



Kankakee Community College

Division of Health Careers

# **Physical Therapist Assistant Program**

## **Manual: Entry-Level Skills Checklists**

Kankakee Community College  
100 College Drive  
Kankakee, IL 60901

# Kankakee Community College Physical Therapist Assistant Program Entry-Level Skills Checklists

## Data Collection, Treatment Interventions and Documentation

### Purpose

Each core technical course (prefix PHTA) in the Physical Therapist Assistant program with a patient skills component includes select Entry-Level Skills Checklists. These checklists are used in the evaluation of each student's knowledge, skill and safety in basic procedures in selected skills to ensure a student's proficiency to enter clinical education experiences. Although the Entry-Level Skill Checklists are not graded, successful completion of respective Entry-Level Skill Checklist(s) is required prior to participation in the laboratory practical, and absolutely before participating in clinical education experiences. The purpose of the checklists is to allow for critical feedback from the instructor or licensed physical therapist or physical therapist assistant on the student's current skill level. When applicable, Entry-Level Skills Checklists identify critical safety skills which must be performed. These critical safety skills are consistent with critical safety skills on practical examinations and must be performed to successfully complete a Check-List or a practical examination. It is the student's responsibility to practice all skills and see that the skills are assessed/evaluated by an instructor and completed by the designated date (typically the end of the unit) and turned in completed by the respective laboratory practical exam. Should a student be unprepared for a checklist check-off, the student will be asked to practice further and reschedule. If the student does not turn in the required checklists by the respective practical exam, the student will receive a "0" for the practical exam and must follow the practical exam retake policy. If the Entry-Level Skills Checklist is not successfully completed and turned in by the end of the course, the student will receive a grade of "F" for the course and not progress within the program. The Entry-Level Skills Checklists are retained in the student's file in the PTA program.

The course in which the particular Entry-Level Skill will be taught is listed after each skill criteria. In addition, the student may be responsible for demonstrating any particular skill in subsequent courses/practical exams and during the final semester Comprehensive Lab Practical (CLP) in PHTA 2293 prior to entering Clinical Practicum II and Clinical Practicum III. **Students must demonstrate proficiency (competence) in implementing selected components of interventions identified in the plan of care established by the supervising physical therapist as well as demonstrate proficiency (competence) in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures.** These skills are expected of entry-level Physical Therapist Assistants working under the direction and supervision of the Physical Therapist.

### Instructions

After practice and observation with classmates, the student may perform a respective Entry-Level Skill Checklist and receives initials of the instructor or designated licensed physical therapist or physical therapist assistant for each component as well as all signatures. All checklists must be turned in within the respective course by the designated time.

## Entry-Level Skills Checklists by Course

<b>First Year – 1<sup>st</sup> semester</b>		
<p><b><u>PHTA 1115</u></b>            Assistive Devices (Ambulatory Aids)            Donning/Doffing Isolation Clothing – Isolation Precautions            Hand Washing            Passive Range of Motion            Patient Positioning and Draping            Transfers            Vital Signs            Wheelchair (Manual) Fitting and Use</p>	<p><b><u>PHTA 1133</u></b>            Biofeedback            Cold Bath and Contrast Bath            Cold Packs            Electrical Stimulation            Fluidotherapy            Hot Packs            Ice Massage            Intermittent Compression            Mechanical Traction            Paraffin Treatment            Therapeutic Ultrasound and Phonophoresis</p>	
<b>First Year- 2<sup>nd</sup> semester</b>		
<p><b><u>PHTA 1243</u></b>            Joint Mobilization – Grades I and II            Palpation of Bony Landmarks            Soft Tissue Palpation/Mobilization</p>	<p><b><u>PHTA 1246</u></b>            Goniometry/ROM Measurement            Instruction in Home Exercise Program            Manual Muscle Testing            Muscle Length testing            Postural Alignment/Training</p>	
<b>PHTA 2053 – PTA Clinical Practicum I</b>		
<b>Second Year – 4<sup>th</sup> semester</b>		
<p><b><u>PHTA 2145</u></b>            Gait deviations            Instruction in Exercise with Use of Equipment            Instruction in Home Exercise Program</p>	<p><b><u>PHTA 2156</u></b>            Activities of Daily Living            Facilitation/Inhibition techniques            Gait deviations            Postural Alignment/Training            Transfers</p>	<p><b><u>PHTA 2185</u></b>            Anthropometric Characteristics            Cardiac Dysfunction            Donning/Doffing Isolation Clothing – Aseptic Isolation            Donning/Doffing Sterile Gloves            Dressing Change            Orthotic/Prosthetic Devices            Pulmonary Dysfunction            Vital Signs</p>
<b>Second Year – 5<sup>th</sup> semester</b>		
<p><b><u>PHTA 2293 (CLP)</u></b>            See Entry-Level Skills Checklists</p>		
<b>PHTA 2224 – PTA Clinical Practicum II</b>		
<b>PHTA 2234 – PTA Clinical Practicum III</b>		

Special Note: This is a working document and is subject to change. Students will be notified of required Entry-Level Skills Checklists during specific courses.

# PHTA 1115

# PTA Fundamentals I

## **Entry-Level Skills**

- Assistive Devices (Ambulatory Aids)
- Donning/Doffing Isolation Clothing – Isolation Precautions
  - Hand Washing
  - Passive Range of Motion
- Patient Positioning and Draping
  - Transfers
  - Vital Signs
- Wheelchair (Manual) Fitting and Use

# Kankakee Community College

## Entry-Level Skills Checklist

### Assistive Devices (Ambulation Aids)

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to safely and correctly fit a patient with appropriate ambulation aids, providing adequate instruction and providing for safety at all times, with compliance of contraindications and precautions

<b>Required Skills</b>	Course 1115									
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>										
1. Wash hands using proper technique before and after patient care										
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)										
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>										
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>										
5. Explain the planned intervention/treatment and purpose to the patient/caregiver/other, <b>obtaining consent for treatment (critical safety skill)</b> and clarifying patient's/others' roles										
6. <b>Determine the patient's mental and physical capabilities to perform gait with an assistive device, including weight bearing – clarifying precautions/restrictions with patient, if applicable (critical safety skill)</b>										
7. Ensure patient's clothing and footwear are suitable for the activity										
8. Prepare and secure treatment area, clearing area of obstacles and <b>securing brakes of surfaces (critical safety skill)</b>										
9. <b>Apply a safety (gait) belt – check for contraindications and explain purpose.</b> If not indicated or contraindicated, provide sound reasoning for no use of gait belt <b>(critical safety skill)</b>										
10. Select appropriate device/equipment within the plan of care and established goals/needs of patient. Must demonstrate proficiency with all devices. <b>Instructor: initial each device completed</b>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">_____ walker</td> <td style="width: 25%;">_____ wheeled walker</td> <td style="width: 25%;">_____ hemiwalker</td> <td style="width: 25%;">_____ LBQC/SBQC</td> </tr> <tr> <td>_____ SPC</td> <td>_____ axillary crutches</td> <td>_____ forearm crutches</td> <td>_____ parallel bars</td> </tr> </table>	_____ walker	_____ wheeled walker	_____ hemiwalker	_____ LBQC/SBQC	_____ SPC	_____ axillary crutches	_____ forearm crutches	_____ parallel bars		
_____ walker	_____ wheeled walker	_____ hemiwalker	_____ LBQC/SBQC							
_____ SPC	_____ axillary crutches	_____ forearm crutches	_____ parallel bars							
11. Fit assistive device correctly. Must demonstrate proficiency with all devices. <b>Instructor: initial each device completed</b>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">_____ walker</td> <td style="width: 25%;">_____ wheeled walker</td> <td style="width: 25%;">_____ hemiwalker</td> <td style="width: 25%;">_____ LBQC/SBQC</td> </tr> <tr> <td>_____ SPC</td> <td>_____ axillary crutches</td> <td>_____ forearm crutches</td> <td>_____ parallel bars</td> </tr> </table>	_____ walker	_____ wheeled walker	_____ hemiwalker	_____ LBQC/SBQC	_____ SPC	_____ axillary crutches	_____ forearm crutches	_____ parallel bars		
_____ walker	_____ wheeled walker	_____ hemiwalker	_____ LBQC/SBQC							
_____ SPC	_____ axillary crutches	_____ forearm crutches	_____ parallel bars							
12. Select the appropriate gait pattern. Must demonstrate proficiency with all patters. <b>Instructor: initial each pattern completed.</b>										
<table style="width: 100%;"> <tr> <td>_____ 2-point</td> <td>_____ modified 2-point</td> <td>_____ 4-point</td> <td>_____ modified 4-point</td> </tr> <tr> <td>_____ 3-point</td> <td>_____ modified 3-point (3-1-point)</td> <td>_____ assisted gait – “normal” pattern</td> <td></td> </tr> </table>	_____ 2-point	_____ modified 2-point	_____ 4-point	_____ modified 4-point	_____ 3-point	_____ modified 3-point (3-1-point)	_____ assisted gait – “normal” pattern			
_____ 2-point	_____ modified 2-point	_____ 4-point	_____ modified 4-point							
_____ 3-point	_____ modified 3-point (3-1-point)	_____ assisted gait – “normal” pattern								
13. Perform gait training at appropriate level for the patient and progress properly (consider progression of assistive device), using appropriate gait pattern										
<table style="width: 100%;"> <tr> <td>_____ level surfaces - walker</td> <td>_____ curb - walker</td> <td>_____ stairs - walker</td> </tr> <tr> <td>_____ level surfaces - crutches</td> <td>_____ curb - crutches</td> <td>_____ stairs - crutches</td> </tr> <tr> <td>_____ level surfaces - unilateral device</td> <td>_____ curb - unilateral device</td> <td>_____ stairs - unilateral device</td> </tr> </table>	_____ level surfaces - walker	_____ curb - walker	_____ stairs - walker	_____ level surfaces - crutches	_____ curb - crutches	_____ stairs - crutches	_____ level surfaces - unilateral device	_____ curb - unilateral device	_____ stairs - unilateral device	
_____ level surfaces - walker	_____ curb - walker	_____ stairs - walker								
_____ level surfaces - crutches	_____ curb - crutches	_____ stairs - crutches								
_____ level surfaces - unilateral device	_____ curb - unilateral device	_____ stairs - unilateral device								
14. Instruct the patient/caregiver in use/care of assistive device										
15. Use clear, simple directive terms during intervention, demonstrate as needed										
16. <b>Position self to effectively guard, guide, direct and protect the patient/self throughout the fitting and training while using proper body mechanics during set-up, transfer, and securing patient; utilize safety (gait) belt appropriately (critical safety skill)</b>										
17. <b>Recognize appropriate and safe use of assistive device by monitoring patient compliance of applicable precautions/restrictions at all times and modifying treatment accordingly (critical safety skill),</b> notifying appropriate individual(s) as necessary										
<b>UE:</b> _____ <b>NWB</b> <b>LE:</b> _____ <b>NWB</b> _____ <b>TTWB/TDWB</b> _____ <b>PWB (50%)</b> _____ <b>WBAT</b>										
18. Document intervention accurately and effectively										

**Critical Safety Skills: #3, #4, #5, #6, #7, #8, #9, #16, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Donning/Doffing Isolation Clothing**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_

ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to utilize protective garments correctly following medical asepsis principles.

<b>Required Skills</b>	Course 1115	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.		
<b>Donning Isolation Clothing</b>	Isolation Precautions	Aseptic Isolation
1. Wash hands using proper technique		
2. Don a cap; avoid touching hair or neck. May cover ears. (Aseptic Isolation)		
3. Don a mask correctly		
4. Open the outer package of a sterile disposable gown and the sterile gloves, and place them correctly in the sterile field		
5. Wash hands using proper technique		
6. Pick up gown with hands touching inside only		
7. Grasp gown and allow gown to vertically unfold without shaking		
8. Don gown by inserting arms into sleeves (for aseptic technique, does not allow hands to extend through sleeves) and securing appropriately		
9. Request another person to tie the gown (waist and/or neck component)		
10. Don gloves using correct technique (clean vs. sterile field)		
<b>Doffing Isolation Clothing</b>		
1. Untie the waist of the gown		
2. Grasp the outer front shoulders of the gown by crossing the arms and remove the gown; avoid making contact with the gown with skin or clothing while pulling arms out of sleeves		
3. Gently roll the gown into a ball so that it will be turned inside out, and dispose of it in appropriate container		
4. Remove gloves using proper technique, and dispose of it properly		
5. Wash hands using proper technique		
6. Remove mask carefully and dispose of it properly; avoid touching center of the mask with hands, or touching face		
7. Remove cap appropriately, and dispose of properly		
8. Wash hands using proper technique		

**Critical Safety Skills:**

**Donning Isolation Clothing: #1, #8, #10**

**Doffing Isolation Clothing: #2, #4, #8**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 1/2012

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Hand Washing**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_

ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to wash hands using correct procedures with regard for universal precautions to maintain medical asepsis .

