.</td>
</tr>
<tr>
<td>9</td>
<td>Competent for a PTA learner at this level</td>
<td>The SPTA practiced safe body mechanics through most of the Rx session, using poor mechanics one time or demonstrating sitting posture that needs improvement.</td>
</tr>
<tr>
<td>8</td>
<td>Nervous but safe</td>
<td>The SPTA practiced safe body mechanics through most of the Rx session, using poor mechanics more than once or demonstrating sitting posture that needs improvement.</td>
</tr>
<tr>
<td>7</td>
<td>Inappropriate</td>
<td>The SPTA’s body mechanics created an opportunity for injury to the clinician if continued over time. The SPTA did not take the time to correct his/her body mechanics.</td>
</tr>
<tr>
<td>6</td>
<td>Unsafe</td>
<td>The SPTA’s body mechanics created an immediate safety concern for both the clinician and the patient</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:

7. to see that things are explained to the patient in terms that he/she is capable of understanding

Scores:

<table>
<thead>
<tr>
<th>107</th>
<th>Equivalent to:</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Entry level performance for a PTA</td>
<td>The SPTA explained all activities in layman’s terminology, briefly introduced the ROM measurement tool before using it and clearly explained to the patient what his/her role was. The SPTA demonstrated movements when appropriate. The SPTA asked the patient if he/she had any questions.</td>
</tr>
<tr>
<td>9</td>
<td>Competent for a PTA learner at this level</td>
<td>The SPTA used medical terminology 0-25% of the time, briefly introduced the ROM measurement tool during the Rx session. The SPTA explained the role of the patient, but clarity could be improved. The SPTA asked the patient if he/she had any questions.</td>
</tr>
<tr>
<td>8</td>
<td>Nervous but safe</td>
<td>The SPTA used medical terminology 25-50% of the time and the ROM measurement tool was not introduced. The SPTA explained the role of the patient, but clarity could be improved. Demonstration was not utilized, but the patient performed the correct movement due to clear verbal instruction.</td>
</tr>
<tr>
<td>7</td>
<td>Inappropriate</td>
<td>The SPTA used medical terminology &gt; 50% of the time. Demonstration was not utilized, and verbal instructions were not clear enough to result in proper patient performance.</td>
</tr>
<tr>
<td>3</td>
<td>Disrespectful to the patient</td>
<td>The SPTA used only medical terminology</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>No instruction took place prior to the expectation that the patient would be expected to perform something.</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:

8. to see that the documentation is meaningful and accurate and meets each of the following criteria:
- correct abbreviations, spelling, and documentation format in black ink,
- to see that session measurements are accurate and in agreement with the testers visual assessment of the measurements and the session, recording only what is done and planned
- correct patient name and spelling of patient name (classmate who assumes role as patient)

Scores:

<table>
<thead>
<tr>
<th>107</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Entry level performance for a PTA</td>
<td>The “S” and “O” portion of a SOAP note was documented and included the patient’s full name, date, signature and professional designator, in legible black permanent ink without blank spaces. Includes the side of the body, joint, motion, type of ROM, and full, accurate results. Any errors were indicated correctly. Any abbreviations included are on the PTAP Approved Abbreviations list.</td>
</tr>
<tr>
<td>9</td>
<td>Competent for a PTA learner at this level</td>
<td>As above, although the note may be difficult to read or have a blank space or one spelling error</td>
</tr>
<tr>
<td>8</td>
<td>Nervous but safe</td>
<td>As above, although the note may have more than one spelling error or missing the type of ROM or missing the starting point for ROM measurements</td>
</tr>
<tr>
<td>7</td>
<td>Inappropriate</td>
<td>As above, although the note may be missing the side of the body, joint, or motion, or errors were not indicated correctly or abbreviations included are not located on the PTAP Approved Abbreviations list or the MMT is not documented as being out of 5 “#5”</td>
</tr>
<tr>
<td>5</td>
<td>Fraudulent</td>
<td>The documentation included statement of test results that did not take place and/or incorrect patient name and/or incorrect date</td>
</tr>
<tr>
<td>3</td>
<td>Disrespectful to the patient</td>
<td>The patient name was misspelled and/or the full name was not included</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>The documentation was unsigned and/or the note was incomplete (“S” and “O” portions incomplete)</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:
9. **Patient Safety:** to see that the treatment has been prioritized for the patient with evidence of a physiologically sound and rational plan for the session

**Critical Safety Indicators (CSI):**

1. **ROM measurements must be taken prior to MMT measurements for each joint motion**

