

#### **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**

First Year – 1st semester  PHTA 1115 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  Pirst Year- 2nd semester  PHTA 1243  PHTA 1246  PHTA 1133 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							
PHTA 1243 PHTA 1246							
Joint Mobilization – Grades I and II Palpation of Bony Landmarks Soft Tissue Palpation/Mobilization  Soft Tissue Palpation/Mobilization  Manual Muscle Testing Muscle Length testing Postural Alignment/Training							
PHTA 2053 – PTA Clinical Practicum I							
Second Year – 4 <sup>th</sup> semester							
PHTA 2145 Gait deviations Instruction in Exercise with Use of Equipment Instruction in Home Exercise Program Instruction in Home Exercise Program  PHTA 2156 Activities of Daily Living Facilitation/Inhibition techniques Gait deviations Postural Alignment/Training Transfers  PHTA 2185 Anthropometric Characteristics Cardiac Dysfunction Donning/Doffing Isolation Donning/Doffing Sterile Gloves Dressing Change Orthotic/Prosthetic Devices Pulmonary Dysfunction Vital Signs							
Second Year – 5 <sup>th</sup> semester							
PHTA 2293 (CLP) See Entry-Level Skills Checklists							
PHTA 2224 – PTA Clinical Practicum II  PHTA 2234 – PTA Clinical Practicum III							

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-Levels 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)

Stud	ent: (please print)			ID#:		
OBII	ECTIVE: The student will be	able to safely and correct	tly fit a natient with annro	onriate ambulation aids or	oviding	
	quate instruction and provi	•		· · · · · · · · · · · · · · · · · · ·	_	
		unig for safety at all tillies	, with compliance of cont	ramuications and precauti		
	uired Skills	common on the Charles of the characters		stan annualation of Future lavel	Course	
	tructor to initial each completed s Checklist. Shaded components				1115	
	be expected in all applicable pat			tion and ongoing projectency		
1.	Wash hands using proper techn					
2.	Correctly set up treatment area	, acquiring necessary treatment	space to ensure privacy, equip	ment and supplies (clean all		
	equipment with disinfecting wipe)					
3.	Introduce self to patient/careg	iver and confirm the patient's i	dentity accurately			
4.	Correctly interpret the physi	cal therapy diagnosis or state	ement of problem and plan	of care established by the		
	physical therapist, identifyin	g contraindications/precaut	tions for given intervention	(critical safety skill)		
5.	Explain the planned interver		-	her, <b>obtaining consent for</b>		
	treatment (critical safety sk					
6.	Determine the patient's me	• •		•		
	weight bearing – clarifying	•		ical safety skill)		
7.	Ensure patient's clothing and					
8.	Prepare and secure treatme skill)	nt area, clearing area of obst	acles and <b>securing brakes o</b>	f surfaces (critical safety		
9.	Apply a safety (gait) belt – c	heck for contraindications a	nd explain purpose. If not in	ndicated or contraindicated,		
	provide sound reasoning for	no use of gait belt (critical sa	afety skill)			
10.	10. Select appropriate device/equipment within the plan of care and established goals/needs of patient. Must					
	demonstrate proficiency with all devices. Instructor: initial each device completed					
	walker	wheeled walker	hemiwalker	LBQC/SBQC		
	SPC	axillary crutches	forearm crutches	parallel bars		
11.	Fit assistive device correctly.	Must demonstrate proficier	ncy with all devices. Instruct	or: initial each device		
	completed					
	walker	wheeled walker	hemiwalker	LBQC/SBQC		
	SPC	axillary crutches	forearm crutches	parallel bars		
12.	Select the appropriate gait p	attern. Must demonstrate p	roficiency with all patters. In	structor: initial each pattern	1	
	completed.					
	2-point	modified 2-point	4-point	modified 4-point		
	3-point	modified 3-point (3-1-point)				
13.	Perform gait training at appr		and progress properly (cons	ider progression of assistive		
	device), using appropriate ga	· · · · · · · · · · · · · · · · · · ·		ataliasallias		
	level surfaces - walke			stairs - walker		
	level surfaces - crutc level surfaces - unilate	<del></del>	o - crutches o - unilateral device	stairs - crutches stairs - unilateral device		
1/1	Instruct the patient/caregive			Stairs - utiliateral device		
	Use clear, simple directive to					
	Position self to effectively g			out the fitting and training		
10.	while using proper body me	=	-			
	appropriately (critical safety	•	rei, and seeding patient, a	tinze surety (Buit) beit		
17.			ov monitoring patient comp	liance of applicable		
	17. 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), notifying					
	appropriate individual(s) as i			, 0		
L	UE: NWB LE:	· ·	TTWB/TDWB PW	B (50%) WBAT		
18.	Document intervention accu	rately and effectively				
Critic	al Safety Skills: #3, #4, #5, #6	5, #7, #8, #9, #16, #17				
Stud	ent:		Date: _	Update	ed 7/2015	
Instr	uctor Signature:		Date: _			

## Kankakee Community College Entry-Level Skills Checklist Donning/Doffing Isolation Clothing PHYSICAL THERAPIST ASSISTANT PROGRAM

Stud	ent: (please print)	ID#:		
	ECTIVE: The student will be able to utilize protective garments corre	ectly following medical asep		
	quired Skills		Course	Course
	structor to initial each completed component. Student/instructor signatur apletion of Entry-level Skills Checklist.	e at the bottom indicates	1115	2185
	nning Isolation Clothing		Isolation Precautions	Aseptic Isolation
1.	Wash hands using proper technique			
2.	Don a cap; avoid touching hair or neck. May cover ears. (Ase	eptic Isolation)		
3.	Don a mask correctly			
4.	Open the outer package of a sterile disposable gown and the place them correctly in the sterile field	e sterile gloves, and		
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 sha	aking		
8.	Don gown by inserting arms into sleeves (for aseptic technic hands to extend through sleeves) and securing appropriatel	•		
9.	Request another person to tie the gown (waist and/or neck	component)		
10.	Don gloves using correct technique (clean vs. sterile field)			
Do	ffing Isolation Clothing			
1.	Untie the waist of the gown			
2.	Grasp the outer front shoulders of the gown by crossing the gown; avoid making contact with the gown with skin or clot out of sleeves			
3.	Gently roll the gown into a ball so that it will be turned insident in appropriate container	le out, and dispose of it		
4.	Remove gloves using proper technique, and dispose of it pro	operly		
5.	Wash hands using proper technique			
6.	Remove mask carefully and dispose of it properly; avoid tou mask with hands, or touching face	ching center of the		
7.	Remove cap appropriately, and dispose of properly			
8.	Wash hands using proper technique			
Criti	cal Safety Skills: Donning Isolation Clothing: #1, #8, #10	Doffing Isolation Cloth	ing: #2, #4,	#8
Stud	ent:	Date:	Updated	1/2012
Instr	uctor Signature:	Date:		

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

Student: (please print)	ID#	·
<b>OBJECTIVE:</b> The student will be able to wash hands using corr to maintain medical asepsis .	ect procedures with regard for un	iversal precautions
Required Skills		Course
*Instructor to initial each completed component. Student/instructor completion of Entry-level Skills Checklist.	or signature at the bottom indicates	1115
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 streseconds with special attention between fingers and		
8. For sterile field, wash hands to elbow		
Without touching sink, rinse hands thoroughly from forearms as indicated)	the wrist to the fingers (includ	e
10. Dry hands thoroughly with paper towel and turn off	faucet with paper towel	
11. Correctly discard paper towel in appropriate contain	ner	
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

Stude	ent: (please print)		IC	)#:				
	<b>CTIVE:</b> The student will correctly perform passive range of motion, ensuring safety opriate for diagnosis and/or patient response to treatment.	y of the	patient,	and alte	ering tre	atmen	t as	
*Inst comp patie	uired Skills ructor to initial each completed component. Student/instructor signature at the bottom indicates bletion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every int care intervention and ongoing proficiency will be expected in all applicable patient care actions even if not rechecked every time.			Coui 111				
	Wash hands using proper technique before and after patient care							
	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							
	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying</b> contraindications/precautions for given intervention (critical safety skill)							
	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill)							
	Prepare patient for treatment, including effectively positioning and placing patient	Car	dinal Pla	ne Mot	ions	PNF		
	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	Shoulder	elbow	wrist	hand	UE – D1 flex & ext	UE – D2 flex & ext	
	Demonstrate correct joint motions. Cardinal planes: 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							
8.	Utilize proper body mechanics; including self, caregiver, patient							
	Use correct hand placement to provide support, stability, and control of the body part							
10.	Identify joint end-feel as normal or abnormal							
	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>							
	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							
14.	and pausing at the start and end positions of the exercise as indicated  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 (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)							
17.	Monitor and adjust intervention in response to patient status and clinical indications, communicating patient's response to appropriate individuals - during							
	and post intervention as indicated (critical safety skill)  Conclude treatment correctly; position patient for proper alignment, support, and safety; drape or replace clothing for modesty and body temperature control							
	Document intervention accurately and effectively						-	
	e of completion for each component: Instructor initial/date							
Critic	al Safety Skills: #3, #4, #5, #11, #17	1	1	1		<u>=1</u>		
Stude			(	Jpdated	7/2015			
Instru	uctor Signature: Date:							

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

#### Passive Range of Motion – Extremity: Lower PHYSICAL THERAPIST ASSISTANT PROGRAM College Drive • Kankakee IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Stu	dent: (please print)	4A: 015-0		D#:			
OBJ	<b>ECTIVE:</b> The student will correctly perform passive range of motion, ensuring safet ropriate for diagnosis and/or patient response to treatment.	y of the	patient,	and alte	ering tre	atmen	t as
*In cor	quired Skills structor to initial each completed component. Student/instructor signature at the bottom indicates inpletion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every ident care intervention and ongoing proficiency will be expected in all applicable patient care exercations even if not rechecked every time.			Cour 111			
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, obtaining consent for treatment (critical safety skill)						
6.	Prepare patient for treatment, including effectively positioning and placing patient	Car	dinal Pla	ne Mot	ions	PI	NF
	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	hip	knee	ankle	foot	LE – D1 flex & ext	LE – D2 flex & ext
7.	Demonstrate correct joint motions. Cardinal planes: 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						
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 (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)						
17	. Monitor and adjust intervention in response to patient status and clinical						
	<b>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						
Da	te of completion for each component: Instructor initial/date						
Crit	ical Safety Skills: #3, #4, #5, #11, #17	•	•	1			
Stu	dent: Date: ructor Signature: Date:		_ (	Jpdated	7/2015		

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

Passive Range of Motion – Spine
PHYSICAL THERAPIST ASSISTANT PROGRAM
100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801

Stud	ent: (please print)		II	D#:	
	CTIVE: The student will correctly perform passive range of motion, ensuring safe	ety of the pa	tient,	, and altering tr	eatment as
	opriate for diagnosis and/or patient response to treatment.				
*Ins	<b>quired Skills</b> tructor to initial each completed component. Student/instructor signature at the bottom indicates pletion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every ent care intervention and ongoing proficiency will be expected in all applicable patient care ractions even if not rechecked every time.			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, equipmen and supplies (clean all equipment with disinfecting wipe)	t			
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 plar of care established by the physical therapist, <b>identifying</b> contraindications/precautions for given intervention (critical safety skill)	1			
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver,				
_	obtaining consent for treatment (critical safety skill)				1
6.	Prepare patient for treatment, including effectively positioning and placing patient in proper position, or most appropriate position, for support, stability, access to the	cervic	al	thoracic	lumbar
	area/segment to be treated, and to promote use of proper body mechanics by the patient and clinician; drape as appropriate				
7.	Demonstrate correct joint motions. Cardinal planes: 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				
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</b>				
	maintaining all precautions or restrictions				
	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				
	Safely manage patient care equipment (e.g., catheters, lines/tubes, O2)				
16.	Safely and effectively apply the procedures and principles of basic exercise activitie	5			
	as applicable to the case scenario (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)				
17.	Monitor and adjust intervention in response to patient status and clinical indications, communicating patient's response to appropriate individuals - during and post intervention as indicated (critical safety skill)				
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				
_	e of completion for each component: Instructor initial/date				
Critic	cal Safety Skills: #3, #4, #5, #11, #17			L	<u>l</u>
	•			Updated 8/201	5
Instr	uctor Signature: Date:				