<b>Required Skills</b>	Course 1115
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.	
1. Remove jewelry (watch and rings)	
2. Explain why jewelry/rings should not be worn	
3. Position self away from sink	
4. Turn faucet on and adjust temperature (luke warm)	
5. Wet hands, keep hands lower than elbows	
6. Apply soap to hands	
7. Wash hands (rubbing vigorously) under a steady stream of water for a minimum of 15-30 seconds with special attention between fingers and around thumbs and finger nails.	
8. For sterile field, wash hands to elbow	
9. Without touching sink, rinse hands thoroughly from the wrist to the fingers (include forearms as indicated)	
10. Dry hands thoroughly with paper towel and turn off faucet with paper towel	
11. Correctly discard paper towel in appropriate container	

**Critical Safety Skills: #7**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 1/2012

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Passive Range of Motion – Extremity: Upper**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will correctly perform passive range of motion, ensuring safety of the patient, and altering treatment as appropriate for diagnosis and/or patient response to treatment.

Required Skills	Course 1115					
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.						
1. Wash hands using proper technique before and after patient care						
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)						
3. Introduce self to patient/caregiver and confirm the patient's identity accurately						
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>						
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>						
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate	Cardinal Plane Motions				PNF	
	Shoulder	elbow	wrist	hand	UE – D1 flex & ext	UE – D2 flex & ext
7. Demonstrate correct joint motions. Cardinal planes: <i>instructor to select 2-3 motions for each joint, inclusive of all planes of motion; PNF patterns: must demonstrate D1 and D2 patterns for UE and LE, including flexion and extension</i>						
8. Utilize proper body mechanics; including self, caregiver, patient						
9. Use correct hand placement to provide support, stability, and control of the body part						
10. Identify joint end-feel as normal or abnormal						
11. Perform exercises through the complete, unrestricted range of motion unless otherwise prescribed by the physical therapist in the plan of care; <b>following and maintaining all precautions or restrictions</b>						
12. Perform the predetermined number of repetitions and frequency of exercises based on the plan of care, patient needs and goals						
13. Perform the exercise smoothly and slowly, utilizing correct sequence of motions and pausing at the start and end positions of the exercise as indicated						
14. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed						
15. Safely manage patient care equipment (e.g., catheters, lines/tubes, O2)						
16. Safely and effectively apply the procedures and principles of basic exercise activities as applicable to the case scenario ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )						
17. <b>Monitor and adjust intervention in response to patient status and clinical indications</b> , communicating patient's response to appropriate individuals - during and post intervention as indicated ( <b>critical safety skill</b> )						
18. Conclude treatment correctly; position patient for proper alignment, support, and safety; drape or replace clothing for modesty and body temperature control						
19. Document intervention accurately and effectively						
<b>Date of completion for each component: Instructor initial/date</b>						

**Critical Safety Skills: #3, #4, #5, #11, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Passive Range of Motion – Extremity: Lower**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will correctly perform passive range of motion, ensuring safety of the patient, and altering treatment as appropriate for diagnosis and/or patient response to treatment.

Required Skills	Course 1115					
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.						
1. Wash hands using proper technique before and after patient care						
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)						
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>						
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>						
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>						
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate	Cardinal Plane Motions				PNF	
	hip	knee	ankle	foot	LE – D1 flex & ext	LE – D2 flex & ext
7. Demonstrate correct joint motions. Cardinal planes: <i>instructor to select 2-3 motions for each joint, inclusive of all planes of motion; PNF patterns: must demonstrate D1 and D2 patterns for UE and LE, including flexion and extension</i>						
8. Utilize proper body mechanics; including self, caregiver, patient						
9. Use correct hand placement to provide support, stability, and control of the body part						
10. Identify joint end-feel as normal or abnormal						
11. Perform exercises through the complete, unrestricted range of motion unless otherwise prescribed by the physical therapist in the plan of care; <b>following and maintaining all precautions or restrictions</b>						
12. Perform the predetermined number of repetitions and frequency of exercises based on the plan of care, patient needs and goals						
13. Perform the exercise smoothly and slowly, utilizing correct sequence of motions and pausing at the start and end positions of the exercise as indicated						
14. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed						
15. Safely manage patient care equipment (e.g., catheters, lines/tubes, O2)						
16. Safely and effectively apply the procedures and principles of basic exercise activities as applicable to the case scenario ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )						
17. <b>Monitor and adjust intervention in response to patient status and clinical indications</b> , communicating patient's response to appropriate individuals - during and post intervention as indicated ( <b>critical safety skill</b> )						
18. Conclude treatment correctly; position patient for proper alignment, support, and safety; drape or replace clothing for modesty and body temperature control						
19. Document intervention accurately and effectively						
<b>Date of completion for each component: Instructor initial/date</b>						

**Critical Safety Skills: #3, #4, #5, #11, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Passive Range of Motion – Spine**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will correctly perform passive range of motion, ensuring safety of the patient, and altering treatment as appropriate for diagnosis and/or patient response to treatment.

Required Skills *Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	Course 1115		
1. Wash hands using proper technique before and after patient care			
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)			
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>			
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>			
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>			
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate	cervical	thoracic	lumbar
7. Demonstrate correct joint motions. Cardinal planes: <i>instructor to select 2-3 motions for each joint, inclusive of all planes of motion; PNF patterns: must demonstrate D1 and D2 patterns for UE and LE, including flexion and extension</i>			
8. Utilize proper body mechanics; including self, caregiver, patient			
9. Use correct hand placement to provide support, stability, and control of the body part			
10. Identify joint end-feel as normal or abnormal			
11. Perform exercises through the complete, unrestricted range of motion unless otherwise prescribed by the physical therapist in the plan of care; <b>following and maintaining all precautions or restrictions</b>			
12. Perform the predetermined number of repetitions and frequency of exercises based on the plan of care, patient needs and goals			
13. Perform the exercise smoothly and slowly, utilizing correct sequence of motions and pausing at the start and end positions of the exercise as indicated			
14. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed			
15. Safely manage patient care equipment (e.g., catheters, lines/tubes, O2)			
16. Safely and effectively apply the procedures and principles of basic exercise activities as applicable to the case scenario ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )			
17. <b>Monitor and adjust intervention in response to patient status and clinical indications</b> , communicating patient's response to appropriate individuals - during and post intervention as indicated ( <b>critical safety skill</b> )			
18. Conclude treatment correctly; position patient for proper alignment, support, and safety; drape or replace clothing for modesty and body temperature control			
19. Document intervention accurately and effectively			
<b>Date of completion for each component: Instructor initial/date</b>			

**Critical Safety Skills: #3, #4, #5, #11, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Patient Positioning and Draping**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to position patients appropriately for patient treatment, comfort, or relief of pressure areas in three positions: supine, prone, and sidelying.

<b>Required Skills</b>					Course 1115
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>					
<b>General Procedural Guidelines</b>					
1. Wash hands using proper technique before and after patient care					
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)					
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>					
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>					
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>					
6. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required					
7. If the person is wearing street clothes, indicate the specific articles of clothing to be removed or request permission to remove them if assistance is necessary; provide temporary clothing or linen to protect modesty and provide warmth					
8. Specifically instruct the patient how to apply linen items, gown, robe or exercise clothing to meet the needs of the intervention; provide privacy for changing if necessary and notify patient prior to reentering treatment area when required					
9. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc), maintaining all precautions/restrictions					
10. Instruct the patient to remove drape items/temporary clothing and reapply street clothes if necessary; provide assistance if necessary					
11. Dispose of used linen properly					
12. Prepare the treatment area for future use or assign task to another person					
<b>Positioning:</b>	<b>Sitting</b>	<b>Supine</b>	<b>Prone</b>	<b>Sidelying</b>	
1. <b>Correctly position patient maintaining all patient precautions and/or restrictions appropriately</b>					
2. Place pillows, wedges, supports for comfort, safety, or relief of pressure areas					
3. Drape patient appropriately for comfort and modesty					
4. Educate the patient/caregiver in positioning that aggravate or relieve altered sensations, or that can produce associated skin trauma; the rationale for proper positioning, special precautions/restrictions/recommendations; and the areas of greatest pressure when in a given position					
5. Communicate with patient/others regarding comfort, expectations, and how/when to contact staff— <b>provide a call system when necessary (critical safety skill)</b>					
6. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>					
7. Conclude treatment correctly, including position patient for proper alignment, support, and safety; drape or replace clothing for modesty and body temperature control					
8. Document intervention accurately and effectively					

**Critical Safety Skills: General Guidelines: #3, #4, #5, #9**      **Sitting/Supine/Prone/Sidelying Positioning: #1, #6**  
 Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Kankakee Community College

## Entry-Level Skills Checklist

### Vital Signs

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to correctly assess and record patient's vital signs

Required Skills	Course 1115	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>		
<b>General Procedural Guidelines</b>		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
6. Recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to activity/exercise) <b>(critical safety skill)</b>		
<b>Blood Pressure    BP (student) _____ mm HG    BP (evaluator) _____ mm HG</b>		
1. Position patient correctly, providing elevation and support of arm and exposing arm to hear brachial artery without restricting blood supply		
2. Correctly apply cuff and stethoscope, palpating for brachial pulse as necessary		
3. Pump gauge to maximum of 200 mmHg (or appropriate pressure) prior to release of gauge		
4. Release gauge at appropriate rate		
5. For systolic >200 mmHg, wait 30 seconds after deflating cuff, then reinflate cuff to a maximum of 220 mmHg prior to release of gauge		
6. <b>Obtain accurate blood pressure (BP). (±4 mm/Hg)</b>		
7. Cleanse ear pieces with alcohol wipe		
8. Document blood pressure correctly		
9. <b>Report abnormal values to appropriate individuals</b>		
<b>Pulse (HR)    Pulse (student) _____ bpm    Pulse (evaluator) _____ bpm</b>		
1. Locate site of pulse (carotid, radial, pedal), using effective palpation skills		
2. <b>Accurately count pulse rate (±2 pulses)</b>		
3. Document pulse rate correctly		
4. <b>Report abnormal values to appropriate individuals</b>		
<b>Respirations    Respirations (student) _____/min    Respirations (evaluator) _____/min</b>		
1. Monitor respirations discretely		
2. <b>Accurately count respiratory rate (±2 respirations)</b>		
3. Document respiratory rate correctly		
4. <b>Report abnormal values to appropriate individuals</b>		
<b>Pulse Oximetry (portable)    %O2 (student) _____%    %O2 (evaluator) _____%</b>		
1. Place pulse oximeter on appropriate digit for optimal reading		
2. <b>Obtain accurate pulse oximetry reading (± 1%)</b>		
3. Document pulse oximetry reading correctly		
4. <b>Report abnormal values to appropriate individuals</b>		

**Critical Safety Skills:    General Guidelines: #3, #4, #5, #6    BP: #6, #9    HR/RR/O2: #2, #4**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Wheelchair (Manual) Fitting and Use**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to correctly fit a patient for a wheelchair providing adequate patient instruction and safety and tolerance to treatment with knowledge of indications, contraindications and precautions.