**Scores:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Equivalent to:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>Entry level performance for a PTA</td>
<td>The SPTA organized the testing sequence by body position to eliminate the need for the patient to continually change and re-assume positions, while ensuring that ROM measurements were taken prior to strength measurements for each joint.</td>
</tr>
<tr>
<td>20</td>
<td>Competent for a PTA learner at this level</td>
<td>The SPTA ensured that ROM measurements were taken prior to strength measurements for each joint, but the patient was asked to change positions more than necessary.</td>
</tr>
<tr>
<td>18</td>
<td>Nervous but safe</td>
<td>The SPTA ensured that ROM measurements were taken prior to strength measurements for each joint, but the patient was asked to change positions more than necessary and re-assume previous positions.</td>
</tr>
<tr>
<td>15</td>
<td>Inappropriate</td>
<td>The SPTA gathered strength data prior to ROM data for a given joint.</td>
</tr>
<tr>
<td>9</td>
<td>Unsafe</td>
<td>All CSI performed. The ROM measurements were within 1 degree of the actual measurement and was read from the correct starting point.</td>
</tr>
<tr>
<td>6</td>
<td>Fraudulent</td>
<td>The bony landmarks were not palpated prior to lining up the ROM measurement tool.</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>No verbal instructions were provided to the patient during MMT.</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:

10. **Patient Safety:** to see that the demonstration of the selected tasks with the patient is done with evidence of skill and safety

**Critical Safety Indicators (CSI):**

1. The patient is asked to assume the correct standard testing position (with any additional support as necessary provided) for both ROM and MMT measurements.
2. During ROM testing, line up the fulcrum, stationary arm and moving arm of the goniometer with the correct bony landmark by first palpating the bony landmark.
3. During ROM testing, read the measurement tool correctly.
4. When reading a ROM measurement tool, ensure that it is being read at eye level to maximize accuracy.
5. During MMT, place both stabilizing and resisting hands in appropriate positions. The resisting hand should not cross the next joint.
6. During MMT, apply manual resistance in a slow, gradual method, 90° to the primary axis of the body part being tested.
7. During MMT, do not begin providing resistance until all patient instructions have been provided.

**Scores:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Equivalent to:</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>Entry level performance for a PTA</td>
<td>All CSI performed. The ROM measurements were within 1 degree of the actual measurement and was read from the correct starting point.</td>
</tr>
<tr>
<td>20</td>
<td>Competent for a PTA learner at this level</td>
<td>All CSI performed, although it may have taken the student additional time and attempts. The ROM measurements were within 2 degrees of the actual measurement and was read from the correct starting point.</td>
</tr>
<tr>
<td>15</td>
<td>Nervous but safe</td>
<td>All CSI performed. The student may be shaky, but the measurement tools are lined up correctly. The ROM measurements were within 3 degrees of the actual measurement and was read from the correct starting point.</td>
</tr>
<tr>
<td>12</td>
<td>Inappropriate</td>
<td>During MMT, resistance was provided prior to finishing the verbal instructions to the patient. The ROM measurement tool was not read at eye level. The ROM measurement tool was not lined up with the correct bony landmarks. The patient was not in the correct, standard test position for either ROM or MMT. The goniometer was read from the wrong starting point.</td>
</tr>
<tr>
<td>9</td>
<td>Unsafe</td>
<td>During MMT, manual resistance was provided in a quick, jerky manner and/or not provided at a 90° angle to the body. During MMT, the resistance hand crossed the next joint or the stabilization hand was not in the correct position.</td>
</tr>
<tr>
<td>6</td>
<td>Fraudulent</td>
<td>The bony landmarks were not palpated prior to lining up the ROM measurement tool.</td>
</tr>
<tr>
<td>0</td>
<td>Forgotten or incomplete task performance</td>
<td>No verbal instructions were provided to the patient during MMT.</td>
</tr>
</tbody>
</table>

Circle observation(s) above and additional comments:
The role of the Patient is an important one which means that the tester will be looking for the following from the "patient" during the test: (Points may be deducted for behavior while in the role of the "patient")

- that the patient does ONLY what he or she is told to do
- the patient does NOT help the clinician
- that the patient does NOT ask "pesky unrelated" questions of the "clinician"
- that the patient does NOT prepare or clean up the area
- that the patient respects the stress of the clinician and do not try to make it more difficult for the clinician to successfully complete the practical
- that the patient wears appropriate attire: closed toe rubber soled shoes, socks, shorts and either a tank top or a hospital gown and undergarments as appropriate (bra and underwear)
- that the patient enters the lab 10 minutes prior to the scheduled start time

Please note:

Patient safety is a critical component for the successful completion of this and all PTA program courses within the PTA curriculum. Items 9 & 10 on the practical grading rubric are considered to be skills that must have a score of "15" of higher for the learner to pass this practical examination and be considered "safe." To achieve a score of 15 or higher on categories 9 & 10, the student/learner must demonstrate all critical safety indicators outlined for the category. Additionally, a minimum score of 77 must be earned to pass the practical exam, which is consistent with all PTA program courses.