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

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

Stude	ent: (please print)	ı	D#:		
OBJE	ECTIVE: The student will be able to position patients appropriately for patient tr	eatment	, comfort	, or relie	of of
	sure areas in three positions: supine, prone, and sidelying.			•	
	uired Skills				Course
*Ins	tructor to initial each completed component. Student/instructor signature at the bottom indicate				1115
	s Checklist. Shaded components identify skills which are expected in every patient care intervention	on and ong	oing profic	iency	
	be expected in all applicable patient care interactions even if not rechecked every time.  neral Procedural Guidelines				
	Wash hands using proper technique before and after patient care				
		ant and sur	nlies (clea	n all	
	Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipmed equipment with disinfecting wipe)	ent and suf	opiles (ciea	II dii	
	Introduce self to patient/caregiver and confirm the patient's identity accurately				
	Correctly interpret the physical therapy diagnosis or statement of problem and plan of physical therapist, identifying contraindications/precautions for given intervention (contraindications)		-	the	
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obta	aining con	sent for		
	treatment (critical safety skill)				
	Clearly inform the patient and/or others of how the patient is to be positioned; provide required	e linen, go	wn, assist	ance if	
7.	If the person is wearing street clothes, indicate the specific articles of clothing to be rer	noved or	request		
	permission to remove them if assistance is necessary; provide temporary clothing or lir	en to pro	tect mode	esty and	
	provide warmth				
	Specifically instruct the patient how to apply linen items, gown, robe or exercise clothin				
	intervention; provide privacy for changing if necessary and notify patient prior to reent	ering trea	tment are	a when	
	required				
	Safely and appropriately assist the patient on/off and to/from treatment surface (bed, maintaining all precautions/restrictions				
	Instruct the patient to remove drape items/temporary clothing and reapply street cloth	nes if nece	ssary; pro	vide	
	assistance if necessary				
-	Dispose of used linen properly				
12.	Prepare the treatment area for future use or assign task to another person				
Pos	sitioning:	Sitting	Supine	Prone	Sidelying
	Correctly position patient maintaining all patient precautions and/or restrictions appropriately				
	Place pillows, wedges, supports for comfort, safety, or relief of pressure areas				
	Drape patient appropriately for comfort and modesty				
	Educate the patient/caregiver in positioning that aggravate or relieve altered				
	ensations, 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				
	Communicate with patient/others regarding comfort, expectations, and how/when to				
С	contact staff—provide a call system when necessary (critical safety skill)				
6. <b>N</b>	Monitor and adjust intervention in response to patient status, clinical indications,				
	and maintaining all applicable precautions/restrictions (e.g., monitor physiological				
	esponse to treatment, including adverse signs/symptoms) – during and post				
	reatment as indicated; notify appropriate individual(s) as necessary (critical safety kill)				
	Conclude treatment correctly, including position patient for proper alignment, support,				
	and safety; drape or replace clothing for modesty and body temperature control				
	Oocument intervention accurately and effectively				
Critic	cal Safety Skills: General Guidelines: #3, #4, #5, #9 Sitting/Supine/Prone/Side	lying Pos	itioning:#	1, #6	_
Stude	ent: Date:		Updated :	7/2015	
Instru	uctor Signature: Date:				

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

#### **Transfers**

Stud	ent: (please print) ID#:		
	ECTIVE: The student will be able to demonstrate correct technique while transferring a patient from her surface, maintaining safety of patient and assistance at all times.	om a wheel	chair to
	uired Skills	Course	Course
	tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entr		2156
	I Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing		2130
	iciency 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, identifying contraindications/precautions for given intervention (critical safety		
	skill)		
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver/other, <b>obtaining</b>		
J.	consent for treatment (critical safety skill) and clarifying patient's/others' roles		
6.	Determine the patient's mental and physical capabilities to perform gait with an AD, including weight		
0.	bearing – clarifying precautions/restrictions with patient, if applicable (critical safety skill)		
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.	Apply a safety (gait) belt – check for contraindications and explain purpose. If not indicated or contraindicated, provide sound reasoning for no use of gait belt (critical safety skill)		
11	Use clear, simple directive terms, during transfer, demonstrate as needed		
12.	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		
	a. Adjust center of gravity according to height and weight of patient		
	b. Maintain wide base of support		
	c. Utilize correct weight shift		
	d. Guard patient correctly and effectively, ensuring patient/self safety at all times; utilize safety (gait)		
	belt appropriately (critical safety)		
	e. Give adequate assistance to patient while promoting maximal patient participation		
12	Effectively complete the transfer. Must demonstrate proficiency with all devices. Instructor to initial each	,	
13.	transfer completed.	'	
roll	·	n	
	repositioning: 1 person2 personhover mat sit to supine: log-roll trunk curl-u		
	pivot: dependent maxA modA minA CGA/SBA	6	
_	nd-pivot: dependent maxA modA minA CGA/SBA		
	ing board: dependent maxA modA minA CGA/SBA		
	an floor-cart: dependent maxA modA minA CGA/SBA		
	imal lift equipment: Sit-Stand Hoyer		
	Safely manage patient care equipment such as catheters, IV's, O2 while transferring patient		
15	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all		
13.	applicable precautions/restrictions (e.g., monitor physiological response to treatment, including adverse		
	signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary		
	(critical safety skill)		
16	Position the patient for comfort, stability, and safety upon completion of transfer; remove gait belt		<u> </u>
	Document intervention accurately and effectively al Safety Skills: #3, #4, #5, #6, #8, #10, #12d, #15		
	ent: Date: Updated	7/2015	
	uctor Signature: Date: Date:	,,2013	
	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) **OBJECTIVE:** The student will be able to correctly assess and record patient's vital signs **Required Skills** Course Course \*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of 1115 2185 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. **General Procedural Guidelines** 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 Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill) 5. Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill) 6. Recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to activity/exercise) (critical safety skill) mm HG **Blood Pressure** BP (student) BP (evaluator) mm HG 1. Position patient correctly, providing elevation and support of arm and exposing arm to hear brachial artery without restricting blood supply 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 Release gauge at appropriate rate For systolic >200 mmHg, wait 30 seconds after deflating cuff, then reinflate cuff to a maximum of 220 mmHg prior to release of gauge Obtain accurate blood pressure (BP). (±4 mm/Hg) 7. Cleanse ear pieces with alcohol wipe Document blood pressure correctly 8. Report abnormal values to appropriate individuals Pulse (student) bpm Pulse (evaluator) 1. Locate site of pulse (carotid, radial, pedal), using effective palpation skills 2. Accurately count pulse rate (±2 pulses) 3. Document pulse rate correctly Report abnormal values to appropriate individuals Respirations Respirations (student) \_\_\_\_\_/min Respirations (evaluator) 1. Monitor respirations discretely Accurately count respiratory rate (±2 respirations) 3. Document respiratory rate correctly Report abnormal values to appropriate individuals %O2 (evaluator) % Pulse Oximetry (portable) %O2 (student) \_ Place pulse oximeter on appropriate digit for optimal reading Obtain accurate pulse oximetry reading (± 1%) Document pulse oximetry reading correctly 3. Report abnormal values to appropriate individuals 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

Stud	lent: (please print) ID#:	
	<b>ECTIVE:</b> The student will be able to correctly fit a patient for a wheelchair providing adequate patient instructs and tolerance to treatment with knowledge of indications, contraindications and precautions.	uction an
*In: Ent	quired Skills structor to initial each completed component. Student/instructor signature at the bottom indicates completion of cry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and going proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	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.	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, identifying contraindications/precautions for given intervention (critical safety skill)	
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.	<ul> <li>Educate the patient/caregiver effectively including:</li> <li>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.)</li> <li>b. Independent propulsion (e.g., (B) UE, 1 UE/1 LE, (B) LE)</li> <li>c. Independent and Assisted functional activities (e.g., level surface; curbs; ramps, inclines, hills; various surfaces; obstacles; elevators; doors/doorways; etc.)</li> <li>d. Ensure safety of both patient and others while using the wheelchair in all situations</li> </ul>	
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	
Criti	cal Safety Skills: #3, #4, #5, #10b, #12b	•
Stud	ent: Date: Updated 7/2015	
Instr	ructor Signature: Date:	

## PHTA 1133 PTA Fundamentals II

#### **Entry-Levels 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

Stud	lent: (please print) ID#:	
	ECTIVE: The student will demonstrate correct procedure for use of biofeedback to enhance physical thera	ру
	rventions and patient outcomes.	
*Ins	quired Common Skills tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.  ded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable ent care interactions even if not rechecked every time.	Course 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.	Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)	
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	
	odality Specific Skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
2.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment</b> (critical safety skill)	
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 check sensation and skin integrity of	
	area to be treated (critical safety skill)	
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 good working condition of unit (wires and electrode connections) and that the correct parameters on unit are set (critical safety skill)	
7.	Apply biofeedback correctly to the indicated area according to the plan of care (may be deemed a critical safety if	
	blatant disregard for proper technique or application compromises safety)	
	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—	
10	provide a call system when necessary (critical safety skill)	
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.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (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 (critical safety skill)	
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	
	cal Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #6, #9, #11	•
Stud		

Instructor Signature: _		Date:	
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## 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

C4	donts (places wint)	
Stu	dent: (please print) ID#:	
	ECTIVE: The student will deliver a cold and contrast bath treatments to a designated treatment area in a sanon nonstrating knowledge of indications, contraindications, and precautions	afe manne
Re	equired Common Skills	Course
*In	nstructor to initial each completed component. Student/instructor signature at the bottom indicates completion of	1133
	try-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and going 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 (critical safety skill)	
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	
	odality Specific Skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the	
	physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
2.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for	
	treatment (critical safety skill)	
3.	Prepare patient for treatment, including effectively positioning and draping the patient, exposing area to be	
<u> </u>	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 –	
0.	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 (may be deemed a critical safety if blatant disregard for proper technique or	
	application compromises safety)	
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—provide a call system when necessary (critical safety skill)	
10.	. Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	precautions/restrictions (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 (critical	
	safety skill)	
	. Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as applicable)	
	. 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	
Criti	ical Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #9, #10	
Stuc	dent: Date: Updated 7/2015	

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

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

#### Kankakee Community College Entry-Level Skills Checklist **Cold Packs**

PHYSICAL THERAPIST ASSISTANT PROGRAM

C4'	100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801	
	ent: (please print) ID#: ECTIVE: The student will be able to apply cold packs to a designated treatment area in a safe manner demo	nctrating
	wledge of indications, contraindications, and precautions	nistiating
	quired Common Skills	Course
	structor to initial each completed component. Student/instructor signature at the bottom indicates completion of	1133
	ry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and	1133
	ioing 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 (critical safety skill)	
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	
Mo	odality specific skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established	
	by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
2.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent</b>	
	for treatment (critical safety skill)	
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</b>	
	sensation and skin integrity of area to be treated (critical safety skill)	
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 (may be	
	deemed a critical safety if blatant disregard for proper technique or application compromises safety)	
8.	Perform treatment for indicated time/parameters	
9.	Communicate with patient/others regarding comfort, expected sensations, and how/when to contact	
	therapist— provide a call system when necessary (critical safety skill)	
10.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all	
	applicable precautions/restrictions (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 (critical safety skill)	
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	
Criti	cal Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #9, #10	
Stud	ent: Date: Updated 7/2015	

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_  $O:\Share\PTA\Program\Curriculum\Plan\Curriculum\Entry-level\ Skills\ Checklists\PTA\ Program\_Entry-Level\ Skills\ Checklist\ Manual\_updated\ 2016.1.docx$ 