Required Skills	Course 1115
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Identify factors associated with the selection of wheelchair type and components (e.g., patient's disability and functional mobility, age, size, stature, and weight; expected use or patient needs; temporary versus permanent use; potential or prognosis for change in the patient's condition; and mental and physical condition or capacity of the patient)	
7. Select most appropriate standard wheelchair for the patient	
8. Seat the patient in the wheelchair; patient should be wearing usual clothing, including shoes. Any cushions or other components that would affect the fit should be in place. Chair should be on a level, smooth surface, and the patient sitting as erect as possible with the pelvis in contact with the back upholstery	
9. Confirm proper fit of the wheelchair to enable the patient to attain maximal comfort, stability, function, and safety; make adjustments as necessary: a. Seat height and leg length b. Seat depth c. Seat width d. Back height e. Armrest height	
10. Verbalize the potential adverse effects of an improperly fitted wheelchair	
11. Educate the patient/caregiver effectively including: a. Wheelchair components and features, operation of these components, and general care and maintenance (e.g., locks, body restraints, wheels/tires; armrests; front rigging, leg rests, and footrest components, etc.) b. Independent propulsion (e.g., (B) UE, 1 UE/1 LE, (B) LE) c. Independent and Assisted functional activities (e.g., level surface; curbs; ramps, inclines, hills; various surfaces; obstacles; elevators; doors/doorways; etc.) d. Ensure safety of both patient and others while using the wheelchair in all situations	
12. Instruct patient/caregiver on the need to inspect the skin, pressure relief, and signs and symptoms of decreased circulation	
13. Document intervention accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #10b, #12b**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PHTA 1133

# PTA Fundamentals II

## **Entry-Level Skills**

- Biofeedback
- Cold Bath and Contrast Bath
  - Cold Packs
- Electrical Stimulation
  - Fluidotherapy
  - Hot Packs
  - Ice Massage
- Intermittent Compression
  - Mechanical Traction
  - Paraffin Treatment
- Therapeutic Ultrasound and Phonophoresis

# Kankakee Community College

## Entry-Level Skills Checklist

### Biofeedback

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for use of biofeedback to enhance physical therapy interventions and patient outcomes.

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality Specific Skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, removing jewelry from treatment area, cleaning area to be treated, clipping hair as necessary for good adhesion of electrodes, and covering any open wounds with an appropriate barrier	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., correct unit, electrode size and type, sensitivity level, treatment duration, etc.) based on purpose/goals per the plan of care	
6. Set up the unit for treatment, ensuring <b>good working condition of unit (wires and electrode connections) and that the correct parameters on unit are set (critical safety skill)</b>	
7. Apply biofeedback correctly to the indicated area according to the plan of care <b>(may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)</b> a. apply the electrode(s) - place correctly (location and spacing) for goal of treatment; 2 active electrodes in the direction of the muscle fibers as well as a ground electrode b. ensure adequate contact between electrodes and skin (secure as needed)	
8. Perform biofeedback for appropriate time	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
11. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
12. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
13. Conclude treatment correctly, including removal of modality and clean up (e.g., removal of electrodes)	
14. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
15. Document intervention accurately and effectively	

**Critical Safety Skills: Common Skills: #3      Modality Specific Skills: # 1, #2, #4, #6, #9, #11**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Cold Bath and Contrast Bath**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will deliver a cold and contrast bath treatments to a designated treatment area in a safe manner demonstrating knowledge of indications, contraindications, and precautions

<b>Required Common Skills</b>	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
<b>Modality Specific Skills</b>	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, and removing jewelry from treatment area	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., time) based on purpose/goals per the plan of care	
6. Assemble water bath(s) correctly, including indicated water temperature (cold bath –cold only, contrast bath – warm and cold baths)	
7. Apply cold bath or contrast bath correctly to the indicated area, assisting patient as needed, effective immersion in water, and drying limb ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )	
8. Perform treatment for indicated time/parameters (contrast bath procedure: warm bath 3-4 min., cold bath 1 min., repeat 25-30 min., ending in warm water)	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #9, #10**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College Entry-Level Skills Checklist Cold Packs

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to apply cold packs to a designated treatment area in a safe manner demonstrating knowledge of indications, contraindications, and precautions

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality specific skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, and removing jewelry from treatment area	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., time) based on purpose/goals per the plan of care	
6. Assemble cold pack correctly with appropriate layers of toweling	
7. Apply cold pack correctly to the indicated area, ensuring effective contact with body part ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )	
8. Perform treatment for indicated time/parameters	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills:**      **Common Skills: #3**      **Modality Specific Skills: #1, #2, #4, #9, #10**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015  
Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College Entry-Level Skills Checklist Electrical Stimulation

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will apply the selected electrical stimulation to treatment area, positioning patient correctly, using correct parameters, observing all safety precautions, and demonstrating knowledge of indications, contraindications, and precautions.

<b>Required Common Skills</b>	Course 1133					
<i>*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>						
1. Wash hands using proper technique before and after patient care						
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)						
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>						
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required						
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)						
6. Dispose of used linen properly						
7. Prepare the treatment area for future use or assign task to another person						
<b>Modality Specific Skills – 1. Iontophoresis 2. IFC 3. NMES 4. Russian 5. TENS 6. HVPC</b>	1	2	3	4	5	6
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>						
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>						
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, removing jewelry from treatment area, cleaning area to be treated, and clipping hair as necessary for good adhesion of electrodes						
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>						
5. Select the appropriate treatment parameters (e.g., correct unit, electrode size and type, waveform, duration, etc.) based on purpose/goals per the plan of care						
6. Set up the unit for treatment, ensuring <b>good working condition of unit (wires and electrode connections) and that the correct parameters on unit are set (critical safety skill)</b>						
7. Apply intervention correctly to the indicated area according to the plan of care ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> ) a. apply the electrode(s) - place correctly (location and spacing) for goal of treatment b. ensure adequate contact between electrodes and skin (secure as needed)						
8. Perform electrical stimulation for appropriate time						
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>						
10. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed						
11. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )						
12. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)						
13. Conclude treatment correctly, including removal of modality and clean up (e.g., removal of electrodes)						
14. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms						
15. Document intervention accurately and effectively						
<b>Date of completion for each component: Instructor initial/date</b>						

**Critical Safety Skills:** Common Skills: #3 Modality Specific Skills: #1, #2, #4, #6, #9, #11

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 8/2015

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Fluidotherapy**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate the skills necessary to apply Fluidotherapy to a designated treatment area in safe manner with knowledge of indications, contraindications, and precautions

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality Specific Skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, removing jewelry from treatment area, and covering any open wounds with an appropriate barrier	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., temperature, time, simultaneous ther ex) based on purpose/goals per the plan of care	
6. Set up the fluidotherapy machine for treatment, ensuring <b>good working condition of unit and setting correct parameters on the unit (critical safety skill)</b>	
7. Apply fluidotherapy correctly to the indicated area according to the plan of care ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )	
a. Place area to be treated in portal of unit and secure the sleeve	
b. Adjust a adjust temperature and agitation, when possible, for patient comfort within treatment parameters	
8. Perform fluidotherapy for appropriate time	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up (e.g., remove limb from portal and brush off fluidotherapy material)	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills: Common Skills: #3      Modality Specific Skills: #1, #2, #4, #6, #9, #10**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College Entry-Level Skills Checklist Hot Packs

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to apply hot packs to a designated treatment area in a safe manner demonstrating knowledge of indications, contraindications, and precautions

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality Specific Skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, and removing jewelry from treatment area	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., time) based on purpose/goals per the plan of care	
6. Assemble hot pack correctly with appropriate layers of toweling	
7. Apply hot pack correctly to the indicated area, ensuring effective contact with body part ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )	
8. Perform treatment for indicated time/parameters	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills:**      **Common Skills: #3**      **Modality Specific Skills: #1, #2, #4, #9, #10**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College

## Entry-Level Skills Checklist

### Ice Massage

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to perform ice massage to a designated treatment area in a safe manner demonstrating knowledge of indications, contraindications, and precautions

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality Specific Skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, and removing jewelry from treatment area	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., time) based on purpose/goals per the plan of care	
6. Assemble ice massage modality correctly	
7. Apply ice massage correctly to the indicated area, ensuring effective contact with body part ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )	
8. Perform treatment for indicated time/parameters	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills: Common Skills: #3 Modality Specific Skills #1, #2, #4, #9, #10**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College Entry-Level Skills Checklist Intermittent Compression

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to apply intermittent compression, following correct procedures for positioning, safety, parameters, and knowledge of indications, contraindications, and precautions

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality Specific Skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, removing jewelry from treatment area. Also includes: a. <b>take and record patient's blood pressure (only apply compression if stable) – critical safety skill</b> b. collect anthropometric characteristics of affected limb/treatment area (e.g., girth, circumferential, edema) c. cover any open wounds with an appropriate barrier	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check skin integrity of area to be treated</b>	
5. Select the appropriate treatment parameters (e.g., time on/off, duration, compression intensity, etc.) based on purpose/goals per the plan of care and patient tolerance	
6. Set up the compression machine for treatment a. <b>ensure good working condition of unit and set correct parameters on unit (critical safety skill)</b> b. apply stockinet of appropriate length on limb, as indicated c. apply sleeve appropriately and attach to machine	
7. Perform compression for appropriate time/parameters	
8. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
9. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (e.g., blood pressure response pre/during/post intervention, inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary (critical safety skill)</b>	
10. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
11. Conclude treatment correctly, including removal of modality and clean up (e.g., remove sleeve, apply compression garment/bandage if indicated and part of plan of care)	
12. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms (e.g., re-measure limb girth/circumference)	
13. Document intervention accurately and effectively	

**Critical Safety Skills: Common Skills: #3      Modality Specific Skills: #1, #2, #3a, #6a, #8, #9**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Mechanical Traction: Cervical/Lumbar Traction**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will correctly perform cervical/lumbar traction setup and treatment, observing safety precautions, and with knowledge of indications, contraindications, and precautions

<b>Required Common Skills</b>	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
<b>Modality Specific Skills</b>	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated and checking skin integrity, and removing jewelry from treatment area.	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function)	
5. Select the appropriate treatment parameters (e.g., intermittent, sustained, duration, weight, patient position) based on purpose/goals per the plan of care	
6. Set up the unit for treatment, ensuring <b>good working condition of the machine and that the correct parameters on machine are set (critical safety skill)</b>	
7. Apply mechanical traction correctly to the indicated area according to the plan of care <b>(may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)</b>	
a. position the patient appropriately within the traction device	
b. turn machine on and increase pounds slowly based on the plan of care / appropriate for patient diagnosis/condition	
8. Observe patient a minimum of one to two cycles to ensure patient comfort and positioning and proper performance of device	
9. Perform mechanical traction for appropriate time	
10. Communicate with patient/others regarding comfort, expected sensations, safety of the device and components, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
11. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
12. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
13. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
14. Conclude treatment correctly, including removal of modality and clean up	
15. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
16. Document intervention accurately and effectively	

**Critical Safety Skills: Common Skills: #3      Modality Specific Skills: # 1, #2, #4, #6, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Kankakee Community College

## Entry-Level Skills Checklist

### Paraffin

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** Student will deliver paraffin treatment safely and correctly using one of three methods to a designated treatment area with knowledge of indications, contraindications, and precautions

Required Common Skills	Course 1133
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
Modality Specific Skills	
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, washing/drying area to be treated, ensuring no open wounds in treatment area, and removing jewelry from treatment area	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters (e.g., technique, dips, submersion, time) based on purpose/goals per the plan of care	
6. Set up the paraffin machine for treatment, ensuring <b>good working condition of unit and setting correct parameters on the unit (critical safety skill)</b>	
7. Apply paraffin correctly to the indicated area, assisting patient as needed and ensuring proper application procedure ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety</b> )	
8. Perform paraffin for appropriate time/parameters	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> )	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up (e.g., remove wax from treatment area)	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills:**                      **Common Skills: #3**                      **Modality Specific Skills: #1, #2, #4, #6, #9, #10**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015  
Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Ultrasound and Phonophoresis**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** Student will safely and correctly perform ultrasound treatment to a selected site using correct parameters, with a knowledge of indications, contraindications, and precautions

<b>Required Common Skills</b>	<b>Course</b>
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	1133
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)</b>	
4. Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, assistance if required	
5. Safely and appropriately assist the patient on/off and to/from treatment surface (bed, mat, table, etc)	
6. Dispose of used linen properly	
7. Prepare the treatment area for future use or assign task to another person	
<b>Modality Specific Skills</b>	<b>Ultrasound</b>
1. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
2. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
3. Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be treated, and removing jewelry from treatment area	
4. Observe and palpate the area to be treated for location of anatomical structures, signs, and correlation with patient's symptoms (e.g., pain, spasm, impaired range of motion and function), including <b>check sensation (for thermal parameters) and skin integrity of area to be treated (critical safety skill)</b>	
5. Select the appropriate treatment parameters based on purpose/goals per the plan of care, including correct size sound head for treatment	
6. Set up the ultrasound machine for treatment, ensuring <b>good working condition of unit, setting correct parameters on the unit</b> , and cleaning the ultrasound head prior to treatment <b>(critical safety skill)</b>	
7. Apply ultrasound correctly to the indicated area according to the plan of care and patient complaint/symptoms <b>(may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)</b>	
a. use sufficient coupling medium (and appropriate medication for phonophoresis treatment)	
b. move the sound head effectively	
c. maintain appropriate contact or distance (when H <sub>2</sub> O used as medium) with surface of skin to optimize treatment and avoid adverse effects	
8. Perform ultrasound for appropriate time/parameters	
9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— <b>provide a call system when necessary (critical safety skill)</b>	
10. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
11. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
12. Conclude treatment correctly, including removal of modality and clean up (e.g., remove coupling medium from patient skin and clean ultrasound head)	
13. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
14. Document intervention accurately and effectively	