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible Points</th>
<th>PTA 107</th>
<th>Total Score for the Clinician:</th>
<th>Review Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
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<td></td>
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<tr>
<td>3</td>
<td>5</td>
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<tr>
<td>4</td>
<td>5</td>
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<tr>
<td>9</td>
<td>20</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Point Deductions (as a patient): Learner Initials:

PTA 107 Final Score = Pass/Re-Take

Tester(s):
## Schedule of Competency Tests:
- **Week 2**: Tools and Girth Measurements
- **Week 3**: Cervical Spine and Trunk measurements
- **Week 4**: Upper Extremity measurement
- **Week 5**: Lower Extremity measurement

**QUIZZES**: You will have a quiz at the beginning of every class from day 3 (Tuesday, June 2) to day 10 (Thursday, June 25).

**EXAMS**: Exams will be given in the testing center.

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Course Objectives</th>
<th>Required Reading</th>
<th>Comp Test</th>
<th>Written Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/26</td>
<td>Review Course Handbook Observation of 99Posture</td>
<td>C5, C14, P5, A1, A2, A3, A4</td>
<td></td>
<td>Week 1: no comp tests</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6/2</td>
<td>QUIZ 1 Edema Goniometry</td>
<td>C2, C4, C5, C6, C7, C8, C10, C14, C15, C16, C17, P3, P4, P9, A1, A2, A3, A4</td>
<td>Read Hislop Ch 1 &amp; Norkin Ch 1-2 before 6/5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2             | 6/4    | **QUIZ 2**
Goniometric Procedures Introduction to Manual Muscle Testing END OF EXAM #1 MATERIAL | C2, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P8, P9, A1, A2, A3, A4 | Read chapters in both Norking & Hislop, filling in the blanks in your lab manual PRIOR to covering that material in class. | Week 3: Spine | Exam #1 in test center Mon 6/8 – Thurs 6/11 |
| 3             | 6/9    | **QUIZ 3**
Cervical ROM/MMT Trunk ROM Documentation | C1, C2, C3, C5, C6, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P6, P8, P9, A1, A2, A3, A4 |                                    |                         |              |
| 3             | 6/11   | **QUIZ 4**
Review ROM/MMT from prior class Trunk MMT Shoulder ROM/MMT Documentation | C1, C2, C3, C5, C6, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P6, P8, P9, A1, A2, A3, A4 |                                    |                         |              |
<table>
<thead>
<tr>
<th>Week 4:</th>
<th>Upper Extremity</th>
</tr>
</thead>
</table>
| **QUIZ 5** | Review ROM/MMT from prior class  
Elbow ROM/MMT  
Wrist ROM/MMT  
Documentation  
**Optional opportunity to review results of Exam 1 from 12:00 – 1:00** |
| **C1, C2, C3, C5, C6, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P6, P8, P9, A1, A2, A3, A4** |
| **QUIZ 6** | Review ROM/MMT from prior class  
Hip ROM/MMT  
Knee ROM/MMT  
END OF EXAM #2 MATERIAL  
Documentation |
| **C1, C2, C3, C5, C6, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P6, P8, P9, A1, A2, A3, A4** |
| **QUIZ 7** | Review ROM/MMT from prior class  
Ankle ROM/MMT  
Normal & Abnormal Muscle Length Scenarios for Measurement  
Modification |
| **C1, C2, C3, C5, C6, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P6, P7, P8, P9, A1, A2, A3, A4** |
| **QUIZ 8** | Hand/Foot ROM/MMT  
ROM/MMT entire body  
Sign Up for Fall Schedule Preferences |
| **C1, C2, C3, C5, C6, C8, C9, C10, C11, C12, C13, C14, C15, P1, P2, P6, P8, P9, A1, A2, A3, A4** |
| Week 5: | Lower Extremity |
| **QUIZ 9** | Review ROM/MMT from prior class  
Comp Tester Feedback Forms  
Course Evaluations (SOCSI)  
Fall Registration  
**Optional opportunity to review results of Exam 2 from 12:00 – 1:00** |
| **C5, C9, C11, C12, C13, C14, C15, P1, P2, P6, P8, P9, A1, A2, A3, A4** |
| **QUIZ 10** | Mock Practical Examination Day  
Exam #2 in test center  
Mon 6/22 – Thurs 6/25 |
| **A1, A2, A3, A4** |
| **QUIZ 11** | Practical Examinations  
A1, A2, A3, A4 |
| **A1, A2, A3, A4** |