## 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

Stuc	lent: (please print) ID#: _						
ORIE	ECTIVE: The student will apply the selected electrical stimulation to treatment area, positioning	nati	ent co	orract	lv usi	חם רחו	rract
	meters, observing all safety precautions, and demonstrating knowledge of indications, contrain	•			•	-	
	quired Common Skills	luica	110113,	and	Jiecac		urse
	quired Common Skins tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entr	v-level	Skills (	^heckli	ct		
	ded components identify skills which are expected in every patient care intervention and ongoing proficiency will be ex		⊥.	133			
	ent 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	supp	lies (c	lean al	l		
	equipment with disinfecting wipe)						
3.	Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)						
4.	Clearly inform the patient and/or others of how the patient is to be positioned; provide linen, gown, ass	istan	e if re	quired	t		
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						
NAc		1	2	3	4	5	6
	odality Specific Skills – 1. Iontophoresis 2. IFC 3. NMES 4. Russian 5. TENS 6. HVPC	1		3	4	3	U
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care						
	established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)						
2.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining</b>						+
۷.	consent for treatment (critical safety skill)						
3.	Prepare patient for treatment, including effectively positioning and draping the patient,						1
	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 check sensation and skin integrity of area to be treated (critical safety skill)						
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</b>						
	connections) and that the correct parameters on unit are set (critical safety skill)						<u> </u>
7.	Apply intervention correctly to the indicated area according to the plan of care (may be deemed						
	a critical safety if blatant disregard for proper technique or application compromises safety)						
	<ul><li>a. apply the electrode(s) - place correctly (location and spacing) for goal of treatment</li><li>b. ensure adequate contact between electrodes and skin (secure as needed)</li></ul>						
8.	b. ensure adequate contact between electrodes and skin (secure as needed)  Perform electrical stimulation for appropriate time						+
9.	Communicate with patient/others regarding comfort, expected sensations, and how/when to						+
Э.	contact therapist—provide a call system when necessary (critical safety skill)						
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.	Monitor and adjust intervention in response to patient status, clinical indications, and						
	maintaining all applicable precautions/restrictions (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 (critical safety skill)						
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.							T
15.	Document intervention accurately and effectively						
	e of completion for each component: Instructor initial/date						
	al Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #6, #9, #11	Unda			<u>l</u>		<u></u>

	·, ····, ···==	
Student:	Date:	Updated 8/2015
Instructor Signature:	Date:	
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#### Kankakee Community College **Entry-Level Skills Checklist** Fluidotherapy

Stud	lent: (please print)ID#:	
	ECTIVE: The student will demonstrate the skills necessary to apply Fluidotherapy to a designated treatment manner with knowledge of indications, contraindications, and precautions	t area in
		Course
	quired Common Skills  tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level	Course
Skill	s Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will expected in all applicable patient care interactions even if not rechecked every time.	1133
	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 (critical safety skill)	
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	
Mo	odality Specific Skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
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</b> integrity of area to be treated (pricing) and skin integrity of area to be treated (pricing).	
5.	integrity of area to be treated (critical safety skill)  Select the appropriate treatment parameters (e.g., temperature, time, simultaneous ther ex) based on	
٥.	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</b>	
	parameters on the unit (critical safety skill)	
7.	Apply fluidotherapy correctly to the indicated area according to the plan of care (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)	
	a. Place area to be treated in portal of unit and secure the sleeve	
0	<ul> <li>Adjust a adjust temperature and agitation, when possible, for patient comfort within treatment parameters</li> <li>Perform fluidotherapy for appropriate time</li> </ul>	
8. 9.	Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist—	
٦.	provide a call system when necessary (critical safety skill)	
10.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	<b>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</b>	
11	safety skill)	
	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	
	cal Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #6, #9, #10	<u> </u>
	ent: Date: Updated 7/2015	
nstr	uctor 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 Course **Required Common Skills** \*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of 1133 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. 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 (critical safety skill) 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, identifying contraindications/precautions for given intervention (critical safety skill) 2. Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill) 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 check sensation and skin integrity of area to be treated (critical safety skill) 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 (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety) 8. Perform treatment for indicated time/parameters 9. Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist—provide a call system when necessary (critical safety skill) 10. Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (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 (critical safety skill) 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

#### Kankakee Community College Entry-Level Skills Checklist Ice Massage

Stud	ent: (please print) ID#:	
OBJ	ECTIVE: The student will be able to perform ice massage to a designated treatment area in a safe manner	
	onstrating knowledge of indications, contraindications, and precautions	6
*In Ent	quired Common Skills structor to initial each completed component. Student/instructor signature at the bottom indicates completion of ry-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and toping proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	Course 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.	Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)	
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	
M	odality Specific Skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
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 (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)	
8.	Perform treatment for indicated time/parameters	
9.	Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist—provide a call system when necessary (critical safety skill)	
10.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	precautions/restrictions (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 (critical safety skill)	
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	
Criti	cal Safety Skills: Common Skills: #3 Modality Specific Skills #1, #2, #4, #9, #10	1
	lent: Date: Updated 7	7/2015
Inct	ructor Signature: Date:	
11130	deter Signature Date	

#### Kankakee Community College Entry-Level Skills Checklist Intermittent Compression

Stuc	dent: (please print) ID#:	
OBJE	ECTIVE: The student will be able to apply intermittent compression, following correct procedures for positioning, safet	ty,
para	meters, and knowledge of indications, contraindications, and precautions	
Re	quired Common Skills	Course
	tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.	1133
	ded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable	
1.	ent care interactions even if not rechecked every time.  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 (critical safety skill)	
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	
Mc	odality Specific Skills	
	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the	
1.	physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
2.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for</b>	
۷.	treatment (critical safety skill)	
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. take and record patient's blood pressure (only apply compression if stable) – critical safety skill	
	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</b>	
	area to be treated	
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. ensure good working condition of unit and set correct parameters on unit (critical safety skill)	
	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—	
	provide a call system when necessary (critical safety skill)	
9.	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)	
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	
	cal Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #3a, #6a, #8, #9	
Stud	ent: Date: Updated 8/2015	
1		
instr	ructor 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

Stuc	dent: (please print) ID#:	
OBJE	ECTIVE: The student will correctly perform cervical/lumbar traction setup and treatment, observing safety precaution	s, and with
knov	vledge of indications, contraindications, and precautions	
	quired Common Skills	Course
	tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.	1133
	ded components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable ent 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 (critical safety skill)	
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	
	dality Specific Skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical	
2.	therapist, identifying contraindications/precautions for given intervention (critical safety skill)  Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment	
۷.	(critical safety skill)	
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 good working condition of the machine and that the correct parameters on	
	machine are set (critical safety skill)	
7.	Apply mechanical traction correctly to the indicated area according to the plan of care (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)	
	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—provide a call system when necessary (critical safety skill)	
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.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	precautions/restrictions (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 (critical safety	
12	skill) Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise equipment (as	
13.	applicable)	
14	Conclude treatment correctly, including removal of modality and clean up	
	Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
	Document intervention accurately and effectively	
	cal Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #6, #12	
Stud	ent: Date: Updated 8/2015	

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

## Kankakee Community College Entry-Level Skills Checklist Paraffin

Stud	lent: (please print) ID#:	
	ECTIVE: Student will deliver paraffin treatment safely and correctly using one of three methods to a desigr tment area with knowledge of indications, contraindications, and precautions	nated
*Ins	quired Common Skills structor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level s Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will expected in all applicable patient care interactions even if not rechecked every time.	Course 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.	Introduce self to patient/caregiver and confirm the patient's identity accurately (critical safety skill)	
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	
Мо	dality Specific Skills	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
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</b>	
	integrity of area to be treated (critical safety skill)	
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 good working condition of unit and setting correct parameters on the unit (critical safety skill)	
7.	Apply paraffin correctly to the indicated area, assisting patient as needed and ensuring proper application procedure (may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)	
8.	Perform paraffin for appropriate time/parameters	
9.	Communicate with patient/others regarding comfort, expected sensations, and how/when to contact therapist— provide a call system when necessary (critical safety skill)	
10.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	<b>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	
Criti	cal Safety Skills: Common Skills: #3 Modality Specific Skills: #1, #2, #4, #6, #9, #10	1
Stud	lent: Date: Updated 7	7/2015
	ructor Signature: Date:	

## Kankakee Community College Entry-Level Skills Checklist Iltrasound and Phonophoresis

Ultrasound and Phonophoresis

PHYSICAL THERAPIST ASSISTANT PROGRAM

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

	lent: (please print) ID#: ID#: ECTIVE: Student will safely and correctly perform ultrasound treatment to a selected site using correct para	ameters
	a knowledge of indications, contraindications, and precautions	
	quired Common Skills	Cours
	structor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level	1133
	s Checklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will	
1.	expected in all applicable patient care interactions even if not rechecked every time.  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 (critical safety skill)	
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	
	odality Specific Skills Ultrasound Phonophoresis Phonophoresis	
1.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)	
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</b>	
	thermal parameters) and skin integrity of area to be treated (critical safety skill)	
5.	Select the appropriate treatment parameters based on purpose/goals per the plan of care, including correct size	
6.	sound head for treatment  Set up the ultrasound machine for treatment, ensuring good working condition of unit, setting correct	
0.	parameters on the unit, and cleaning the ultrasound head prior to treatment (critical safety skill)	
7.	Apply ultrasound correctly to the indicated area according to the plan of care and patient complaint/symptoms	
	(may be deemed a critical safety if blatant disregard for proper technique or application compromises safety)	
	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> 0 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—	
	provide a call system when necessary (critical safety skill)	
10.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	precautions/restrictions (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 (critical	
	safety skill)	
11.	Instruct the patient/others in safety precautions with equipment and appropriate set-up/use of exercise	
12	equipment (as applicable)  Conclude treatment correctly, including removal of modality and clean up (e.g., remove coupling medium from	
12.	patient skin and clean ultrasound head)	
13	Compare pre-treatment signs/symptoms with post-treatment signs/symptoms	
	compare pre deadment signs/symptoms with post deadment signs/symptoms	1
	Document intervention accurately and effectively	

# PHTA 1243 Manual Therapy for the PTA

#### **Entry-Levels 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

	<b>.</b>		
Student: (please print)		II	D#:

**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

	extremities and spine maintaining safety at all times with knowledge of potentia		icai						סווג	115,	anu	pi	cca	utit
Required Skills *Instructor to initial each completed component, losts uctor will coloct 1.2 metions for as		Course 1243												
	tructor to initial each completed component. Instructor will select 1-3 motions (or as													
								نـ						
performed to demonstrate proficiency. Student/instructor signature at the bottom indicates						de	lide	dis	st.	st.				
	pletion of Entry-level Skills Checklist. Shaded components identify skills which are expected in	rac	Je P	glide		ie iii	t g	ar	ğ	Ö				
	y patient care intervention and ongoing proficiency will be expected in all applicable patient	tho	glic	Ø		rior	000	uln	dia	rba				
care	interactions even if not rechecked every time.	oln	nt.	ost	ist.	ıfeı	nt/I	ero	ora	ca				
		Scapulothoracic ALI	GH ant. glide	GH post.	GH dist.	GH inferior glide	AC ant/post glide	Humeroulnar dist	Humoradial dist	Radiocarpal dist				
		Sc	Ō	Ō	Ō	G	Ă	五	五	R				
1.	Wash hands using proper technique before and after patient care													
2.	Correctly set up treatment area, acquiring necessary treatment space to ensure privacy,													
3.	equipment and supplies (clean all equipment with disinfecting wipe)  Introduce self to patient/caregiver and confirm the patient's identity accurately													
4.	Correctly interpret the physical therapy diagnosis or statement of problem and													i
	plan of care established by the physical therapist, <b>identifying</b>													1
	contraindications/precautions for given intervention (critical safety skill)								_					
5.	Determine when an intervention should not be performed due to clinical													1
	indications or when the direction to perform the intervention is beyond that													i)
	which is appropriate for the PTA (critical safety skill)								_					
6.	Explain the planned intervention/treatment and purpose to the patient/caregiver,													i)
	obtaining consent for treatment (critical safety skill)													L
7.	Prepare patient for treatment, including effectively positioning <b>and placing</b>			T	T	T			T					1
	patient in proper test/intervention position, or most appropriate position for													i
	the joint mobilization, for support, stability, access to the area/segment to be													i
	treated, and to promote use of proper body mechanics by the patient and													i
	clinician, (critical safety skill); drape as appropriate													
8.	Locate the correct joint and identify the correct direction of glide/distraction													
	(critical safety skill)													
9.	Place self in the best position for optimal force application (e.g., direction);													
	maintaining proper body mechanics													1
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.	Apply the correct force to achieve the correct grade of glide or distraction as			Ī	T	T		T						
	determined by the goal to be achieved (critical safety skill)													
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,			Ţ	T	T			Ī					1
	level of motor learning and function; use clear/concise instructions/cues and													i
_	demonstrate as needed													
17.	Monitor and adjust test/intervention in response to patient status, clinical			T	T	T		T	T					
	indications, and maintaining all applicable precautions/restrictions - during and													
	post intervention as indicated; notify appropriate individual(s) as necessary													
	(critical safety skill)					]								<u>.                                    </u>
18.	Conclude treatment correctly (e.g., removal of mobilization belts, wedges,													
	awareness of patient position); assisting patient as needed													il
19.	Compare pre-treatment signs/symptoms with post-treatment signs/symptoms													
20.	Document accurately and effectively				$\neg \dagger$	$\dashv$	1	1	$\dashv$					
	e of completion for each component: Instructor initial/date			<u> </u>	-	$\dashv$	$\dashv$							
critic	al Safety Skills: #3, #4 #5, #6, #7, #8, #13, #17													