**Critical Safety Skills:** \_\_\_\_\_ **Common Skills: #3** \_\_\_\_\_ **Modality Specific Skills: #1, #2, #4, #6, #9, #10** \_\_\_\_\_  
 Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PHTA 1243

# Manual Therapy

# for the PTA

## **Entry-Level Skills**

- Joint Mobilization – Grades I and II
  - Palpation of Bony Landmarks
- Soft Tissue Palpation/Mobilization

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Joint Mobilization – Extremity: Upper**

**PHYSICAL THERAPIST ASSISTANT PROGRAM**

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills *Instructor to initial each completed component. Instructor will select 1-3 motions (or as determined by the instructor) for each body segment/joint for student to perform; all must be performed to demonstrate proficiency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	Course 1243										
	Scapulothoracic ALL	GH ant. glide	GH post. glide	GH dist.	GH inferior glide	AC ant/post glide	Humeral dist.	Humeral dist.	Radiocarpal dist.		
1. Wash hands using proper technique before and after patient care											
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)											
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>											
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>											
5. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>											
6. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>											
7. Prepare patient for treatment, including effectively positioning and placing <b>patient in proper test/intervention position, or most appropriate position for the joint mobilization</b> , for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician, <b>(critical safety skill)</b> ; drape as appropriate											
8. <b>Locate the correct joint and identify the correct direction of glide/distraction (critical safety skill)</b>											
9. Place self in the best position for optimal force application (e.g., direction); maintaining proper body mechanics											
10. Stabilize the proximal segment											
11. The mobilizing hand is placed proximal to the joint											
12. Detect normal and abnormal joint movement, including identify available joint play (e.g., normal, hypermobile, hypomobile)											
13. <b>Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)</b>											
14. Move or have patient move the distal segment through full/available range of motion (AROM, AAROM, PROM) – <b>Must proficiency all</b>											
15. Modify and correct patient for movement substitution(s)/fault(s)											
16. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed											
17. <b>Monitor and adjust test/intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> - during and post intervention as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>											
18. Conclude treatment correctly (e.g., removal of mobilization belts, wedges, awareness of patient position); assisting patient as needed											
19. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms											
20. Document accurately and effectively											
<b>Date of completion for each component: Instructor initial/date</b>											

**Critical Safety Skills: #3, #4 #5, #6, #7, #8, #13, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Updated 2/2016

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Joint Mobilization – Extremity: Lower - Part 1**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills *Instructor to initial each completed component. Instructor will select 1-3 motions (or as determined by the instructor) for each body segment/joint for student to perform; all must be performed to demonstrate proficiency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	Course 1243										
	Hip distraction	Hip anterior gl.	Hip posterior gl.	Hip inferior gl.	Hip lateral gl.	Tibiofem. dist.	Tibiofem. ant. gl.	Tibiofem. post. gl.	Patellofem. gl. ALL	Prox. fibula ant. gl.	Prox. fibula post. gl.
1. Wash hands using proper technique before and after patient care											
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)											
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>											
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>											
5. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>											
6. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>											
7. Prepare patient for treatment, including effectively positioning and placing patient in proper test/intervention position, or most appropriate position for the joint mobilization, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician, (critical safety skill); drape as appropriate											
8. <b>Locate the correct joint and identify the correct direction of glide/distraction (critical safety skill)</b>											
9. Place self in the best position for optimal force application (e.g., direction); maintaining proper body mechanics											
10. Stabilize the proximal segment											
11. The mobilizing hand is placed proximal to the joint											
12. Detect normal and abnormal joint movement, including identify available joint play (e.g., normal, hypermobile, hypomobile)											
13. <b>Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)</b>											
14. Move or have patient move the distal segment through full/available range of motion (AROM, AAROM, PROM) – <b>Must proficiency all</b>											
15. Modify and correct patient for movement substitution(s)/fault(s)											
16. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed											
17. <b>Monitor and adjust test/intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions - during and post intervention as indicated; notify appropriate individual(s) as necessary (critical safety skill)</b>											
18. Conclude treatment correctly (e.g., removal of mobilization belts, wedges, awareness of patient position); assisting patient as needed											
19. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms											
20. Document accurately and effectively											
<b>Date of completion for each component: Instructor initial/date</b>											

**Critical Safety Skills: #3, #4 #5, #6, #7, #8, #13, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Joint Mobilization – Extremity: Lower - Part 2**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills *Instructor to initial each completed component. Instructor will select 1-3 motions (or as determined by the instructor) for each body segment/joint for student to perform; all must be performed to demonstrate proficiency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	Course 1243										
	Distal fibula ant. gl.	Distal fibula post. gl.	Talocrural dist.	Talocrural ant. gl.	Talocrural post. gl.	Subtalar dist.	Subtalar medial gl.	Subtalar lateral gl.	MTP dist.	MTP dorsal gl.	MTP plantar gl.
1. Wash hands using proper technique before and after patient care											
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)											
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>											
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>											
5. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>											
6. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>											
7. Prepare patient for treatment, including effectively positioning and placing <b>patient in proper test/intervention position, or most appropriate position for the joint mobilization</b> , for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician, <b>(critical safety skill)</b> ; drape as appropriate											
8. <b>Locate the correct joint and identify the correct direction of glide/distraction (critical safety skill)</b>											
9. Place self in the best position for optimal force application (e.g., direction); maintaining proper body mechanics											
10. Stabilize the proximal segment											
11. The mobilizing hand is placed proximal to the joint											
12. Detect normal and abnormal joint movement, including identify available joint play (e.g., normal, hypermobile, hypomobile)											
13. <b>Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)</b>											
14. Move or have patient move the distal segment through full/available range of motion (AROM, AAROM, PROM) – <b>Must proficiency all</b>											
15. Modify and correct patient for movement substitution(s)/fault(s)											
16. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed											
17. <b>Monitor and adjust test/intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> - during and post intervention as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>											
18. Conclude treatment correctly (e.g., removal of mobilization belts, wedges, awareness of patient position); assisting patient as needed											
19. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms											
20. Document accurately and effectively											
<b>Date of completion for each component: Instructor initial/date</b>											

**Critical Safety Skills: #3, #4 #5, #6, #7, #8, #13, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College Entry-Level Skills Checklist Joint Mobilization – Spine

## PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills <i>*Instructor to initial each completed component. Instructor will select 1-3 motions (or as determined by the instructor) for each body segment/joint for student to perform; all must be performed to demonstrate proficiency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	Course 1243							
	Cervical distraction	Thoracic anterior glide	1 <sup>st</sup> rib mobilization	Lumbar anterior glide	SI joint distraction	SI joint compression	Iliosacral ant. rotation	Iliosacral post. rotation
1. Wash hands using proper technique before and after patient care								
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)								
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>								
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>								
5. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>								
6. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>								
7. Prepare patient for treatment, including effectively positioning and <b>placing patient in proper test/intervention position, or most appropriate position for the joint mobilization</b> , for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician, <b>(critical safety skill)</b> ; drape as appropriate								
8. <b>Locate the correct joint and identify the correct direction of glide/distraction (critical safety skill)</b>								
9. Place self in the best position for optimal force application (e.g., direction); maintaining proper body mechanics								
10. Stabilize the proximal segment								
11. The mobilizing hand is placed proximal to the joint								
12. Detect normal and abnormal joint movement, including identify available joint play (e.g., normal, hypermobile, hypomobile)								
13. <b>Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)</b>								
14. Move or have patient move the distal segment through full/available range of motion (AROM, AAROM, PROM) – <b>Must proficiency all</b>								
15. Modify and correct patient for movement substitution(s)/fault(s)								
16. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed								
17. <b>Monitor and adjust test/intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> - during and post intervention as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>								
18. Conclude treatment correctly (e.g., removal of mobilization belts, wedges, awareness of patient position); assisting patient as needed								
19. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms								
20. Document accurately and effectively								
<b>Date of completion for each component: Instructor initial/date</b>								

**Critical Safety Skills: #3, #4 #5, #6, #7, #8, #13, #17**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Palpation of Bony Landmarks – Extremity: Upper - Part 1**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing palpation of the upper extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills <i>*Instructor to initial each completed component. Student must proficiency all bony landmarks, including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	Course 1243																
	Scapula - spine	Scapula – med. border	Scapula – lat. border	Scapula – inf. angle	Scapula – sup. angle	Scapula – infra. fossa	Scapula – supra. fossa	Acromion	Coracoid process	Clavicle	AC joint	SC joint	Deltoid tuberosity	Greater tubercle	Lesser tubercle	Bicipital groove	Olecranon process
1. Wash hands using proper technique before and after patient care																	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)																	
3. <b>Introduce self to patient/caregiver and confirm the patient’s identity accurately</b>																	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>																	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>																	
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.																	
7. <b>Locate the correct treatment area, including bony landmark (critical safety skill). Must proficiency all.</b>																	
8. Place self in the best position for palpation; maintaining proper body mechanics																	
9. Differentiate between bony landmark from surrounding tissue, including recognizing variations and abnormalities																	
10. Proficiently palpate the bony land mark (e.g., hand placement, pressure)																	
11. Utilize appropriate level of verbal and manual cues necessary for patient’s needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed																	
12. <b>Maintain all applicable precautions and/or restrictions, modifying test/intervention as indicated (critical safety skill)</b>																	
13. Conclude treatment correctly; assisting patient as needed																	
14. Document accurately and effectively, as indicated																	
<b>Date of completion for each component: Instructor initial/date</b>																	

**Critical Safety Skills: #3, #4, #5, #7, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Updated 8/2015



**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Palpation of Bony Landmarks – Extremity: Upper - Part 2**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills <i>*Instructor to initial each completed component. Student must proficiency all bony landmarks, including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	Course 1243									
	Humeral epicondyles	Ulnar styloid process	Head of the ulna	Head of the radius	Radial styloid	Pisiform	Hook of the hamate	Scaphoid	Lunate	Capitate
1. Wash hands using proper technique before and after patient care										
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)										
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>										
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6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.										
7. <b>Locate the correct treatment area, including bony landmark (critical safety skill). Must proficiency all.</b>										
8. Place self in the best position for palpation; maintaining proper body mechanics										
9. Differentiate between bony landmark from surrounding tissue, including recognizing variations and abnormalities										
10. Proficiently palpate the bony land mark (e.g., hand placement, pressure)										
11. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed										
12. <b>Maintain all applicable precautions and/or restrictions, modifying test/intervention as indicated (critical safety skill)</b>										
13. Conclude treatment correctly; assisting patient as needed										
14. Document accurately and effectively, as indicated										
<b>Date of completion for each component: Instructor initial/date</b>										

**Critical Safety Skills: #3, #4, #5, #7, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Palpation of Bony Landmarks – Extremity: Lower**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills *Instructor to initial each completed component. Student must proficiency all bony landmarks, including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	Course 1243													
	Greater trochanter	Femoral condyles	Tibial condyles	Tibial tuberosity	Knee joint line	Fibular head	Med/ Lat malleoli	Calcaneus	Talus	Navicular	Cuboid	Cuneiforms	Metatarsals	Phalanges
1. Wash hands using proper technique before and after patient care														
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)														
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>														
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13. Conclude treatment correctly; assisting patient as needed														
14. Document accurately and effectively, as indicated														
<b>Date of completion for each component: Instructor initial/date</b>														

**Critical Safety Skills: #3, #4, #5, #7, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Palpation of Bony Landmarks – Head, Neck, & Spine**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing joint mobilization for joints of the upper and lower extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills *Instructor to initial each completed component. Student must proficiency all bony landmarks, including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	Course 1243											
	Cranium – Occipital, occipital protuber.	Cranium - Parietal	Cranium - Temporal	Cranium - Frontal	Mandible angle	1 <sup>st</sup> rib	Spinous process	Transverse process	Manubrium	Sternum	Xiphoid process	Ribs
1. Wash hands using proper technique before and after patient care												
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)												
3. Introduce self to patient/caregiver and confirm the patient's identity accurately												
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13. Conclude treatment correctly; assisting patient as needed												
14. Document accurately and effectively, as indicated												
<b>Date of completion for each component: Instructor initial/date</b>												

