

Patient Care Skills

PTA - 2100 301

Course Student Learning Outcomes

- Describe the components of interviews of patients/clients, caregivers, and family to obtain current information related to prior/current level of function and general health status.
- Recognize information in the medical record including changes in medical status and/or medical procedures.
- Identify what data should be collected on patient's current condition, compare results to previously collected data and safety parameters established by the physical therapist, and determine if safety parameters have been met.
- Explain why the patient/client perspective and the environment, based on the plan of care established by the physical therapist, must be considered during the provision of procedural interventions.
- Discuss interventions compliant with federal and state licensing requirements, APTA standards documents (e.g., Guide for Conduct for the PTA, Code of Ethics), and facility policies and procedures.
- Describe the responsibility of the student to request permission to work with each patient.
- Explain the need for taking action when safety of the patient or self may be at risk or has been compromised.
- Describe risk management strategies such as universal precautions and body mechanics.
- Describe how to assure patient privacy, rights, and dignity through following HIPAA requirements, observing the Patient Bill of Rights, and positioning/draping to protect patient modesty.
- Describe gait and locomotion training in physical therapy including gait training with and without assistive devices, and wheelchair propulsion and safety.

- Discuss functional training in self-care and home management; domestic, education, work, community, social, and civic life including activities of daily living training (bed mobility and transfer training, activity specific performance training), device and equipment use and training (assistive and adaptive device or equipment training during ADL), and injury prevention or reduction (injury prevention education during self-care and home management, injury prevention or reduction with use of devices and equipment, safety awareness training during self-care and home management).
- Describe the appropriate application and adjustment of devices and equipment including adaptive devices (hospital beds, raised toilet seats) and assistive devices (canes, crutches, long-handled reachers, walkers, wheelchairs).
- Describe integumentary protection including recognize interruptions in integumentary integrity, repositioning, patient education, and wound management (isolation techniques, sterile technique).
- Explain components of patient instruction including principles of learning using a variety of teaching strategies, types of instructions (verbal, visual), methods to enhance compliance (handouts, reporting forms), and how to determine patient response/understanding of instruction.
- Describe the collection and documentation of aerobic capacity and endurance/vital signs including, cardiovascular function (peripheral pulses, blood pressure, heart rate), physiological responses to position change and activities/responses to exercise (orthostatic hypotension, skin color, blood pressure, heart rate), and respiratory status (pulse oximetry, rate, rhythm).
- Describe the collection and documentation of arousal, attention/mentation, and cognition including determining the level of orientation to situation, time, place, and person, patient's ability to process commands, level of arousal (lethargic, alert, agitated), and test patient's recall ability (short term, long term memory).
- Describe the collection and documentation of assistive and adaptive devices including measuring, determining components, alignments and fit, patient's safety and response while using the device, and checking patient or caregiver's ability to care for device and equipment.
- Explain the collection and documentation of pain including the recognition of positioning and postures that aggravate or relieve pain.

- Discuss the collection and documentation of self-care and civic, community, domestic, education, social and work life including inspecting the physical environment and measuring physical spaces; recognizing safety and barriers in the home, community and work environments; recognizing level of functional status, administer standardized questionnaires to patients and others; and determining ability to perform bed mobility and transfers safely in the context of self-care home management.
- Explain the collection and documentation of tests of superficial sensation (coarse touch, light touch, cold, heat, pain, pressure, and vibration).
- Discuss documentation, the selection of relevant information, accuracy, and ability to adapt; including writing/electronically patient care using language that is accurate, complete, legible, timely, and consistent with institutional, legal, and billing requirements; using appropriate grammar, syntax, and punctuation in communication; using appropriate terminology and institutionally approved abbreviations; using an organized and logical framework to document care; and identifying and communicating with the physical therapist when further documentation is required.
- Expound on the importance of safety and emergency procedures including ensuring safety of self and others in the provision of care in all situations; initiating and/or participating in emergency life support procedures (simulated or actual), initialing and/or participating in emergency response system (simulated or actual), maintaining competency in CPR; and preparing and maintaining a safe working environment for performing interventions (clear walkways, equipment checks).
- Discuss the importance of education, including colleagues, aides, volunteers, peers, coworkers, students and the community using established techniques, programs and instructional materials, commensurate with the learning characteristics of the audience and educating colleagues and other health care professionals about the role, responsibilities, and academic preparation and scope of the work of the PTA.
- Explain components of interpersonal communication including: developing rapport with patients/clients and others to promote confidence; actively listening and displaying sensitivity to the needs of others; asking questions in a manner that elicits needed responses; modifying communication to meet the needs of the audience, demonstrating respect for the knowledge and experience of others; demonstrating congruence between verbal and non-verbal messages; recognizing

when communication with the physical therapist is indicated; initiating and completing verbal and written communication with the physical therapist in a timely manner; ensuring ongoing communication with the physical therapist for optimal patient care; recognizing the role and participating appropriately in communicating patient status and progress within the health care team; and communicating effectively with all stakeholders, including patient/clients, family members, caregivers, practitioners, inter-professional team members, consumers, payers, and policy makers.

- Compare career development opportunities for physical therapists and physical therapist assistants.

College Wide Student Learning Outcomes

- 2. Communicate effectively
- 3. Develop quantitative literacies necessary for your chosen field of study
- 4. Think critically and creatively
- 5. Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners
- 6. Develop the knowledge and skills to work with others in a professional and constructive manner
- 7. Develop computer and informational literacy 8. Develop the attitudes and skills for lifelong wellness
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- 1. Acquire substantive knowledge in your intended major

Course Prerequisites

Students must be formally admitted to the PTA Program to enroll in this course.

COURSE COREQUISITE

PTA 2110 Implementation of Patient Care Skills in Physical Therapy

Engagement Plan

Students can communicate with me in person, through Microsoft Teams, Canvas Inbox, or email.

- The best way to contact me, other than in person communication, is via Microsoft Teams. I will prioritize this method of communication over other methods of communication. I will respond within the day, unless communication occurs after hours or on weekends, in which case I will respond within 24-48 hours.
- I will respond to email within 24-48 hours. I will offer feedback on major assignments within one week.

Keys for Success (how to succeed in the course)

Students should expect to spend a minimum of 45 hours in-class and 90+ hours in concentrated study during the semester. If the student is having difficulty in the course, it is the student's responsibility to talk with the Instructor. Students should identify their learning needs associated with the course content.

Required Text or Materials

Title: Principles & Techniques of Patient Care. Fairchild & O'Shea. 2022. ISBN 978-03-2372-0885

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Additional Materials

Additional readings and supplemental materials posted to the course CANVAS site

Brief Description of Assignments/Exams

A description of the assignments, the due date, and the scoring rubric is in the assignments tab on the course Canvas site. Late assignments (assignments not completed by 11:59 pm on the due date) are not accepted for credit.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
9/25/25	Written Examination 1	Assignment	40
10/23/25	Written Examination 2	Assignment	40
11/20/25	Written Examination 3	Assignment	40
11/24/25	Professionalism	Assignment	50

Grading Scale

A	95-100%	B	86-88%	C	77-79%	D	68-70%
A-	92-94%	B-	83-85%	C-	74-76%	D-	65-67%
B+	89-91%	C+	80-82%	D+	71-73%	E	64% and below

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)