critical safety skins. 115, 114 115, 116, 117, 116, 1125, 1127		
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#:		•	•	
otation (picace pinit)	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

	emities and spine maintaining safety at all times with knowledge of potential											
	quired Skills					Cou	rse 1	243				
*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.		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.	Introduce self to patient/caregiver and confirm the patient's identity accurately											l
4.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, <b>identifying</b> contraindications/precautions for given intervention (critical safety skill)											
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)											
6.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill)											
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.	Locate the correct joint and identify the correct direction of glide/distraction (critical safety skill)											
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.	Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)											
	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											
	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)											
18.	Conclude treatment correctly (e.g., removal of mobilization belts, wedges, awareness of patient position); assisting patient as needed											
	Compare pre-treatment signs/symptoms with post-treatment signs/symptoms											
20.	Document accurately and effectively											
Date	e of completion for each component: Instructor initial/date											

Updated 8/2015
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#### 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.

extre	extremities and spine maintaining safety at all times with knowledge of potential indications, contraindications, and precaution							tions				
Red	uired Skills	Course 1243										
*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.		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.	Introduce self to patient/caregiver and confirm the patient's identity accurately											ĺ
4.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)											
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)											
6.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill)											
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.	Locate the correct joint and identify the correct direction of glide/distraction (critical safety skill)											
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)											
	Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)											
	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)											
	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.	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)											
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											
Date	e of completion for each component: Instructor initial/date											

Critical Safety Skills: #3, #4 #5, #6, #7, #8, #13, #17		
Student:	_ Date:	Updated 8/2015
Instructor Signature:		

#### 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.

	quired Skills		, ,		Course				
	tructor to initial each completed component. Instructor will select 1-3 motions (or as	Cervical distraction							
com eve	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.		Thoracic anterior glide	1 <sup>st</sup> rib mobilization	Lumbar anterior glide	SI joint distraction	SI joint	lliosacral ant.	lliosacral 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.	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, identifying contraindications/precautions for given intervention (critical safety skill)								
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)								
6.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill)								
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.	Locate the correct joint and identify the correct direction of glide/distraction								
	(critical safety skill)								
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.	Apply the correct force to achieve the correct grade of glide or distraction as determined by the goal to be achieved (critical safety skill)								
	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.	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)								
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								<del>                                     </del>
	Document accurately and effectively								
	e of completion for each component: Instructor initial/date								
Щ.		<u> </u>			<u> </u>			1	

Date:	Updated 8/2015
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

	100 College Brive • Narikakee, iL 00001-0000 • 010-002-0010 • 1 AX. 01	0-002-000 i
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.

all times with knowledge of potential indications, contra	maic	alio	115, a	па р	reca	utioi	15.	_									
Required Skills								Cou	rse	<b>124</b> 3	3						
*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.	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
Wash hands using proper technique before and after patient care																	
Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, equipment and supplies (clean all equipment with disinfecting wipe)																	
<ol> <li>Introduce self to patient/caregiver and confirm the patient's identity accurately</li> </ol>																	
4. Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)																	
5. Explain the planned intervention/treatment and																	
purpose to the patient/caregiver, obtaining consent																	
for treatment (critical safety skill)																	
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. Locate the correct treatment area, including bony landmark (critical safety skill). Must proficiency all.																	
Place self in the best position for palpation;     maintaining proper body mechanics																	
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. Maintain all applicable precautions and/or																	
restrictions, modifying test/intervention as indicated (critical safety skill)																	
13. Conclude treatment correctly; assisting patient as needed																	
14. Document accurately and effectively, as indicated																	
Date of completion for each component: Instructor																	
initial/date																	
Cuitical Cafatu Chilla, #2 #4 #F #7 #13														_		_	

Citical Salety Skills. #5, #4, #5, #7, #12		
Student:	Date:	Updated 8/2015
Instructor Signature:	Date:	

## 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

100 0010g0 D1110 - Haillands, 12 0000 - 010 002 0010 - 1781 010 002 0001								
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.

Rec	uired Skills				Co	urse 1	243				
*Inst all bo Stud- level in ev	ructor to initial each completed component. Student must proficiency ony landmarks, including but not limited to those listed. ent/instructor signature at the bottom indicates completion of Entry-Skills Checklist. Shaded components identify skills which are expected ery patient care intervention and ongoing proficiency will be expected applicable patient care interactions even if not rechecked every time.	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.	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, identifying contraindications/precautions for given intervention (critical safety skill)										
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill)										
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.	Locate the correct treatment area, including bony landmark (critical safety skill). Must proficiency all.										
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.	Maintain all applicable precautions and/or restrictions, modifying test/intervention as indicated (critical safety skill)										
13.	Conclude treatment correctly; assisting patient as needed										
	Document accurately and effectively, as indicated										
	e of completion for each component: Instructor initial/date										

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** Course 1243 \*Instructor to initial each completed component. Student must proficiency Greater trochanter all bony landmarks, including but not limited to those listed. Med/ Lat malleoli Femoral condyles Tibial tuberosity Student/instructor signature at the bottom indicates completion of Entry-Tibial condyles Knee joint line Fibular head level Skills Checklist. Shaded components identify skills which are expected Cuneiforms Metatarsals Calcaneus in every patient care intervention and ongoing proficiency will be expected Navicular Cuboid in all applicable patient care interactions even if not rechecked every time. 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) Introduce self to patient/caregiver and confirm the patient's identity accurately Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill) Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill) 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. Locate the correct treatment area, including bony landmark (critical safety skill). Must proficiency all. 8. Place self in the best position for palpation; maintaining proper body mechanics 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. Maintain all applicable precautions and/or restrictions, modifying test/intervention as indicated (critical safety skill) 13. Conclude treatment correctly; assisting patient as needed 14. Document accurately and effectively, as indicated Date of completion for each component: Instructor initial/date Critical Safety Skills: #3, #4, #5, #7, #12 Student: \_\_\_ Updated 8/2015

Date:

Instructor Signature: \_\_\_

## 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#:	
	 f	

**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.

	nuired Skills	leuge	oi po	territa	illuic					13, 4110	рісс	aution	э.
	quired Skills tructor to initial each completed component. Student must proficiency	Course 1243											
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.		Cranium – Occipital,	Cranium - Parietal	Cranium - Temporal	Cranium - Frontal	Mandible angle	1st 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												
4.	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)												
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.	Locate the correct treatment area, including bony												
	landmark (critical safety skill). Must proficiency all.												
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.	Maintain all applicable precautions and/or restrictions, modifying test/intervention as indicated (critical safety skill)												
13.	Conclude treatment correctly; assisting patient as needed												
	Document accurately and effectively, as indicated												
	e of completion for each component: Instructor initial/date												
	cal Safety Skills: #3, #4, #5, #7, #12									_			
Stud	ent:			Date:				U	pdate	d 8/20	)15		

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: 815-802-880

	100 College D	Orive ● Kankakee, IL (	60901-6505 • 815-802	2-8816 ● FAX: 815-8	02-8801				
Student: (please					#:				
<b>OBJECTIVE</b> : The s	tudent will demo	nstrate correct pr	ocedure perform	ing palpation of	the neck, trunk, and ex	ctremities			
maintaining safet	y at all times with	n knowledge of po	tential indication	s, contraindication	ons, and precautions.				
Required Skills						Course			
	*Instructor to initial each completed component. Student must proficiency all muscle(s)/muscle group(s)/soft tissue(s), including								
					y-level Skills Checklist.				
				ntion and ongoing pr	oficiency will be expected ir	,			
		ven if not rechecked ev							
		ore and after patient car							
<ol><li>Correctly set up t disinfecting wipe</li></ol>		ng necessary treatment s	space to ensure privacy,	equipment and suppli	es (clean all equipment with				
		confirm the patient's id	entity accurately						
4. Correctly inte	rpret the physical t	therapy diagnosis o	r statement of prob	lem and plan of ca	are established by the				
physical thera	pist, <b>identifying co</b>	ontraindications/pr	ecautions for given	intervention (crit	cical safety skill)				
5. Explain the pl	anned intervention	n/treatment and pu	rpose to the patien	t/caregiver. <b>obtai</b> i	ning consent for				
1	itical safety skill)	,		,	<b>G</b>				
		ncluding effectively	positioning and pla	cing patient in pro	pper position, or most				
					d to promote use of				
1		atient and clinician;	_		•				
7. Locate the co	rrect treatment ar	ea, including muscl	e/muscle group an	d/or soft tissue (c	ritical safety skill). Instr	uctor to			
initial each m	uscle/muscle grou	ıp completed. Must	proficiency all.						
HIP	KNEE	ANKLE/ FOOT	SHOULDER	SHOULDER	ELBOW/ FOREARM	WRIST/			
			POSTERIOR	ANTERIOR		HAND			
Iliopsoas	Quadriceps	Ant. tib	Upper tapezius	Ant. delt	Biceps brachii	EPL			
Adductors	Bicep femoris	Post. tib	Levator	Middle delt	Brachialis	Add PL			
			scapulae						
Piriformis	Semitend/	Peroneus	Middle	Post. delt	Brachioradialis	Abd PL			
	memb	longus/ brev	trapezius						
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						
0 01 161 11			Lat. dorsi						
8. Place self in the	ne best position to	provide treatment/	intervention; main	taining proper boo	dy mechanics				
			•		ligament), including				
		e mass or contraction							
10. Proficiently pa	alpate given muscle	e/muscle group/sof	t tissue (e.g., hand	placement, pressu	ire)				
11. Utilize approp	oriate level of verba	al and manual cues	necessary for patie	nt's needs, level o	f motor learning and				
function; use	clear/concise instr	uctions/cues and de	emonstrate as need	led					
	-	-	-		and maintaining all				
1		ons - during and po	st intervention as i	ndicated; notify ap	propriate individual(s) a	S			
	tical safety skill)								
13. Conclude trea	atment correctly; as	ssisting patient as n	eeded						
14. Compare pre-	-treatment signs/sy	mptoms with post-	treatment signs/sy	mptoms					
15. Document acc	curately and effect	ively							
Critical Safety Skills	s: #3, #4, #5, #7, #1	.2							
Student:			Da	ate:	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