**Critical Safety Skills: #3, #4, #5, #7, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Soft Tissue Palpation/Mobilization - Extremity**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure performing palpation of the neck, trunk, and extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

<b>Required Skills</b>							Course 1243
*Instructor to initial each completed component. Student must proficiency all muscle(s)/muscle group(s)/soft tissue(s), including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>							
1. Wash hands using proper technique before and after patient care							
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)							
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>							
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>							
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>							
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.							
7. <b>Locate the correct treatment area, including muscle/muscle group and/or soft tissue (critical safety skill). Instructor to initial each muscle/muscle group completed. Must proficiency all.</b>							
HIP	KNEE	ANKLE/ FOOT	SHOULDER POSTERIOR	SHOULDER ANTERIOR	ELBOW/ FOREARM	WRIST/ HAND	
Iliopsoas	Quadriceps	Ant. tib	Upper trapezius	Ant. delt	Biceps brachii	EPL	
Adductors	Bicep femoris	Post. tib	Levator scapulae	Middle delt	Brachialis	Add PL	
Piriformis	Semitend/ memb	Peroneus longus/ brev	Middle trapezius	Post. delt	Brachioradialis	Abd PL	
Glute max		Gastroc/soleus	Lower trapezius	Subscapularis	Triceps	FPL	
Glute medius			Rhomboids	Pec major	Pronator teres		
Glute minimus			Infraspinatus	Pec minor	Pronator quadratus		
TFL			Supraspinatus	Subclavius	Supinator		
Sartorius			Teres major/minor				
			Serratus anterior				
			Lat. dorsi				
8. Place self in the best position to provide treatment/intervention; maintaining proper body mechanics							
9. Differentiate between soft tissue types (e.g., cutaneous, subcutaneous, muscle, tendon/ligament), including recognizing differences in muscle mass or contraction ability, soft tissue variances, and abnormalities							
10. Proficiently palpate given muscle/muscle group/soft tissue (e.g., hand placement, pressure)							
11. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed							
12. <b>Monitor and adjust test/intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> - during and post intervention as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>							
13. Conclude treatment correctly; assisting patient as needed							
14. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms							
15. Document accurately and effectively							

**Critical Safety Skills: #3, #4, #5, #7, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 3/2016  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Soft Tissue Palpation/Mobilization – Head, Neck, & Spine**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure performing palpation of the neck, trunk, and extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

<b>Required Skills</b>	Course 1243																		
*Instructor to initial each completed component. Student must proficiency all muscle(s)/muscle group(s)/soft tissue(s), including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>																			
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<b>7. Locate the correct treatment area, including muscle/muscle group and/or soft tissue (critical safety skill). Instructor to initial each muscle/muscle group completed. Must proficiency all.</b>																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">HEAD/NECK</th> <th style="width: 33%;">Posterior Spinal Column</th> <th style="width: 33%;">Anterior trunk</th> </tr> </thead> <tbody> <tr> <td>Sternocleidomastoid</td> <td>Splenius capitis/cervicis (cervical extensor)</td> <td>Rectus abdominis</td> </tr> <tr> <td>Scalene (ant, middle, posterior)</td> <td>suboccipitals</td> <td>Linea Alba</td> </tr> <tr> <td></td> <td>Quadratus lumborum</td> <td>External oblique</td> </tr> <tr> <td></td> <td>Erector Spinae group</td> <td>Internal Oblique</td> </tr> <tr> <td></td> <td>Transversospinalis group</td> <td>Transverse abdominis</td> </tr> </tbody> </table>	HEAD/NECK	Posterior Spinal Column	Anterior trunk	Sternocleidomastoid	Splenius capitis/cervicis (cervical extensor)	Rectus abdominis	Scalene (ant, middle, posterior)	suboccipitals	Linea Alba		Quadratus lumborum	External oblique		Erector Spinae group	Internal Oblique		Transversospinalis group	Transverse abdominis	
HEAD/NECK	Posterior Spinal Column	Anterior trunk																	
Sternocleidomastoid	Splenius capitis/cervicis (cervical extensor)	Rectus abdominis																	
Scalene (ant, middle, posterior)	suboccipitals	Linea Alba																	
	Quadratus lumborum	External oblique																	
	Erector Spinae group	Internal Oblique																	
	Transversospinalis group	Transverse abdominis																	
8. Place self in the best position to provide treatment/intervention; maintaining proper body mechanics																			
9. Differentiate between soft tissue types (e.g., cutaneous, subcutaneous, muscle, tendon/ligament), including recognizing differences in muscle mass or contraction ability, soft tissue variances, and abnormalities																			
10. Proficiently palpate given muscle/muscle group/soft tissue (e.g., hand placement, pressure)																			
11. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed																			
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**Critical Safety Skills: #3, #4, #5, #7, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PHTA 1246

# Kinesiology

## **Entry-Level Skills**

- Goniometry/ROM Measurement
- Instruction in Home Exercise Program
  - Manual Muscle Testing
  - Muscle Length testing
- Postural Alignment/Training

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Goniometry/ROM Measurement - Extremity: Upper**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing goniometry for joints of the spine and upper and lower extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills <small>*Instructor to initial each completed component. Instructor will select a minimum of one joint motion from each plane of motion for each joint to measure joint ROM using an appropriate device. All must be performed to demonstrate proficiency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</small>	Course 1246								
	UE Funct. Assess	Shoulder flex/ext	Shoulder abd/add	Shoulder IR/ER	Elbow flex/ext	Forearm pron/sup	Wrist flex/ext	Wrist rad/uln dev	Thumb/Fing flex/ext
1. Wash hands using proper technique before and after patient care									
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)									
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>									
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>									
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>									
6. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>									
7. Prepare patient for treatment, including effectively positioning and placing patient in proper test position, or most appropriate position for the test, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate									
8. <b>Identify the correct joint and motion group to be tested (critical safety skill)</b>									
9. Place self in the best position to perform test; maintaining proper body mechanics									
10. Identify normative and functional value(s) for range of motion of the given joint									
11. Select appropriate measurement device (e.g., goniometer, tape measure, inclinometer, protractor) [goniometer only for extremity]									
12. Place patient in the proper testing position, or most appropriate position for the particular joint being measured									
13. Stabilize the proximal joint segment									
14. Move the distal joint segment to the zero starting position (or as close as possible within the available ROM of the joint) and accurately read the goniometer (optional)									
15. Slowly move the distal joint segment to the end of the PROM and determine the end-feel and identify any pain during/at the end of the motion. Make a visual estimate of the ROM (as indicated)									
16. Return the distal segment to the starting position (as indicated)									
17. Palpate the bony anatomical landmarks for the joint being tested									
18. Properly align the measurement device (e.g., fulcrum, stationary arm and moving arm of goniometer; position of inclinometer) and realign as necessary									
19. Move or have patient move the distal segment through full/available range of motion (AROM, AAROM, PROM), providing motivation as needed – <b>Must proficiency all.</b>									
20. Modify and correct patient for movement substitution(s)/fault(s)									
21. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed									
22. <b>Monitor and adjust test in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post test as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>									
23. Read device correctly									
24. <b>Obtain accurate measurement for test performed (±5 degrees)</b>									
25. Document accurately and effectively									
<b>Date of completion for each component: Instructor initial/date</b>									

**Critical Safety Skills: #3, #4, #5, #6, #8, #22, #24**

Student: \_\_\_\_\_  
 Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

Updated 8/2015

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Goniometry/ROM Measurement - Extremity: Lower**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing goniometry for joints of the spine and upper and lower extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

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	LE Funct. Assess	Hip flex/ext	Hip abd/add	Hip IR/ER	Knee flex/ext	Ankle DF/PF	Ankle Inver/Ever	Subtalar Inver/Ever	Great toe flex/ext
1. Wash hands using proper technique before and after patient care									
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)									
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>									
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>									
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>									
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9. Place self in the best position to perform test; maintaining proper body mechanics									
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11. Select appropriate measurement device (e.g., goniometer, tape measure, inclinometer, protractor) [goniometer only for extremity]									
12. Place patient in the proper testing position, or most appropriate position for the particular joint being measured									
13. Stabilize the proximal joint segment									
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18. Properly align the measurement device (e.g., fulcrum, stationary arm and moving arm of goniometer; position of inclinometer) and realign as necessary									
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<b>Date of completion for each component: Instructor initial/date</b>									

**Critical Safety Skills: #3, #4, #5, #6, #8, #22, #24**

Student: \_\_\_\_\_  
 Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

Updated 8/2015



# Kankakee Community College Entry-Level Skills Checklist Goniometry/ROM Measurement - Spine

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing goniometry for joints of the spine and upper and lower extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills <small>*Instructor to initial each completed component. Instructor will select a minimum of one joint motion from each plane of motion for each joint to measure joint ROM using an appropriate device. All must be performed to demonstrate proficiency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</small>	Course 1246								
	Cervical flex/ext	Cervical LSB	Cervical rotation	Thoracox flex/ext	Thoracox LSB	Thoracox rotation	Lumbar flex/ext	Lumbar LSB	Lumbar rotation
1. Wash hands using proper technique before and after patient care									
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)									
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>									
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15. Slowly move the distal joint segment to the end of the PROM and determine the end-feel and identify any pain during/at the end of the motion. Make a visual estimate of the ROM (as indicated)									
16. Return the distal segment to the starting position (as indicated)									
17. Palpate the bony anatomical landmarks for the joint being tested									
18. Properly align the measurement device (e.g., fulcrum, stationary arm and moving arm of goniometer; position of inclinometer) and realign as necessary									
19. Move or have patient move the distal segment through full/available range of motion (AROM, AAROM, PROM), providing motivation as needed – <b>Must proficiency all.</b>									
20. Modify and correct patient for movement substitution(s)/fault(s)									
21. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed									
22. <b>Monitor and adjust test in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post test as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>									
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25. Document accurately and effectively									
<b>Date of completion for each component: Instructor initial/date</b>									

**Critical Safety Skills: #3, #4, #5, #6, #8, #22, #24**

Student: \_\_\_\_\_  
Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

Updated 8/2015

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Instruction in Home Exercise Program**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will perform instruction in home exercise program, maintaining safety at all times with knowledge of indications, contraindications, and precautions.

Required Skills	Course 1246	Course 2145
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
6. Set up treatment area, including <b>ensuring good working condition of equipment (critical safety skill)</b>		
7. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, ease of movement, and to promote use of proper body mechanics; drape as appropriate.		
8. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)		
9. Effectively educate the patient/others in the select program, correcting for movement substitution(s)/fault(s)/compensation(s) by the patient and modifying the program as indicated		
10. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
11. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
12. Ensure patient's understanding of instructions (e.g., patient should return demonstration, repeat instructions, etc.)		
13. Create and provide patient with written handout/instructions commensurate with the learning needs of the patient/caregiver		
14. Document intervention accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #6, #11**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 1/2014

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**

**Manual Muscle Testing – Extremity: Upper**

PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure performing manual muscle test of the neck, trunk, and extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

Required Skills *Instructor to initial each completed component. Student must proficiency all muscle(s)/muscle group(s), including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	PHTA 1246																																															
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14. Stabilize proximal body segment effectively																																																
15. Apply appropriate pressure (as indicated) in the correct location, direction, and duration (3-5 seconds); pressure is gradual and appropriate																																																
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**Critical Safety Skills: #3, #4, #5, #6, #8, #19, #20**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 8/2015

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**

**Manual Muscle Testing – Extremity: Lower**

PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure performing manual muscle test of the neck, trunk, and extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

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Tensor fascia latae		FHL, FHB; FDL/FDB																																						
Sartorius																																								
9. Place self in the best position to perform MMT; maintaining proper body mechanics																																								
10. Instruct the patient to move the distal segment through full/available range of motion																																								
11. Passively move the body part through available range of motion to determine whether any restriction exists and determine whether patient actively able to move through full available range of motion																																								
12. Place the body part in the test position																																								
13. Instruct patient to “hold” the test position in the correct test position																																								
14. Stabilize proximal body segment effectively																																								
15. Apply appropriate pressure (as indicated) in the correct location, direction, and duration (3-5 seconds); pressure is gradual and appropriate																																								
16. Proficiently palpate given muscle/muscle group, observing the presence or absence of muscle mass and recognizing normal and abnormal muscle tone																																								
17. Modify and correct patient for movement substitution(s)/fault(s)																																								
18. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed																																								
19. <b>Monitor and adjust test in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post test as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>																																								
20. <b>Obtain accurate measurement grade of strength for test performed (± 1/2 grade)</b>																																								
21. Document findings accurately and effectively																																								
<b>Date of completion for each component: Instructor initial/date</b>																																								

**Critical Safety Skills: #3, #4, #5, #6, #8, #19, #20**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 3/2016

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Manual Muscle Testing – Spine**  
**PHYSICAL THERAPIST ASSISTANT PROGRAM**

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

**Student: (please print)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure performing manual muscle test of the neck, trunk, and extremities maintaining safety at all times with knowledge of potential indications, contraindications, and precautions.

<b>Required Skills</b> <i>*Instructor to initial each completed component. Student must proficiency all muscle(s)/muscle group(s), including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	PHTA 1246																				
	cervical	abdominal	trunk																		
1. Wash hands using proper technique before and after patient care																					
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)																					
<b>3. Introduce self to patient/caregiver and confirm the patient’s identity accurately</b>																					
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>																					
<b>5. Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>																					
6. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>																					
7. Prepare patient for treatment, including effectively positioning and placing patient in proper test position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.																					
8. <b>Locate the correct muscle/muscle group and joint motion (critical safety skill). Must proficiency all. Instructor to initial each muscle/muscle group completed.</b>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Cervical</th> <th style="width: 33%;">Abdominal</th> <th style="width: 33%;">Trunk</th> </tr> </thead> <tbody> <tr> <td>Flexion</td> <td>Upper</td> <td>Thoracolumbar extension</td> </tr> <tr> <td>Anteriolateral group</td> <td>Lower – DKC</td> <td>Thoracolumbar LSB</td> </tr> <tr> <td>Prevertebrals</td> <td>Lower – Double leg lowering</td> <td>Lumbar extension</td> </tr> <tr> <td>Extension</td> <td>Transverse abdominus</td> <td></td> </tr> <tr> <td>Rotation</td> <td>Obliques</td> <td></td> </tr> </tbody> </table>	Cervical	Abdominal	Trunk	Flexion	Upper	Thoracolumbar extension	Anteriolateral group	Lower – DKC	Thoracolumbar LSB	Prevertebrals	Lower – Double leg lowering	Lumbar extension	Extension	Transverse abdominus		Rotation	Obliques				
Cervical	Abdominal	Trunk																			
Flexion	Upper	Thoracolumbar extension																			
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Prevertebrals	Lower – Double leg lowering	Lumbar extension																			
Extension	Transverse abdominus																				
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9. Place self in the best position to perform MMT; maintaining proper body mechanics																					
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18. Utilize appropriate level of verbal and manual cues necessary for patient’s needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed																					
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<b>20. Obtain accurate measurement grade of strength for test performed (± 1/2 grade)</b>																					
21. Document findings accurately and effectively																					
<b>Date of completion for each component: Instructor initial/date</b>																					

**Critical Safety Skills: #3, #4, #5, #6, #8, #19, #20**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 8/2015

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Muscle Length Testing**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for performing assessment of muscle length testing, maintaining safety at all times with compliance of all contraindications and precautions.

Required Skills: <i>*Instructor to initial each completed component. Student must proficiency all muscle length tests, including but not limited to those listed. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	Course 1246	
	UE	LE
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>		
6. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
7. Prepare patient for treatment, including effectively positioning and placing patient in proper test position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.		
8. <b>Locate the correct muscle/muscle group (critical safety skill). Must proficiency all. Instructor to initial each muscle/muscle group completed.</b> _____ Pectoralis major (sternal, clavicular)      _____ Iliopsoas (Thomas Test) _____ Pectoralis minor      _____ Rectus Femoris (Ely's) _____ Shoulder medial rotators      _____ Tensor Facia Latae/ Iliotibial band (Ober's) _____ Shoulder lateral rotators      _____ Hamstrings _____ SLR      _____ 90/90 _____ Latissimus dorsi      _____ Gastrocnemeus _____ Biceps brachii _____ Triceps brachii _____ Wrist extensor group _____ Wrist flexor group		
9. Place self in the best position to perform MMT; maintaining proper body mechanics		
10. Stabilize (proximal) body segment (bone of insertion) effectively		
11. Passively move the (distal) body part, moving the bone of insertion in the direction of lengthening/elongating the muscle being tested		
12. Modify and correct for movement substitution(s)/compensation(s)		
13. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
14. <b>Monitor and adjust test in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post test as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
15. Obtain accurate measure of muscle length test performed (e.g., normal, short, lengthened, stiff), comparing to uninvolved or opposite limb as indicated		
16. Correlate muscle length test to typical muscle imbalances (ie: long/weak, short/strong)		
17. Document findings accurately and effectively		
<b>Date of completion: Instructor initial/date</b>		

**Critical Safety Skills: #3, #4, #5, #6, #8, #14**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Postural Alignment/Training**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will recognize and provide instruction and training and correct postural deviations.

Required Skills	Course 1246	Course 2156
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	1246	2156
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.		
7. Determine normal and abnormal alignment of trunk and extremities at rest and during activities		
8. Recognize normal posture and common postural deviations with assessment from all angles		
9. Recognize postures during positioning and activities that aggravate or relieve pain or altered sensations, or that produce associated skin trauma or problems		
10. Correct postural faults minimize/correct deviations in various positions to meet patient/caregiver needs and achieve physical therapy goals and intended outcomes; demonstrate as needed		
11. Instruct patient/others in positioning and body mechanics to assist in improving posture		
12. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
13. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
14. Conclude treatment correctly; assisting patient as needed		
15. Report and discuss postural alignment changes with the physical therapist as necessary		
16. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms		
17. Document accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #16**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PHTA 2145

# Orthopedics for the PTA

## **Entry-Level Skills**

- Gait deviations
- Instruction in Exercise with Use of Equipment
  - Instruction in Home Exercise Program



# Kankakee Community College

## Entry-Level Skills Checklist

### Gait Deviations

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will accurately identify and provide instruction and training to correct gait deviations, ensuring patient safety

Required Skills	Course 2145	Course 2156
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver/other, <b>obtaining consent for treatment (critical safety skill)</b> and clarifying patient's/others' roles		
6. <b>Determine the patient's mental and physical capabilities to perform gait with an assistive device, including weight bearing – clarifying precautions/restrictions with patient, if applicable (critical safety skill)</b>		
7. Ensure patient's clothing and footwear are suitable for the activity		
8. Prepare and secure treatment area, clearing area of obstacles and <b>securing brakes of all surfaces when indicated (critical safety skill)</b>		
9. <b>Apply a safety (gait) belt – check for contraindications and explain purpose.</b> If not indicated or contraindicated, provide sound reasoning for no use of gait belt <b>(critical safety skill)</b>		
10. Select appropriate device/equipment, as indicated, within the plan of care and established goals/needs of patient and correct gait deviation(s)		
11. Fit assistive device/equipment correctly		
12. Select the appropriate gait pattern		
13. Instruct the patient/caregiver in use/care of assistive device		
14. Observe patient during ambulation and perform gait training at appropriate level for the patient and progress properly (consider progression of assistive device, if applicable), using appropriate gait pattern and movement strategies		
15. Recognize common gait deviations (e.g., antalgic, lateral trunk bending, functional leg-length discrepancy, increased walking base, inadequate dorsiflexion control, excessive knee flexion or extension) and their associated musculoskeletal impairments (e.g., muscle imbalances, structural faults, pain, WB restrictions)		
16. Recognize common gait deviations (e.g., hemiparetic, ataxic, scissoring) and their associated neuromuscular impairments (e.g., impairments of tone, coordination, perceptual deficits, balance, etc.)		
17. Identify and use common orthotics utilized to correct various gait deviations		
18. Perform gait training to optimize gait pattern, <b>positioning self to effectively guard, guide, direct, and protect the patient/self with effective handling techniques to ensure patient/self safety and goal of intervention at all times, maintaining all precautions/restrictions at all times; utilize safety (gait) belt appropriately (critical safety skill)</b>		
19. Recognize changes gait characteristics with training (e.g., cadence, speed, coordination, balance, arm swing, stride length, weight shift, base of support, safety, etc.)		
20. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
21. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
22. Provide patient/caregiver/other with handout of instructions, as necessary, and strategies in order to promote follow-through and continued adherence to gait strategies		
23. Document intervention accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #6, #8, #9, #18, #21**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015  
Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Instruction in Exercise with Use of Equipment**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate effective instruction in exercise with equipment maintaining safety at all times with knowledge of indications, contraindications, and precautions

<b>Required Skills</b>	Course 2145
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Select the appropriate equipment within the plan of care and established goals/needs of the patient	
7. Set up treatment area and equipment, including <b>ensuring good working condition of equipment and safety measures with the equipment, as applicable, are in place (critical safety skill)</b>	
8. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, ease of movement, and to promote correct use of equipment and use of proper body mechanics; drape as appropriate	
9. Instruct the patient/others in safety precautions with the equipment and appropriate set-up/use of exercise equipment, including how/when to contact therapist (as applicable) and addressing modifications for home, as indicated	
10. <b>Ensure correct, effective, and safe use of equipment (critical safety skill)</b> , correcting for movement substitution(s)/fault(s)/compensation(s) by the patient	
11. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
12. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
13. Ensure patient's understanding of instructions (e.g., patient should return demonstration, repeat instructions, etc.)	
14. Document intervention accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #7, #10, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Instruction in Home Exercise Program**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will perform instruction in home exercise program, maintaining safety at all times with knowledge of indications, contraindications, and precautions.

Required Skills	Course 1246	Course 2145
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
6. Set up treatment area, including <b>ensuring good working condition of equipment (critical safety skill)</b>		
7. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, ease of movement, and to promote use of proper body mechanics; drape as appropriate.		
8. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)		
9. Effectively educate the patient/others in the select program, correcting for movement substitution(s)/fault(s)/compensation(s) by the patient and modifying the program as indicated		
10. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
11. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
12. Ensure patient's understanding of instructions (e.g., patient should return demonstration, repeat instructions, etc.)		
13. Create and provide patient with written handout/instructions commensurate with the learning needs of the patient/caregiver		
14. Document intervention accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #6, #11**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 1/2014

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PHTA 2156

# PTA Fundamentals III

## **Entry-Levels Skills**

- Activities of Daily Living
- Facilitation/Inhibition techniques
  - Gait deviations
- Postural Alignment/Training
  - Transfers

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Activities of Daily Living**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will identify needs, instruct and train patients in ADLs, providing appropriate assistance and maintaining safety at all times, with knowledge of indications, contraindications, and precautions.

Required Skills	Course 2156
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Identify Activities of Daily Living (ADLs)/Instrumental Activities of Daily Living (IADLs)	
7. Select the appropriate Activity of Daily Living (ADL) activity consistent to meet patient/caregiver needs and achieve physical therapy goals and intended outcomes; demonstrate as needed	
8. Observe the patient performing activities to determine the correct level of performance and assistance needed	
9. Proficiently instruct the patient and/or family/caregiver/other in functional training, including the ADL to meet the patient's needs and achieve physical therapy goals and intended outcomes (e.g., in self-care and in domestic, education, work, community, social, and civic life); use clear and concise instructions/cues; demonstrate as needed	
10. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
11. Safely manage patient care equipment such as catheters, lines/tubes, O2 to promote effective treatment	
12. Utilize proper body mechanics; promoting good body mechanics of self, caregiver, patient	
13. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
14. Educate the patient/caregiver on effects of immobility and decreased activity and how deconditioning can affect a patient's ability to carry out ADL's; encourage the patient to adopt healthy behaviors, optimize mobility, and improve fitness as pertains to performance of ADLs	
15. Conclude treatment correctly, including position patient for proper alignment, support, and safety with consideration for indicated/contraindicated positions and postures (e.g., reflex inhibiting postures) as indicated; drape or replace clothing for modesty and body temperature control	
16. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
17. Provide patient/caregiver/other with handout of instructions, as necessary, and strategies in order to promote follow-through and continued adherence of techniques and strategies performed	
18. Document intervention accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #13**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2011

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Facilitation/Inhibition Techniques for NeuroRehabilitation**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to correctly and effectively utilize facilitation and inhibition techniques to achieve maximal benefit for initiation of movement and motor control, with knowledge of indications, contraindications, and precautions.