-	1Kakee, IL 60901-6505 ● 815-802-8816 ● FAX: 8		
Student: (please print)		_ ID#:	
<b>OBJECTIVE:</b> The student will demonstrate of maintaining safety at all times with knowle			emities
Required Skills		·	Course
*Instructor to initial each completed compone including but not limited to those listed. Stude Skills Checklist. Shaded components identify s proficiency will be expected in all applicable por	ent/instructor signature at the bottom indic kills which are expected in every patient ca	cates completion of Entry-level re intervention and ongoing	1243
Wash hands using proper technique before	re and after patient care		
	necessary treatment space to ensure priv	acy, equipment and supplies	
3. Introduce self to patient/caregiver and c	onfirm the patient's identity accurately		
	iagnosis or statement of problem and plan cations/precautions for given intervention		
Explain the planned intervention/treatment treatment (critical safety skill)	nt and purpose to the patient/caregiver, <b>o</b>	btaining consent for	
appropriate position, for support, stability proper body mechanics by the patient and		l, and to promote use of	
7. Locate the correct treatment area, including initial each muscle/muscle group complete.	ling muscle/muscle group and/or soft tisson	ue (critical safety skill). Instruct	or to
HEAD/NECK	Posterior Spinal Column	Anterior trunk	
Sternocleidomastoid	Splenius capitis/cervicis (cervical extensor)	Rectus abdominis	
Scalene (ant, middle, posterior)	subocciptials	Linea Alba	
	Quadratus lumborum	External oblique	
	Erector Spinae group	Internal Oblique	
	Transversospinalis group	Transverse abdominis	
8. Place self in the best position to provide t	reatment/intervention; maintaining prope	body mechanics	
Differentiate between soft tissue types (e recognizing differences in muscle mass or compared to the comp	.g., cutaneous, subcutaneous, muscle, tenc contraction ability, soft tissue variances, a		
10. Proficiently palpate given muscle/muscle	group/soft tissue (e.g., hand placement, pr	essure)	
11. Utilize appropriate level of verbal and ma function; use clear/concise instructions/c	·	vel of motor learning and	
12. Monitor and adjust test/intervention in applicable precautions/restrictions - durinecessary (critical safety skill)	response to patient status, clinical indicati ng and post intervention as indicated; noti	· · · · · · · · · · · · · · · · · · ·	
13. Conclude treatment correctly; assisting pa	atient 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			I
Student:	Date:	Updated 8/2015	

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

# PHTA 1246 Kinesiology

### **Entry-Levels 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.

Populared Skills	craiii	arcat	10113,				J.		
Required Skills *Instructor to initial each completed component. Instructor will select a minimum of one joint motion from each plane				Cou	irse 1	1240			
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.	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
	UE F	Shou	Shou	Shou	Elbo	Fore	Wris	Wris	Thur
Wash hands using proper technique before and after patient care			- /						•
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, identifying contraindications/precautions for given									
intervention (critical safety skill)									
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment (critical safety skill)</b>									
6. 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)									
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. Identify the correct joint and motion group to be tested (critical safety skill)									
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. Monitor and adjust test in response to patient status, clinical indications, and maintaining									
all applicable precautions/restrictions (e.g., monitor physiological response to treatment,									
including adverse signs/symptoms) – during and post test as indicated; notify appropriate									
individual(s) as necessary (critical safety skill)  23. Read device correctly					-				
24. Obtain accurate measurement for test performed (±5 degrees)									
25. Document accurately and effectively									
Date of completion for each component: Instructor initial/date									
Critical Safety Skills: #3, #4, #5, #6, #8, #22, #24		<u> </u>	<u> </u>	1	1	1	<u> </u>	<u> </u>	<u> </u>

Student:		Date:	Updated 8/2015
Instructor Signature: _		Date:	
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# 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)	II	D#:

**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.

	nuired Chille	l	arcac	10113,				<i>J</i> .		
	quired Skills ructor to initial each completed component. Instructor will select a minimum of one joint motion from each plane				Cou	rse 1	1240			
of mo profic	ructor to initial each completed component. Instructor will select a minimum of one joint motion from each plane obtion for each joint to measure joint ROM using an appropriate device. All must be performed to demonstrate ciency. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded bonents identify skills which are expected in every patient care intervention and ongoing proficiency will be cited in all applicable patient care interactions even if not rechecked every time.	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.	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, identifying contraindications/precautions for given									
	intervention (critical safety skill)									
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining</b>									
	consent for treatment (critical safety skill)									
6.	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)									
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.	Identify the correct joint and motion group to be tested (critical safety skill)									
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									
	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.										
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 – Must proficiency all.									
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.	Monitor and adjust test in response to patient status, clinical indications, and maintaining									
	all applicable precautions/restrictions (e.g., monitor physiological response to treatment,									
	including adverse signs/symptoms) – during and post test as indicated; notify appropriate									
22	individual(s) as necessary (critical safety skill)						-			
	Read device correctly									
_	Obtain accurate measurement for test performed (±5 degrees)						-			<u> </u>
25.	, ,						-			<u> </u>
	e of completion for each component: Instructor initial/date		<u> </u>		<u> </u>					<u></u>
Critic	al Safety Skills: #3, #4, #5, #6, #8, #22, #24									

Student:	Date:	Updated 8/2015
Instructor Signature:	Date:	
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# 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.

De aviere d'Olithe	l	arcat	10113,	•			J.		
Required Skills				Cou	rse 1	246			
*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.	Cervical flex/ext	Cervical LSB	Cervical rotation	Thoracolx flex/ext	Thoracolx LSB	Thoracolx rotation	Lumbar flex/ext	Lumbar LSB	Lumbar rotation
	ŭ	ŭ	ŭ		È	È	3	] 3	3
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, identifying contraindications/precautions for given									
intervention (critical safety skill)									
5. Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining</b>									
consent for treatment (critical safety skill)  6. 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)									
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. Identify the correct joint and motion group to be tested (critical safety skill)									
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. Monitor and adjust test in response to patient status, clinical indications, and maintaining									
all applicable precautions/restrictions (e.g., monitor physiological response to treatment,									
including adverse signs/symptoms) – during and post test as indicated; notify appropriate individual(s) as necessary (critical safety skill)									
23. Read device correctly									
24. Obtain accurate measurement for test performed (±5 degrees)									
25. Document accurately and effectively									
Date of completion for each component: Instructor initial/date									
Critical Safety Skills: #3, #4, #5, #6, #8, #22, #24	<u> </u>	l	<u> </u>	<u> </u>	<u> </u>	1	<u> </u>	<u> </u>	<u> </u>

Student:	Date:	Updated 8/2015
Instructor Signature:	Date:	
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# 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

Stud	ent: (please print)	ID#:			
	CCTIVE: The student will perform instruction in home exercise		afety at all	times with	1
knov	yledge of indications, contraindications, and preca	autions.			
Red	quired Skills			Course	Course
Entr	tructor to initial each completed component. Student/instructor signature y-level Skills Checklist. Shaded components identify skills which are expected oing proficiency will be expected in all applicable patient care interactions e	ed in every patient care interve	ntion and	1246	2145
1.	Wash hands using proper technique before and after patient care				
2.	Correctly set up treatment area, acquiring necessary treatment spa and supplies (clean all equipment with disinfecting wipe)	ace to ensure privacy, equip	ment		
3.	Introduce self to patient/caregiver and confirm the patient's iden	itity accurately			
4.	Correctly interpret the physical therapy diagnosis or stateme	<u> </u>	of care		
	established by the physical therapist, <b>identifying contraindic</b>	·			
	intervention (critical safety skill)	autono, procuumono rer g	,		
5.	Explain the planned intervention/treatment and purpose to	the patient/caregiver, <b>ob</b>	taining		
	consent for treatment (critical safety skill)				
6.	Set up treatment area, including ensuring good working con	dition of equipment (cri	tical		
	safety skill)				
7.	Prepare patient for treatment, including effectively positioni				
	position, or most appropriate position, for support, stability,		to		
	promote use of proper body mechanics; drape as appropriat				
8.	Instruct the patient/others in safety precautions with equipment of the patient o	nent and appropriate set	-up/use		
	of exercise equipment (as applicable)				
9.	Effectively educate the patient/others in the select program,	correcting for movemer	nt		
	substitution(s)/fault(s)/compensation(s) by the patient and r	_			
	indicated				
10.	Utilize appropriate level of verbal and manual cues necessar	y for patient's needs, leve	el of		
	motor learning and function; use clear/concise instructions/	cues and demonstrate as	needed		
11.	Monitor and adjust intervention in response to patient stat				
	maintaining all applicable precautions/restrictions (e.g., ph		eatment,		
	including adverse signs/symptoms) – during and post treatm	ent as indicated; notify			
12	appropriate individual(s) as necessary (critical safety skill)				
12.	Ensure patient's understanding of instructions (e.g., patient	should return demonstra	tion,		
12	repeat instructions, etc.) Create and provide patient with written handout/instruction	us commonsurato with th	•		
15.	learning needs of the patient/caregiver	is commensurate with th	E		
	icuming needs of the patienty caregiver				
14.	Document intervention accurately and effectively				
Critic	al Safety Skills: #3, #4, #5, #6, #11				
Stude	ent:	Date:	Updated	1/2014	
La :	orbon Clarachouse	Data			
ınstrı	ıctor Signature:	Date:			

#### 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) **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. **PHTA 1246 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 shoulder forearm elbow 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) 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, identifying contraindications/precautions for given intervention (critical safety skill) 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) 6. Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill) 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. Locate the correct muscle/muscle group and joint motion (critical safety skill). Must proficiency all. Instructor to initial each muscle/muscle group completed. **SHOULDER GIRDLE SHOULDER ELBOW/ FOREARM** WRIST/ HAND UE myotomal screen/gross MMT screen Biceps brachii Serratus anterior Anterior deltoid Wrist flexion Levator scapulae Middle deltoid **Brachialis** Wrist extension Upper trapezius/ Levator scapulae Posterior deltoid Brachioradialis Wrist radial deviation Wrist ulnar deviation Middle trapezius Supraspinatus Triceps Lower trapezius ER - group Pronation Grasp Rhomboids IR - group Supination Pectoralis major - clavicular Teres major/ subscapularis Pectoralis major - sternal Latissimus dorsi Coracobrachialis Pectoralis minor 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. Monitor and adjust test in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post test as indicated; notify appropriate individual(s) as necessary (critical safety skill) 20. Obtain accurate measurement grade of strength for test performed (± 1/2 grade) 21. Document findings accurately and effectively Date of completion for each component: Instructor initial/date

Citical Safety Skins. 113, 114, 113, 110, 110, 1125, 1120		
Student:	Date:	Updated 8/2015
Instructor Signature:	Date:	