Required Skills	Course 2156
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate	
7. Select the appropriate therapeutic handling techniques, including facilitation technique(s) (e.g., quick stretch, resistance, joint approximation/traction, tapping, placing and holding) and/or inhibition technique(s) (e.g., rhythmic rotation, prolonged stretch, inhibitory pressure, inhibitory tapping), to appropriately influence the quality of the motor	
8. Proficiently perform select intervention using smooth and effective sequence and strategies at a level appropriate and based on the patient's impairments and ability in order to effectively influence quality of posture/movement and to meet patient/caregiver needs and achieve physical therapy goals and intended outcomes; demonstrate as needed	
9. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
10. Use appropriate key points of control to achieve desired activity and outcome	
11. Utilize proper body mechanics; promoting good body mechanics of self, caregiver, patient	
12. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
13. Conclude treatment correctly, including position patient for proper alignment, support, and safety with consideration for indicated/contraindicated positions and postures (e.g., reflex inhibiting postures) as indicated; drape or replace clothing for modesty and body temperature control	
14. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
15. Provide patient/caregiver/other with handout of instructions, as necessary, and strategies in order to promote follow-through and continued adherence of techniques and strategies performed	
16. Document intervention accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College

## Entry-Level Skills Checklist

### Gait Deviations

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will accurately identify and provide instruction and training to correct gait deviations, ensuring patient safety

Required Skills	Course 2145	Course 2156
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver/other, <b>obtaining consent for treatment (critical safety skill)</b> and clarifying patient's/others' roles		
6. <b>Determine the patient's mental and physical capabilities to perform gait with an assistive device, including weight bearing – clarifying precautions/restrictions with patient, if applicable (critical safety skill)</b>		
7. Ensure patient's clothing and footwear are suitable for the activity		
8. Prepare and secure treatment area, clearing area of obstacles and <b>securing brakes of all surfaces when indicated (critical safety skill)</b>		
9. <b>Apply a safety (gait) belt – check for contraindications and explain purpose.</b> If not indicated or contraindicated, provide sound reasoning for no use of gait belt <b>(critical safety skill)</b>		
10. Select appropriate device/equipment, as indicated, within the plan of care and established goals/needs of patient and correct gait deviation(s)		
11. Fit assistive device/equipment correctly		
12. Select the appropriate gait pattern		
13. Instruct the patient/caregiver in use/care of assistive device		
14. Observe patient during ambulation and perform gait training at appropriate level for the patient and progress properly (consider progression of assistive device, if applicable), using appropriate gait pattern and movement strategies		
15. Recognize common gait deviations (e.g., antalgic, lateral trunk bending, functional leg-length discrepancy, increased walking base, inadequate dorsiflexion control, excessive knee flexion or extension) and their associated musculoskeletal impairments (e.g., muscle imbalances, structural faults, pain, WB restrictions)		
16. Recognize common gait deviations (e.g., hemiparetic, ataxic, scissoring) and their associated neuromuscular impairments (e.g., impairments of tone, coordination, perceptual deficits, balance, etc.)		
17. Identify and use common orthotics utilized to correct various gait deviations		
18. Perform gait training to optimize gait pattern, <b>positioning self to effectively guard, guide, direct, and protect the patient/self with effective handling techniques to ensure patient/self safety and goal of intervention at all times, maintaining all precautions/restrictions at all times; utilize safety (gait) belt appropriately (critical safety skill)</b>		
19. Recognize changes gait characteristics with training (e.g., cadence, speed, coordination, balance, arm swing, stride length, weight shift, base of support, safety, etc.)		
20. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
21. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
22. Provide patient/caregiver/other with handout of instructions, as necessary, and strategies in order to promote follow-through and continued adherence to gait strategies		
23. Document intervention accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #6, #8, #9, #18, #21**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Postural Alignment/Training**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will recognize and provide instruction and training and correct postural deviations.

Required Skills	Course	Course
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	1246	2156
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate.		
7. Determine normal and abnormal alignment of trunk and extremities at rest and during activities		
8. Recognize normal posture and common postural deviations with assessment from all angles		
9. Recognize postures during positioning and activities that aggravate or relieve pain or altered sensations, or that produce associated skin trauma or problems		
10. Correct postural faults minimize/correct deviations in various positions to meet patient/caregiver needs and achieve physical therapy goals and intended outcomes; demonstrate as needed		
11. Instruct patient/others in positioning and body mechanics to assist in improving posture		
12. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed		
13. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., inspect skin and monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
14. Conclude treatment correctly; assisting patient as needed		
15. Report and discuss postural alignment changes with the physical therapist as necessary		
16. Compare pre-treatment signs/symptoms with post-treatment signs/symptoms		
17. Document accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #16**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Kankakee Community College

## Entry-Level Skills Checklist

### Transfers

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to demonstrate correct technique while transferring a patient from a wheelchair to another surface, maintaining safety of patient and assistance at all times.

Required Skills	Course 1115	Course 2156
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver/other, <b>obtaining consent for treatment (critical safety skill)</b> and clarifying patient's/others' roles		
6. <b>Determine the patient's mental and physical capabilities to perform gait with an AD, including weight bearing – clarifying precautions/restrictions with patient, if applicable (critical safety skill)</b>		
7. Ensure patient's clothing and footwear are suitable for the transfer		
8. Position and secure treatment area, including wheelchair; secure brakes of all surfaces.		
9. Clear area of obstacles (e.g., remove foot rest and arm rests from w/c if necessary, remove clutter)		
10. <b>Apply a safety (gait) belt – check for contraindications and explain purpose.</b> If not indicated or contraindicated, provide sound reasoning for no use of gait belt <b>(critical safety skill)</b>		
11. Use clear, simple directive terms, during transfer, demonstrate as needed		
12. <b>Position self to effectively guard, guide, direct and protect the patient/self throughout the transfer/ training while using proper body mechanics during set-up, transfer, and securing patient</b>		
a. Adjust center of gravity according to height and weight of patient		
b. Maintain wide base of support		
c. Utilize correct weight shift		
d. <b>Guard patient correctly and effectively, ensuring patient/self safety at all times; utilize safety (gait) belt appropriately (critical safety)</b>		
e. Give adequate assistance to patient while promoting maximal patient participation		
13. Effectively complete the transfer. Must demonstrate proficiency with all devices. <b>Instructor to initial each transfer completed.</b> <b>rolling:</b> ____ log-roll ____ segmental <b>supine to sit:</b> ____ log-roll ____ trunk curl-up <b>bed repositioning:</b> ____ 1 person ____ 2 person ____ hover mat <b>sit to supine:</b> ____ log-roll ____ trunk curl-up <b>sit-pivot:</b> ____ dependent ____ maxA ____ modA ____ minA ____ CGA/SBA <b>stand-pivot:</b> ____ dependent ____ maxA ____ modA ____ minA ____ CGA/SBA <b>sliding board:</b> ____ dependent ____ maxA ____ modA ____ minA ____ CGA/SBA <b>2-man floor-cart:</b> ____ dependent ____ maxA ____ modA ____ minA ____ CGA/SBA <b>minimal lift equipment:</b> ____ Sit-Stand ____ Hoyer		
14. Safely manage patient care equipment such as catheters, IV's, O2 while transferring patient		
15. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>		
16. Position the patient for comfort, stability, and safety upon completion of transfer; remove gait belt		
17. Document intervention accurately and effectively		

**Critical Safety Skills: #3, #4, #5, #6, #8, #10, #12d, #15**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015  
 Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PHTA 2185

# PTA Fundamentals IV

## **Entry-Levels Skills**

- Anthropometric Characteristics
  - Cardiac Dysfunction
- Donning/Doffing Isolation Clothing – Aseptic Isolation
  - Donning/Doffing Sterile Gloves
    - Dressing Change
  - Orthotic/Prosthetic Devices
  - Pulmonary Dysfunction
    - Vital Signs

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Anthropometric Characteristics**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to proficiently measure height, weight, length, and girth in order to further document abnormalities noted during observation and palpation as well as to safely and effectively implement selected interventions identified in the plan of care established by the physical therapist.

<b>Required Skills</b>	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position for the intervention and for support, stability, ease of movement, and to promote correct use of equipment and use of proper body mechanics	
7. Proficiently measure patient's height ( $\pm 1$ in)	
8. Proficiently measure patient's weight ( $\pm 3$ lbs)	
9. Proficiently measure length as applies to anthropometric characteristics (e.g., leg length) ( $\pm 1$ cm) a. Using a flexible measuring tape, measure from ASIS to medial malleolus, compare bilaterally	
10. Proficiently measure girth of selected body parts/extremities ( $\pm 0.5$ cm) a. Using a flexible measuring tape, take circumferential measurements of both the upper extremity and lower extremity at sequential intervals to help substantiate joint effusion, edema, and muscle hypertrophy and atrophy; compare bilaterally	
11. Conclude treatment correctly, including position patient for proper alignment, support, and safety; drape or replace clothing for modesty and body temperature control	
12. Document treatment accurately and effectively	

**Critical Safety Skills: #3, #4, #5**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College

## Entry-Level Skills Checklist

### Cardiac Dysfunction

#### PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to effectively treat a patient with cardiac dysfunction maintaining safety and with knowledge of indications, contraindications, and precaution

Required Skills	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position for the intervention and for support, stability, ease of movement, and to promote correct use of equipment and use of proper body mechanics	
7. Identify normative vital signs and acceptable deviation(s) from normal for individuals with cardiac dysfunction	
8. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>	
9. <b>Identify applicable precautions and contraindications to activity/exercise for common cardiac diseases/disorders/conditions treated in physical therapy (critical safety skill)</b>	
10. Proficiently perform select components of patient assessment, including the following test and measures: <b>Instructor to initial each skill completed. Must proficiency all.</b> ___ Angina scale ___ Observe and inspect patient for signs of cyanosis, pallor, diaphoresis ___ Edema assessment ___ Observe for jugular venous distention	
11. Accurately determine exercise intensity for the patient with cardiac dysfunction based on plan of care and orders and with consideration for patient status, needs, and physical therapy goals and intended outcomes	
12. Proficiently instruct the patient with cardiac dysfunction in applicable precautions/restrictions; demonstrating as needed ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety or compromises precautions/restrictions</b> ) ___ sternal precautions ___ cardiac precautions	
13. Proficiently instruct the patient with cardiac dysfunction in methods to monitor and measure activity tolerance and appropriate exercise/activity intensity ( <b>may be deemed a critical safety if blatant disregard for proper technique or application compromises safety or compromises precautions/restrictions</b> ) ___ Borg RPE Scale – adjusted for cardiac parameters ___ MET level	
14. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
15. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary ( <b>critical safety skill</b> ) ___ Accurately monitor cardiopulmonary response by measuring standard vital signs (HR, BP, O2 saturation, RR, pain) pre, during, and post/recovery as indicated ___ Detect signs and symptoms of cardiac distress ___ Detect activities that aggravate or relieve edema, pain, angina or other symptoms ___ Identify normal and abnormal responses to aerobic exercise/activity, including signs/symptoms of exercise intolerance	
16. Ensure patient's/caregiver's understanding of instructions at rest and during activity (e.g., patient should return demonstration, repeat instructions, etc.); correcting patient as necessary	
17. Provide patient/caregiver/other with handout of instructions and strategies, as necessary and commensurate with the learning needs of the patient/caregiver, in order to promote follow-through and continued adherence with the instructions given	
18. Conclude treatment correctly; assisting patient as needed	
19. Document treatment accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #8, #9,**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Updated 8/2015

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Donning/Doffing Isolation Clothing**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to utilize protective garments correctly following medical asepsis principles.