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

Manual Muscle Testing – Extremity: Lower

PHYSICAL THERAPIST ASSISTANT PROGRAM

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

	100 College Drive	Nalikakee, iL 0090 1-0303 ♥ 013-002-00	10 • FAX. 013-002-0001				
	lent: (please print)		ID#:				
	<b>ECTIVE:</b> The student will demonstrate co			extr	emit	ies	
maii	ntaining safety at all times with knowled	ge of potential indications, contraind	dications, and precautions.				
Re	quired Skills			P	PHTA	124	6
*In	structor to initial each completed componen	t. Student must proficiency all muscle(s)	/muscle group(s), including but not				
	ited to those listed. Student/instructor signa						(
cor	mponents identify skills which are expected in	every patient care intervention and ong	joing proficiency will be expected in		(I)	ь	4
all	applicable patient care interactions even if no	ot rechecked every time.		hip	knee	ankle	0
						10	4
1.	Wash hands using proper technique before and	•	and and a realize (alone all a resignment				
2.	Correctly set up treatment area, acquiring necessal with disinfecting wipe)	ary treatment space to ensure privacy, equipr	nent and supplies (clean all equipment				
3.	Introduce self to patient/caregiver and confirm t	he patient's identity accurately					_
	Correctly interpret the physical therapy diag		of care established by the physical				
	therapist, identifying contraindications/pre						
	Determine when an intervention should no						
	the intervention is beyond that which is app	propriate for the PTA (critical safety skil	1)				
6.	Explain the planned intervention/treatment	and purpose to the patient/caregiver, ol	btaining consent for treatment				
	(critical safety skill)						
7.	Prepare patient for treatment, including effe	ectively positioning and placing patient in	n proper test position, or most				
	appropriate position, for support, stability, a	_	l, and to promote use of proper body				
	mechanics by the patient and clinician; drap						
	Locate the correct muscle/muscle group an	d joint motion (critical safety skill). Mus	t proficiency all. Instructor to initial				
	each muscle/muscle group completed.						
	HIP	KNEE	ANKLE/ FOOT				
	LE myotomal screen/gross MMT screen		1.11.55/				
	Hip flexors - group	Quadriceps	Ankle DF (group)  Anterior tibialis				
	Hip adductors	Hamstrings Bicep femoris	Posterior tibialis				
	Hip external rotators - group	Semitendinosus/semimembranosus	Peroneus longus/brevis				
	Hip internal rotators - group	Sermentaniosas, serminentorariosas	Peroneus tertius				
	Gluteus maximus		Gastrocnemius (WB and NWB)				
	Gluteus medius/minimus		Soleus (WB and NWB)				
	Gluteus medius – posterior fibers		EHL, EHB; EDL/EDB,				
	Tensor fascia latae		FHL, FHB; FDL/FDB				
	Sartorius						
9.	Place self in the best position to perform MM	AT; maintaining proper body mechanics					
10.	Instruct the patient to move the distal segme	ent through full/available range of motic	on				
11.	Passively move the body part through availa	ble range of motion to determine wheth	er any restriction exists and				
	determine whether patient actively able to r	nove through full available range of mot	ion				
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						
	Apply appropriate pressure (as indicated) in	the correct location, direction, and dura	tion (3-5 seconds): pressure is	$\vdash \vdash \vdash$			_
	gradual and appropriate	,,	(c c c c c c c c c c c c c c c c c				
	Proficiently palpate given muscle/muscle gro	oup, observing the presence or absence	of muscle mass and recognizing				
	normal and abnormal muscle tone		0 0				
17.	Modify and correct patient for movement su	ubstitution(s)/fault(s)					
	Utilize appropriate level of verbal and manu-		vel of motor learning and function:				
	use clear/concise instructions/cues and dem		g and a second				
19.	Monitor and adjust test in response to patie		ntaining all applicable	М			
	precautions/restrictions (e.g., monitor phys						
and post test as indicated; notify appropriate individual(s) as necessary (critical safety skill)				L	L		
	Obtain accurate measurement grade of stre						
_	Document findings accurately and effectively						
	te of completion for each component: Instru			Н			_
	cal Safety Skills: #3, #4, #5, #6, #8, #19, #20						
Stud	-	Date:	Undated 2/2016				

Instructor Signature: \_\_\_\_

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

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

_	_	Kankakee, IL 60901-6505 ● 815-802-88				
	dent: (please print)		ID#:			
	<b>ECTIVE:</b> The student will demonstrate co	· · · · · · · · · · · · · · · · · · ·		extre	mities	;
	ntaining safety at all times with knowled	lge of potential indications, contraind	dications, and precautions.			
	quired Skills			PH	HTA 1	246
	structor to initial each completed componer				_	
	ited to those listed. Student/instructor signa	·	•	<del></del>	) in	
	mponents identify skills which are expected i		joing proficiency will be expected in	cervical	abdominal	녿
all	applicable patient care interactions even if n	ot rechecked every time.		cer	abc	trunk
1.	Wash hands using proper technique before	and after patient care				
2.	Correctly set up treatment area, acquiring n	ecessary treatment space to ensure priva	acy, equipment and supplies (clean			
	all equipment with disinfecting wipe)					
3.	Introduce self to patient/caregiver and con	firm the patient's identity accurately				
4.	Correctly interpret the physical therapy	diagnosis or statement of problem a	and plan of care established by			
	the physical therapist, identifying conti	raindications/precautions for given i	ntervention (critical safety skill)			
5.	Determine when an intervention shou	ld not be performed due to clinical i	ndications or when the direction			
	to perform the intervention is beyond	that which is appropriate for the PT	A (critical safety skill)			
6.	Explain the planned intervention/treatr					
	treatment (critical safety skill)	,	<i>•</i>			
7.	Prepare patient for treatment, including	g effectively positioning and placing a	patient in proper test position, or			
	most appropriate position, for support,					
	use of proper body mechanics by the pa	_				
8	Locate the correct muscle/muscle group ar				1	
0.	each muscle/muscle group completed.	ia joine motion (erreion sarce) sianji mas	a promotericy and most accorded militar			
	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				
9.	Place self in the best position to perform	n MMT; maintaining proper body me	echanics			
10.	Instruct the patient to move the distal s	segment through full/available range	of motion			
11.	Passively move the body part through a	vailable range of motion to determin	ne whether any restriction exists			
	and determine whether patient actively	_				
12.	Place the body part in the test position					
	Instruct patient to "hold" the test posit	ion in the correct test position				
-	Stabilize proximal body segment effecti	<u> </u>			+	
	Apply appropriate pressure (as indicate	-	and duration (3-5 seconds):		+	
13.	pressure is gradual and appropriate	a) in the correct location, uncerton, t	and duration (5-5 seconds),			
16	Proficiently palpate given muscle/musc	le group, observing the presence or a	sheence of muscle mass and		+	
10.	recognizing normal and abnormal musc		absence of mascie mass and			
17	Modify and correct patient for movement				+	
	Utilize appropriate level of verbal and n		ands lovel of motor learning and		+	-
10.	function; use clear/concise instructions		eeds, level of filotor learning and			
10	Monitor and adjust test in response to		and maintaining all applicable		+	
19.		=	=			
	precautions/restrictions (e.g., monitor					
	signs/symptoms) – during and post test	. as mulcated, nothly appropriate indi	vidual(s) as liecessary (critical			
20	safety skill)	f stuggeth for test went	avada)	<del>                                     </del>	+	+-
	Obtain accurate measurement grade o		grade)	—	+	+
	Document findings accurately and effect	•		<u> </u>	<del>                                     </del>	
	te of completion for each component:	instructor initial/date		<u> </u>		
	cal Safety Skills: #3, #4, #5, #6, #8, #19, #20					
Stud	ent:	Date: _	Updated 8/2015			

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

Instructor Signature: \_\_\_\_

### Muscle Length Testing

PHYSICAL THERAPIST ASSISTANT PROGRAM

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

	100 College Dilve • Ralikakee, IL 00301-0303 • 013-002-0010 • FAX. 013-002-0001		
Stude	ent: (please print) ID#:		
	CTIVE: The student will demonstrate correct procedure for performing assessment of muscle length testing times with compliance of all contraindications and precautions.	, maintain	ing safety
	uired Skills:		
-	uctor to initial each completed component. Student must proficiency all muscle length tests, including but not limited to those	Course	1246
listed.	Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded components identify skills	Course	1240
	are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care interactions		
	f not rechecked every time.	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.	Introduce self to patient/caregiver and confirm the patient's identity accurately		
	Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill)		
	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)		
	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment critical safety skill)</b>		
	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.	Locate the correct muscle/muscle group (critical safety skill). Must proficiency all. Instructor to initial each muscle/muscle group completed.		
	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		
	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)		
	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.	Monitor and adjust test in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (e.g., monitor physiological response to treatment, including adverse signs/symptoms) –		
(	during and post test as indicated; notify appropriate individual(s) as necessary (critical safety skill)		
	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		
Date	of completion: Instructor initial/date		
Critica	al Safety Skills: #3, #4, #5, #6, #8, #14		-
Stude		/2015	
Inctru	ctor Signaturo:		

# 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

Stud	ent: (please print) ID#:		
OBJI	ECTIVE: The student will recognize and provide instruction and training and correct postural dev	iations.	
	quired Skills	Course	Course
*Ins	tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of cy-level Skills Checklist. Shaded components identify skills which are expected in every patient care intervention and coing proficiency will be expected in all applicable patient care interactions even if not rechecked every time.	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.	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, identifying contraindications/precautions for given intervention (critical safety skill)		
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.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (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 (critical safety skill)		
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		
Criti	cal Safety Skills: #3, #4, #5, #16		1
Stud	ent: Date:	Updated	d 8/2015
Instr	ructor Signature: Date:		

# PHTA 2145 Orthopedics for the PTA

### **Entry-Levels 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#: _	
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**OBJECTIVE:** The student will accurately identify and provide instruction and training to correct gait deviations, ensuring patient safety Course Course \*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills 2145 2156 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. 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 Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill) Explain the planned intervention/treatment and purpose to the patient/caregiver/other, obtaining consent for treatment (critical safety skill) and clarifying patient's/others' roles Determine the patient's mental and physical capabilities to perform gait with an assistive device, including 6. weight bearing - clarifying precautions/restrictions with patient, if applicable (critical safety skill) 7. Ensure patient's clothing and footwear are suitable for the activity Prepare and secure treatment area, clearing area of obstacles and securing brakes of all surfaces when indicated (critical safety skill) Apply a safety (gait) belt - check for contraindications and explain purpose. If not indicated or contraindicated, provide sound reasoning for no use of gait belt (critical safety skill) 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, 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) 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. Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all precautions/restrictions (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary (critical safety skill) 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 5

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

Stuc	lent: (please print)	ID#:		
	ECTIVE: The student will demonstrate effective instruction in exer knowledge of indications, contraindications, and precautions	cise with equipment maintain	ning safety at a	all times
*Ins	quired Skills  tructor to initial each completed component. Student/instructor signature at th cklist. Shaded components identify skills which are expected in every patient care ected in all applicable patient care interactions even if not rechecked every time.	re intervention and ongoing proficien		Course 2145
1.	Wash hands using proper technique before and after patient care			
2.	Correctly set up treatment area, acquiring necessary treatment space t (clean all equipment with disinfecting wipe)	o ensure privacy, equipment and	d supplies	
3.	Introduce self to patient/caregiver and confirm the patient's identity	accurately		
4.	Correctly interpret the physical therapy diagnosis or statement of prob physical therapist, identifying contraindications/precautions for given			
5.	Explain the planned intervention/treatment and purpose to the patient (critical safety skill)	t/caregiver, <b>obtaining consent fo</b>	or treatment	
6.	Select the appropriate equipment within the plan of care a patient	nd established goals/needs	of the	
7.			afety	
8.	Prepare patient for treatment, including effectively positioning and pla appropriate position, for support, stability, ease of movement, and to proper body mechanics; drape as appropriate			
9.	Instruct the patient/others in safety precautions with the e up/use of exercise equipment, including how/when to contaddressing modifications for home, as indicated			
10.	Ensure correct, effective, and safe use of equipment (critic movement substitution(s)/fault(s)/compensation(s) by the	• •	or	
11.	Utilize appropriate level of verbal and manual cues necessal learning and function; use clear/concise instructions/cues a	ary for patient's needs, leve		
12.	Monitor and adjust intervention in response to patient status, applicable precautions/restrictions (e.g., physiological response signs/symptoms) – during and post treatment as indicated; notif (critical safety skill)	to treatment, including adve	rse	
13.	Ensure patient's understanding of instructions (e.g., patient repeat instructions, etc.)	t should return demonstrat		
14.	Document intervention accurately and effectively			
Criti	cal Safety Skills: #3, #4, #5, #7, #10, #12		L	
Stuc	ent:	Date:	Updated 8/2	2015
Insti	ructor 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