Required Skills	Course 1115	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.		
Donning Isolation Clothing	Isolation Precautions	Aseptic Isolation
1. <b>Wash hands using proper technique</b>		
2. Don a cap; avoid touching hair or neck. May cover ears. (Aseptic Isolation)		
3. Don a mask correctly		
4. Open the outer package of a sterile disposable gown and the sterile gloves, and place them correctly in the sterile field		
5. Wash hands using proper technique		
6. Pick up gown with hands touching inside only		
7. Grasp gown and allow gown to vertically unfold without shaking		
8. <b>Don gown by inserting arms into sleeves (for aseptic technique, does not allow hands to extend through sleeves) and securing appropriately</b>		
9. Request another person to tie the gown (waist and/or neck component)		
10. <b>Don gloves using correct technique (clean vs. sterile field)</b>		
Doffing Isolation Clothing		
1. Untie the waist of the gown		
2. <b>Grasp the outer front shoulders of the gown by crossing the arms and remove the gown; avoid making contact with the gown with skin or clothing while pulling arms out of sleeves</b>		
3. Gently roll the gown into a ball so that it will be turned inside out, and dispose of it in appropriate container		
4. <b>Remove gloves using proper technique, and dispose of it properly</b>		
5. Wash hands using proper technique		
6. Remove mask carefully and dispose of it properly; avoid touching center of the mask with hands, or touching face		
7. Remove cap appropriately, and dispose of properly		
8. <b>Wash hands using proper technique</b>		

**Critical Safety Skills:**                      **Donning Isolation Clothing: #1, #8, #10**                      **Doffing Isolation Clothing: #2, #4, #8**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 1/2012

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Kankakee Community College**  
**Entry-Level Skills Checklist**  
**Donning/Doffing Sterile Gloves – Sterile Technique**

PHYSICAL THERAPIST ASSISTANT PROGRAM  
 100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for donning/doffing sterile protective equipment following procedures for medical asepsis.

<b>Required Skills</b>	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.	
<b>Donning Sterile Gloves</b>	
1. <b>Wash hands using proper hand washing techniques</b>	
2. Remove wrapping without contacting inside surface	
3. Place wrapping on flat surface, inside surface facing up	
4. Using one hand, grasp glove cuff, pick up glove, does NOT touch outside of glove	
5. <b>Insert second hand into glove while maintaining grasp on cuff with first hand, adjust without contacting outside surface of gloves</b>	
6. <b>Using gloved hand, slip fingers between the outside and the cuff of other glove, touching only the outside surfaces</b>	
7. Grasps inner portion of empty glove package, discards	
<b>Doffing Sterile Gloves</b>	
8. With one hand, grasp outside of opposite glove	
9. Turn glove inside out as it is removed, does NOT touch skin, discard glove	
10. Insert fingers of ungloved hand inside the cuff of the gloved hand	
11. Turn glove inside out and remove, discard glove	
12. <b>Wash hands using proper hand washing techniques</b>	

**Critical Safety Skills: # 1, # 5, #6, #12**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2011

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College Entry-Level Skills Checklist Dressing Change

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will demonstrate correct procedure for a dressing change using the “clean technique” demonstrating knowledge of indications, contraindications, and precautions

Required Skills <small>*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</small>	PHTA 2185
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient’s identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate	
7. Prepare a clean work environment	
8. Maintain clean and/or sterile field as indicated throughout dressing change; use personal protective equipment correctly and as indicated (e.g., wash hands, don/doff gloves at appropriate time, etc.)	
9. Select appropriate type of materials/wound dressings based on type of wound and plan of care	
10. Detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma	
11. Recognize viable versus nonviable tissue	
12. Correctly inspect and assess wound; describe wound characteristics (e.g., drainage – amount, color, consistency, odor; periwound integrity, wound bed; etc.)	
13. Correctly measure wound size (e.g., circumferential, length, width, depth, undermining, tunneling)	
14. Identify precautions for removal of the dressing. Remove and disposes of soiled dressing correctly	
15. Remove and dispose of soiled dressing correctly	
16. Cleanse wound as indicated	
17. Apply appropriate dressing as indicated per the plan of care	
18. Secure dressing in place without compromising skin integrity or integrity of affected area	
19. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all precautions/restrictions</b> (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b>	
20. Conclude treatment correctly, including position patient for proper alignment, support, and safety with consideration for indicated/contraindicated positions as indicated; drape or replace clothing for modesty and body temperature control	
21. Documents intervention accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #15, #21, #26**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2011

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College

## Entry-Level Skills Checklist

### Orthotic/Prosthetic Devices

PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to correctly and safely train patients in the care and use of prosthetics/orthotics demonstrating knowledge of indications, contraindications, and precautions

Required Skills	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Identify and differentiate between common orthotics used in physical therapy	
7. Identify and differentiate between common prosthetics and their components	
8. Select the appropriate orthotic/prosthetic within the plan of care to meet the patient's needs and achieve physical therapy goals and intended outcomes	
9. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, ease of movement, and to promote correct use of equipment and use of proper body mechanics	
10. Apply orthotic/prosthetic correctly, <b>ensuring correct, effective, and safe use of the equipment/device (critical safety skill)</b>	
11. <b>Instruct the patient/others in safety precautions (e.g., skin integrity, high risk pressure areas, etc.) with the orthotic/prosthetic and appropriate set-up/use of the device, including how/when to contact therapist or appropriate health care individual, if indicated (critical safety skill)</b>	
12. Proficiently instruct the patient and/or family/caregiver/other how to don/doff the orthotic/prosthetic and adjust it as necessary to ensure proper fit; <b>secure the orthotic/prosthetic in place for safe use (critical safety skill)</b>	
13. Communicate with the physical therapist and recommend referral, as indicated, to the appropriate health care individual in the event of an improperly fitting device, maladjustments, or problem with the device	
14. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
15. <b>Recognize changes in skin condition (check skin integrity before applying orthotic/prosthetic and upon removing orthotic/prosthetic) and safety factors while using the orthotic/prosthetic; instruct patient in method and importance of doing so (critical safety skill)</b>	
16. Instruct the patient in ongoing skin inspection strategies and how to monitor skin integrity	
17. Instruct the patient in use/care of orthotic/prosthetic device	
18. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (e.g., physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary (critical safety skill)</b>	
19. Ensure patient's/caregiver's understanding of instructions (e.g., patient should return demonstration, repeat instructions, etc.)	
20. Provide patient/caregiver/other with handout of instructions, as necessary, and strategies in order to promote follow-through and continued adherence of techniques and strategies performed	
21. Identify the patient's/caregiver's ability to care for the device	
22. Conclude treatment correctly; assisting patient as needed	
23. Documents intervention accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #11, #12, #15, #18**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Kankakee Community College

## Entry-Level Skills Checklist

### Pulmonary Dysfunction

PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to effectively treat a patient with pulmonary dysfunction maintaining safety and with knowledge of indications, contraindications, and precautions

Required Skills	Course 2185
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	
1. Wash hands using proper technique before and after patient care	
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)	
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>	
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>	
6. Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position for the intervention and for support, stability, ease of movement, and to promote correct use of equipment and use of proper body mechanics	
7. Identify normative vital signs and acceptable deviation(s) from normal for individuals with pulmonary dysfunction; including indication(s) for supplemental oxygen	
8. <b>Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the PTA (critical safety skill)</b>	
9. <b>Identify applicable precautions and contraindications to activity/exercise for common pulmonary diseases/disorders/conditions treated in physical therapy (critical safety skill)</b>	
10. Proficiently perform select components of patient assessment, including the following test and measures: <b>Instructor to initial each skill completed. Must proficiency all.</b> _____ Observe breathing at rest and during activity, including posture and the effect of posture on breathing _____ Identify breathing quality (e.g., depth, rhythm, sound) _____ Observe for the presence of cyanosis, clubbing, or other abnormality associated with pulmonary dysfunction	
11. Differentiate between normal breathing patterns/strategies from abnormal breathing patterns/strategies; describing thoracoabdominal movements and breathing patterns at rest and with activity	
12. Proficiently instruct the patient in select breathing exercise(s) to improve pattern/strategy/technique. <b>Instructor to initial each skill completed. Must proficiency all.</b> _____ pursed-lips breathing      _____ diaphragmatic (abdominal/belly) breathing      _____ incentive spirometry	
13. Proficiently instruct the patient in productive cough techniques and pulmonary hygiene techniques (secretion mobilization) _____ Describe cough and sputum characteristics	
14. Proficiently instruct the patient with pulmonary dysfunction in methods to monitor and measure dyspnea, quality of life, and energy exertion during rest and activities <b>Instructor to initial each skill completed. Must proficiency all.</b> _____ Borg RPE Scale      _____ RPD Scale      _____ Dyspnea Scale	
15. Proficiently educate patient/caregiver/other in energy conservation and activity pacing techniques, including the purpose and rationale	
16. Proficiently perform postural drainage (all lobes); positioning patient appropriately and demonstrating correct manual techniques ( _____ percussion _____ vibration _____ shaking) <b>Must proficiency all.</b>	
17. Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and function; use clear/concise instructions/cues and demonstrate as needed	
18. <b>Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions</b> (e.g., physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary <b>(critical safety skill)</b> _____ Monitor standard vital signs (HR, BP, O2 saturation, RR, pain) pre, during, and post/recovery as indicated _____ Detect signs and symptoms of respiratory distress _____ Detect activities that aggravate or relieve dyspnea or other symptoms	
19. Recognize changes in breathing and pulmonary status with training; comparing pre-treatment performance/status with post-treatment performance/status	
20. Ensure patient's/caregiver's understanding of instructions at rest and during activity (e.g., patient should return demonstration, repeat instructions, etc.); correcting patient as necessary	
21. Provide patient/caregiver/other with handout of instructions and strategies, as necessary and commensurate with the learning needs of the patient/caregiver, in order to promote follow-through and continued adherence with the instructions given	
22. <b>Conclude treatment correctly; assisting patient as needed</b>	
23. Document treatment accurately and effectively	

**Critical Safety Skills: #3, #4, #5, #8, #9, #18**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 8/2011

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Kankakee Community College

## Entry-Level Skills Checklist

### Vital Signs

PHYSICAL THERAPIST ASSISTANT PROGRAM  
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Student: (please print) \_\_\_\_\_ ID#: \_\_\_\_\_

**OBJECTIVE:** The student will be able to correctly assess and record patient's vital signs

<b>Required Skills</b>	<b>Course 1115</b>	<b>Course 2185</b>
*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify <i>skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.</i>		
<b>General Procedural Guidelines</b>		
1. Wash hands using proper technique before and after patient care		
2. Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)		
3. <b>Introduce self to patient/caregiver and confirm the patient's identity accurately</b>		
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying contraindications/precautions for given intervention (critical safety skill)</b>		
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>		
6. Recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to activity/exercise) <b>(critical safety skill)</b>		
<b>Blood Pressure    BP (student) _____ mm HG    BP (evaluator) _____ mm HG</b>		
1. Position patient correctly, providing elevation and support of arm and exposing arm to hear brachial artery without restricting blood supply		
2. Correctly apply cuff and stethoscope, palpating for brachial pulse as necessary		
3. Pump gauge to maximum of 200 mmHg (or appropriate pressure) prior to release of gauge		
4. Release gauge at appropriate rate		
5. For systolic >200 mmHg, wait 30 seconds after deflating cuff, then reinflate cuff to a maximum of 220 mmHg prior to release of gauge		
6. <b>Obtain accurate blood pressure (BP). (±4 mm/Hg)</b>		
7. Cleanse ear pieces with alcohol wipe		
8. Document blood pressure correctly		
9. <b>Report abnormal values to appropriate individuals</b>		
<b>Pulse (HR)    Pulse (student) _____ bpm    Pulse (evaluator) _____ bpm</b>		
1. Locate site of pulse (carotid, radial, pedal), using effective palpation skills		
2. <b>Accurately count pulse rate (±2 pulses)</b>		
3. Document pulse rate correctly		
4. <b>Report abnormal values to appropriate individuals</b>		
<b>Respirations    Respirations (student) _____/min    Respirations (evaluator) _____/min</b>		
1. Monitor respirations discretely		
2. <b>Accurately count respiratory rate (±2 respirations)</b>		
3. Document respiratory rate correctly		
4. <b>Report abnormal values to appropriate individuals</b>		
<b>Pulse Oximetry (portable)    %O2 (student) _____%    %O2 (evaluator) _____%</b>		
1. Place pulse oximeter on appropriate digit for optimal reading		
2. <b>Obtain accurate pulse oximetry reading (± 1%)</b>		
3. Document pulse oximetry reading correctly		
4. <b>Report abnormal values to appropriate individuals</b>		

**Critical Safety Skills:**    **General Guidelines: #3, #4, #5, #6**    **BP: #6, #9**    **HR/RR/O2: #2, #4**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Updated 7/2015

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_