Stud	ent: (please print)	ID#:			
	CTIVE: The student will perform instruction in home exercise		afety at all	times with	1
knov	rledge of indications, contraindications, and prec	autions.			
Red	uired Skills			Course	Course
Entr	ructor to initial each completed component. Student/instructor signature y-level Skills Checklist. Shaded components identify skills which are expect oing proficiency will be expected in all applicable patient care interactions of	ed in every patient care interve	ention and	1246	2145
	Wash hands using proper technique before and after patient care	,			
2.	Correctly set up treatment area, acquiring necessary treatment sp and supplies (clean all equipment with disinfecting wipe)	ace to ensure privacy, equi	pment		
3.	Introduce self to patient/caregiver and confirm the patient's ider	ntity accurately			
4.	Correctly interpret the physical therapy diagnosis or stateme	ent of problem and plan	of care		
	established by the physical therapist, identifying contraindig	· · · · · · · · · · · · · · · · · · ·			
	intervention (critical safety skill)				
5.	Explain the planned intervention/treatment and purpose to	the patient/caregiver, ok	otaining		
	consent for treatment (critical safety skill)				
6.	Set up treatment area, including ensuring good working cor	ndition of equipment (cri	itical		
	safety skill)				
7.	Prepare patient for treatment, including effectively position				
	position, or most appropriate position, for support, stability,		ιο		
8.	promote use of proper body mechanics; drape as appropriate Instruct the patient/others in safety precautions with equipment of the property of		t-un/usa		
0.	of exercise equipment (as applicable)	nent and appropriate ser	t-up/use		
9.	Effectively educate the patient/others in the select program	<del>-</del>			
	substitution(s)/fault(s)/compensation(s) by the patient and indicated	modifying the program a	S		
10.	Utilize appropriate level of verbal and manual cues necessar	y for patient's needs, lev	el of		
	motor learning and function; use clear/concise instructions/				
11.	Monitor and adjust intervention in response to patient state				
	maintaining all applicable precautions/restrictions (e.g., ph		reatment,		
	including adverse signs/symptoms) – during and post treatm appropriate individual(s) as necessary (critical safety skill)	ient as indicated; notify			
12	Ensure patient's understanding of instructions (e.g., patient	should return demonstra	ation		
12.	repeat instructions, etc.)	siloulu return demonstre	ation,		
13.	Create and provide patient with written handout/instruction	ns commensurate with th	ne		
	learning needs of the patient/caregiver				
14.	Document intervention accurately and effectively				
Critic	al Safety Skills: #3, #4, #5, #6, #11				
Stude	nt:	Date:	Updated	1/2014	
Instru	ctor 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

100 College Drive ● Kankakee, IL 60901-6505 ● 815-802-8816 ● FAX: 815-802-8801			
Student	nt: (please print)	ID#:	
approp	<b>CTIVE:</b> The student will identify needs, instruct and train paper appriate assistance and maintaining safety at all times, with aindications, and precautions.	.,	
*Instructor componer interaction	red Skills  ctor to initial each completed component. Student/instructor signature at the bottom indicates completents identify skills which are expected in every patient care intervention and ongoing proficiency will be	etion of Entry-level Skills Checklist. Shaded	Course 2156
2. Corr	prrectly set up treatment area, acquiring necessary treatment space to ensure privacy, equi	pment and supplies (clean all	
4. Cor	troduce self to patient/caregiver and confirm the patient's identity accurately orrectly interpret the physical therapy diagnosis or statement of problem and plan	•	
5. Exp	nysical therapist, <b>identifying contraindications/precautions for given intervention</b> uplain the planned intervention/treatment and purpose to the patient/caregiver, critical safety skill)		
	entify Activities of Daily Living (ADLs)/Instrumental Activities of Daily Living (IADLs		
phy	elect the appropriate Activity of Daily Living (ADL) activity consistent to meet patie hysical therapy goals and intended outcomes; demonstrate as needed		
	bserve the patient performing activities to determine the correct level of perform		
pat	roficiently instruct the patient and/or family/caregiver/other in functional training atient's needs and achieve physical therapy goals and intended outcomes (e.g., in ducation, work, community, social, and civic life); use clear and concise instruction	self-care and in domestic,	
fun	tilize appropriate level of verbal and manual cues necessary for patient's needs, lead inction; use clear/concise instructions/cues and demonstrate as needed	_	
	afely manage patient care equipment such as catheters, lines/tubes, O2 to promotilize proper body mechanics; promoting good body mechanics of self, caregiver, promoting good good good good good good good go		
pre	Ionitor and adjust intervention in response to patient status, clinical indications, recautions/restrictions (e.g., monitor physiological response to treatment, includiuring and post treatment as indicated; notify appropriate individual(s) as necessar	ng adverse signs/symptoms) –	
14. Edu pat	ducate the patient/caregiver on effects of immobility and decreased activity and hatient's ability to carry out ADL's; encourage the patient to adopt healthy behavior in prove fitness as pertains to performance of ADLs	ow deconditioning can affect a	
con	onclude treatment correctly, including position patient for proper alignment, supponsideration for indicated/contraindicated positions and postures (e.g., reflex inhivate or replace clothing for modesty and body temperature control		
	ompare pre-treatment signs/symptoms with post-treatment signs/symptoms		
follo	rovide patient/caregiver/other with handout of instructions, as necessary, and strallow-through and continued adherence of techniques and strategies performed	ategies in order to promote	
	Safety Skills: #3, #4, #5, #13		
Student:	t: Date:	Updated 8/2011	
Instructo	cor Signature: Date:		

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# 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

Stud	ent: (please print)	ID#:	
maxi	ECTIVE: The student will be able to correctly and effectively utilize fairnal benefit for initiation of movement and motor control, with known autions.		
			Course
*Ins	quired Skills tructor to initial each completed component. Student/instructor signature at the bottom indicated components identify skills which are expected in every patient care intervention and ongoent care intervention in the components identify skills which are expected in every patient care intervention and ongoent care interactions even if not rechecked every time.		Course 2156
1.	Wash hands using proper technique before and after patient care		
2.	Correctly set up treatment area, acquiring necessary treatment space to e	ensure privacy equipment and supplies	
۷.	(clean all equipment with disinfecting wipe)	share privacy, equipment and supplies	
3.	Introduce self to patient/caregiver and confirm the patient's identity acc	curately	
4.	Correctly interpret the physical therapy diagnosis or statement of problem		
''	physical therapist, identifying contraindications/precautions for given in		
5.	Explain the planned intervention/treatment and purpose to the patient/ca (critical safety skill)		nt
6.	Prepare patient for treatment, including effectively positioning and placin appropriate position, for support, stability, access to the area/segment to body mechanics by the patient and clinician; drape as appropriate		er
7.	Select the appropriate therapeutic handling techniques, including facilitat resistance, joint approximation/traction, tapping, placing and holding) and rotation, prolonged stretch, inhibitory pressure, inhibitory tapping), to apmotor	d/or inhibition technique(s) (e.g., rhythm	nic
8.	Proficiently perform select intervention using smooth and effective seque and based on the patient's impairments and ability in order to effectively and to meet patient/caregiver needs and achieve physical therapy goals a needed	influence quality of posture/movement	:
9.	Utilize appropriate level of verbal and manual cues necessary for patient's	s needs, level of motor learning and	
	function; use clear/concise instructions/cues and demonstrate as needed	l .	
10.	Use appropriate key points of control to achieve desired activity and outc	come	
11.	Utilize proper body mechanics; promoting good body mechanics of self, co	aregiver, patient	
12.	Monitor and adjust intervention in response to patient status, clinical in precautions/restrictions (e.g., monitor physiological response to treatmeduring and post treatment as indicated; notify appropriate individual(s) as	ent, including adverse signs/symptoms) –	
13.	Conclude treatment correctly, including position patient for proper alignn consideration for indicated/contraindicated positions and postures (e.g., r drape or replace clothing for modesty and body temperature control	ment, support, and safety with	
14.	Compare pre-treatment signs/symptoms with post-treatment signs/symp	otoms	
15.	Provide patient/caregiver/other with handout of instructions, as necessar follow-through and continued adherence of techniques and strategies per	-	
16	Document intervention accurately and effectively		
10.	bocument intervention accurately and effectively		
	cal Safety Skills: #3, #4, #5, #12		
Stud	ent:	Date: Upda	ited 8/2015
Instr O:\Sha	uctor Signature: ure\PTA\Program Curriculum Plan\Curriculum\Entry-level Skills Checklists\PTA Program_Entry	Date: y-Level Skills Checklist Manual_updated 2016.1.doc	cx

#### 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		
Stud	ent: (please print) ID#:		
OBJE	ECTIVE: The student will accurately identify and provide instruction and training to correct gait deviations, e	nsuring pat	ient safety
*Ins	quired Skills tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills cklist. Shaded components identify skills which are expected in every patient care intervention and ongoing proficiency will be exceed in all applicable patient care interactions even if not rechecked every time.	Course 2145	Course 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.	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/other, <b>obtaining consent for treatment (critical safety skill)</b> and clarifying patient's/others' roles		
6.	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)		
7.	Ensure patient's clothing and footwear are suitable for the activity		
8.	Prepare and secure treatment area, clearing area of obstacles and securing brakes of all surfaces when indicated (critical safety skill)		
9.	Apply a safety (gait) belt – check for contraindications and explain purpose. If not indicated or contraindicated, provide sound reasoning for no use of gait belt (critical safety skill)		
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, 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)		
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.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all		
	<b>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		

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:			

(critical safety skill)

# 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. Course Course Required Skills 1246 \*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of 2156 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 Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill) 5. Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill) 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. Determine normal and abnormal alignment of trunk and extremities at rest and during activities Recognize normal posture and common postural deviations with assessment from all angles 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. Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable precautions/restrictions (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 (critical safety skill) 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: \_\_\_\_

#### **Transfers**

PHYSICAL THERAPIST ASSISTANT PROGRAM

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

Student: (please print)	ID#:	
<b>OBJECTIVE:</b> The student will be able to demonstrate correct technique while to another surface, maintaining safety of patient and assistance at all times.	ransferring a patient from a wheel	chair to
Required Skills *Instructor to initial each completed component. Student/instructor signature at the bottom i level Skills Checklist. Shaded components identify skills which are expected in every patient can proficiency will be expected in all applicable patient care interactions even if not rechecked eve	re intervention and ongoing	Course 2156
Wash hands using proper technique before and after patient care		
Correctly set up treatment area, acquiring necessary treatment space to ensure privacy, e (clean all equipment with disinfecting wipe)	equipment and supplies	
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 p	lan of care established by	
the physical therapist, identifying contraindications/precautions for given inter skill)	vention (critical safety	
5. Explain the planned intervention/treatment and purpose to the patient/caregive consent for treatment (critical safety skill) and clarifying patient's/others' roles	er/other, <b>obtaining</b>	
6. Determine the patient's mental and physical capabilities to perform gait with a	ın AD, including weight	
bearing – clarifying precautions/restrictions with patient, if applicable (critical	safety skill)	
7. Ensure patient's clothing and footwear are suitable for the transfer		
8. Position and secure treatment area, including wheelchair; secure brakes of all su	rfaces.	
9. Clear area of obstacles (e.g., remove foot rest and arm rests from w/c if necessar	ry, remove clutter)	
10. Apply a safety (gait) belt – check for contraindications and explain purpose. If r contraindicated, provide sound reasoning for no use of gait belt (critical safety s	not indicated or	
11. Use clear, simple directive terms, during transfer, demonstrate as needed	,	
· · · · · · · · · · · · · · · · · · ·	oughout the transfer/	
12. Position self to effectively guard, guide, direct and protect the patient/self thro training while using proper body mechanics during set-up, transfer, and securi		
a. Adjust center of gravity according to height and weight of patient	ig patient	
b. Maintain wide base of support		
c. Utilize correct weight shift		
<ul> <li>d. Guard patient correctly and effectively, ensuring patient/self safety at all time</li> <li>belt appropriately (critical safety)</li> </ul>	ies; utilize safety (gait)	
e. Give adequate assistance to patient while promoting maximal patient particip	ation	
13. Effectively complete the transfer. Must demonstrate proficiency with all devices transfer completed.	. instructor to initial each	
	g-roll trunk curl-up	
bed repositioning: 1 person 2 personhover mat sit to supine: lo		
	CGA/SBA	
	CGA/SBA	
sliding board: dependent maxA modA minA	CGA/SBA	
2-man floor-cart: dependent maxA modA minA	CGA/SBA	
minimal lift equipment: Sit-Stand Hoyer		
14. Safely manage patient care equipment such as catheters, IV's, O2 while transferr	ring patient	
15. Monitor and adjust intervention in response to patient status, clinical indicatio	ns and maintaining all	
applicable precautions/restrictions (e.g., monitor physiological response to trea	= -	
signs/symptoms) – during and post treatment as indicated; notify appropriate in		
(critical safety skill)	, , , , , , , , , , , , , , , , , , , ,	
16. Position the patient for comfort, stability, and safety upon completion of transfe	r; remove gait belt	
17. Document intervention accurately and effectively	-	1
Critical Safety Skills: #3, #4, #5, #6, #8, #10, #12d, #15		1
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

Stud	lent: (please print) ID#:	
abno	ECTIVE: The student will be able to proficiently measure height, weight, length, and girth in order to further ormalities noted during observation and palpation as well as to safely and effectively implement selected int tified in the plan of care established by the physical therapist.	
*In con	quired Skills structor to initial each completed component. Student/instructor signature at the bottom indicates inpletion of Entry-level Skills Checklist. Shaded components identify skills which are expected in every sient care intervention and ongoing proficiency will be expected in all applicable patient care interactions on if not rechecked every time.	Course 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.	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, identifying contraindications/precautions for given intervention (critical safety skill)	
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 (± 1 in)	
8.	Proficiently measure patient's weight (± 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 (± 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	
Criti	cal Safety Skills: #3, #4, #5	1
Stud	ent: Date: Updated 8	3/2015
Instr	ructor Signature: Date:	

#### Cardiac Dysfunction PHYSICAL THERAPIST ASSISTANT PROGRAM

	100 College Drive ● Kankakee, IL 60901-6505 ● 815-802-8816 ● FAX: 815-802-8801	
Stude	ent: (please print) ID#:	
OBJE	CTIVE: The student will be able to effectively treat a patient with cardiac dysfunction maintaining safety and with knowledge of indications are student will be able to effectively treat a patient with cardiac dysfunction maintaining safety and with knowledge of indications are student will be able to effectively treat a patient with cardiac dysfunction maintaining safety and with knowledge of indications are student will be able to effectively treat a patient with cardiac dysfunction maintaining safety and with knowledge of indications are student with the cardiac dysfunction maintaining safety and with knowledge of indications are student with the cardiac dysfunction maintaining safety and with knowledge of indications are student with the cardiac dysfunction maintaining safety and with knowledge of indications are student with the cardiac dysfunction maintaining safety and with the cardiac dysfunction maintaining safety and with the cardiac dysfunction maintaining safety and the safety dysfunction of the cardiac dysfunction with the cardiac dysfunction are student with the cardiac dysfunction of the cardiac	ations,
contr	raindications, and precaution	
	uired Skills	Course
com	tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded ponents identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care ractions even if not rechecked every time.	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.	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, identifying contraindications/precautions for given intervention (critical safety skill)	
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.	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)	
9.	Identify applicable precautions and contraindications to activity/exercise for common cardiac diseases/disorders/conditions treated in physical therapy (critical safety skill)	
10.	Proficiently perform select components of patient assessment, including the following test and measures: Instructor to initial	
	each skill completed. Must proficiency all.	
	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 (may be	
	deemed a critical safety if blatant disregard for proper technique or application compromises safety or compromises	
	precautions/restrictions)	
	sternal precautions	
	cardiac precautions	
13.		
	exercise/activity intensity (may be deemed a critical safety if blatant disregard for proper technique or application	
	compromises safety or compromises precautions/restrictions)	
	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.	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)	
	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	
Critica	al Safety Skills: #3, #4, #5, #8, #9,	
Stude		
Inctri	Data:	

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Date: \_\_\_

Instructor Signature: \_\_

# 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 Course \*Instructor to initial each completed component. Student/instructor signature at the bottom indicates 1115 2185 completion of Entry-level Skills Checklist. Isolation Aseptic **Donning Isolation Clothing** Precautions Isolation Wash hands using proper technique 2. Don a cap; avoid touching hair or neck. May cover ears. (Aseptic Isolation) 3. Don a mask correctly Open the outer package of a sterile disposable gown and the sterile gloves, and place 4. them correctly in the sterile field 5. Wash hands using proper technique Pick up gown with hands touching inside only 6. Grasp gown and allow gown to vertically unfold without shaking 7. 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) **Doffing Isolation Clothing** Untie the waist of the gown 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 Gently roll the gown into a ball so that it will be turned inside out, and dispose of it in 3. appropriate container Remove gloves using proper technique, and dispose of it properly Wash hands using proper technique 5. Remove mask carefully and dispose of it properly; avoid touching center of the mask 6. 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 Date: \_\_\_\_\_ Student: 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

Stu	lent: (please print)	ID#:	
	ECTIVE: The student will demonstrate correct procedure for donning/cedures for medical asepsis.	doffing sterile protective equipmen	t following
Re *In	quired Skills structor to initial each completed component. Student/instructor signature a ry-level Skills Checklist.	at the bottom indicates completion of	Course 2185
Do	nning Sterile Gloves		
1.	Wash hands using proper hand washing techniques		
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 touc	h outside of glove	
5.	Insert second hand into glove while maintaining grasp on cuff contacting outside surface of gloves	with first hand, adjust without	
6.	Using gloved hand, slip fingers between the outside and the c the outside surfaces	uff of other glove, touching only	′
7.	Grasps inner portion of empty glove package, discards		
Do	ffing Sterile Gloves		
8.	With one hand, grasp outside of opposite glove		
9.	Turn glove inside out as it is removed, does NOT touch skin, dis	scard glove	
10	. Insert fingers of ungloved hand inside the cuff of the gloved ha	nd	
11	. Turn glove inside out and remove, discard glove		
12	. Wash hands using proper hand washing techniques		
Crit	cal Safety Skills: # 1, # 5, #6, #12		
Stud	lent:	Date: Upda	ted 8/2011
Inst	ructor 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

Stud	dent: (please print) ID#:	
	<b>ECTIVE:</b> The student will demonstrate correct procedure for a dressing change using the "clean technique" nonstrating knowledge of indications, contraindications, and precautions	
	quired Skills	PHTA
Sha	structor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist.  Ided components identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable  ient care interactions even if not rechecked every time.	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.	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, identifying contraindications/precautions for given intervention (critical safety skill)	
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment</b> (critical safety skill)	
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.		
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.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all precautions/restrictions (e.g., monitor physiological response to treatment, including adverse signs/symptoms) – during and post treatment as indicated; notify appropriate individual(s) as necessary (critical safety skill)	
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	
Criti	cal Safety Skills: #3, #4, #5, #15, #21, #26	
	lent: Date: Updated 8/2011	
Instr	ructor Signature: Date:	
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### 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	
Stud	lent: (please print) ID#:	
ОВЛ	ECTIVE: The student will be able to correctly and safely train patients in the care and use of prosthetics/	
	otics demonstrating knowledge of indications, contraindications, and precautions	
Re	quired Skills	Course
	structor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded	2185
	sponents identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care ractions 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, identifying contraindications/precautions for given intervention (critical safety skill)	
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver, <b>obtaining consent for treatment</b> (critical safety skill)	
6.	Identify and differentiate between common orthotics used in physical therapy	
7.	Identify and differentiate between common prosthetics and their components	
-	Select the appropriate orthotic/prosthetic within the plan of care to meet the patient's needs and achieve physical	
8.	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, ensuring correct, effective, and safe use of the equipment/device (critical safety skill)	
11.	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)	
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; secure the orthotic/prosthetic in place for safe use (critical safety skill)	
13.	Communicate with the physical therapist and recommend referral, as indicated, to the appropriate health care	
1/	individual in the event of an improperly fitting device, maladjustments, or problem with the device  Utilize appropriate level of verbal and manual cues necessary for patient's needs, level of motor learning and	
14.	function; use clear/concise instructions/cues and demonstrate as needed	
15.	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)	
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.	Monitor and adjust intervention in response to patient status, clinical indications, and maintaining all applicable	
	<b>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 (critical safety skill)	
19.	Ensure patient's/caregiver's understanding of instructions (e.g., patient should return demonstration, repeat	
20	instructions, etc.)  Provide patient/caregiver/other with handout of instructions, as necessary, and strategies in order to promote	
20.	follow-through and continued adherence of techniques and strategies performed	
21.		
22.	Conclude treatment correctly; assisting patient as needed	
	Documents intervention accurately and effectively	
	cal Safety Skills: #3, #4, #5, #11, #12, #15, #18	
	lent: Date: Updated 8/2015	
	ructor Signature:	

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#### Pulmonary Dysfunction PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive ● Kankakee, IL 60901-6505 ● 815-802-8816 ● FAX: 815-802-8801		
Student: (please print) ID#:		
	CTIVE: The student will be able to effectively treat a patient with pulmonary dysfunction maintaining safety and with knowledge of in	ndications,
	raindications, and precautions	•
	juired Skills	Course
	tructor to initial each completed component. Student/instructor signature at the bottom indicates completion of Entry-level Skills Checklist. Shaded ponents identify skills which are expected in every patient care intervention and ongoing proficiency will be expected in all applicable patient care	2185
	ractions 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,	
	identifying contraindications/precautions for given intervention (critical safety skill)	
5.	Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill)	
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.	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)	
9.	Identify applicable precautions and contraindications to activity/exercise for common pulmonary	
	diseases/disorders/conditions treated in physical therapy (critical safety skill)	
10.	Proficiently perform select components of patient assessment, including the following test and measures: Instructor to initial	
	each skill completed. Must proficiency all.	
	Observe breathing at rest and during activity, including posture and the effect of posture on breathing	
	Identify breathing quality (e.g., depth, rhythm, sound)	
44	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</b>	
12.	skill completed. Must proficiency all.	
	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 Instructor to initial each skill completed. Must proficiency all.	
	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 vibrationshaking) Must proficiency all.	
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.	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)	
	Monitor standard vital signs (HR, BP, O2 saturation, RR, pain) pre, during, and post/recovery as indicated	
	Monitor standard vital signs (11t, br., 02 saturation, fix, pain) pre, during, and post/recovery as indicated Detect signs and symptoms of respiratory distress	
	Detect signs and symptoms of respiratory distress Detect activities that aggravate or relieve dyspnea or other symptoms	
19.		
	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.		
L	needs of the patient/caregiver, in order to promote follow-through and continued adherence with the instructions given	
22.	Conclude treatment correctly; assisting patient as needed	
23.	Document treatment accurately and effectively	
<u> </u>	- C-f C-1:11 H2 H4 HF H0 H0 H40	

Instructor Signature: \_\_\_\_\_ Date: \_\_\_  $O:\Share\PTA\Program\Curriculum\Plan\Curriculum\Entry-level\ Skills\ Checklists\PTA\ Program\_Entry-Level\ Skills\ Checklist\ Manual\_updated\ 2016.1.docx$ 

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

Updated 8/2011

PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • 815-802-8816 • FAX: 815-802-8801 Student: (please print) **OBJECTIVE:** The student will be able to correctly assess and record patient's vital signs **Required Skills** Course Course \*Instructor to initial each completed component. Student/instructor signature at the bottom indicates completion of 1115 2185 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. **General Procedural Guidelines** 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 Correctly interpret the physical therapy diagnosis or statement of problem and plan of care established by the physical therapist, identifying contraindications/precautions for given intervention (critical safety skill) 5. Explain the planned intervention/treatment and purpose to the patient/caregiver, obtaining consent for treatment (critical safety skill) 6. Recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to activity/exercise) (critical safety skill) mm HG **Blood Pressure** BP (student) BP (evaluator) mm HG 1. Position patient correctly, providing elevation and support of arm and exposing arm to hear brachial artery without restricting blood supply 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 Release gauge at appropriate rate For systolic >200 mmHg, wait 30 seconds after deflating cuff, then reinflate cuff to a maximum of 220 mmHg prior to release of gauge Obtain accurate blood pressure (BP). (±4 mm/Hg) 7. Cleanse ear pieces with alcohol wipe 8. Document blood pressure correctly Report abnormal values to appropriate individuals Pulse (student) \_\_\_\_ bpm Pulse (evaluator) 1. Locate site of pulse (carotid, radial, pedal), using effective palpation skills 2. Accurately count pulse rate (±2 pulses) 3. Document pulse rate correctly Report abnormal values to appropriate individuals Respirations Respirations (student) \_\_\_\_\_/min Respirations (evaluator)\_\_\_\_ 1. Monitor respirations discretely 2. Accurately count respiratory rate (±2 respirations) 3. Document respiratory rate correctly Report abnormal values to appropriate individuals %O2 (evaluator) % Pulse Oximetry (portable) %O2 (student) \_\_\_ Place pulse oximeter on appropriate digit for optimal reading Obtain accurate pulse oximetry reading (± 1%) 3. Document pulse oximetry reading correctly Report abnormal values to appropriate individuals 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: \_